



# Student Handbook

*A Partnership in Responsibility*



**Livingston Classical Academy**  
*Serving Grades Kindergarten through 12*  
8877 Main St., Whitmore Lake, MI, 48189  
(734) 449-2052

**Mr. Kurt Naber, Superintendent**  
**Mr. Mark Signorelli, Principal**  
**Mrs. Sarah Parsell, Assistant Principal**  
**Mrs. Lauren Robinson, School Counselor**

**Website:** <https://livingstonclassicalAcademy.org/>  
**Facebook:** <https://www.facebook.com/LivingstonClassicalAcademy>  
**Instagram:** <https://www.instagram.com/livingstonclassical/>

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## **SPIRIT OF THIS HANDBOOK**

Livingston Classical Academy provides a unique classical experience that aims at human happiness. Instruction in moral character and civic virtue are crucial in this enterprise, and demand quite a bit from students and families alike. By attending Livingston Classical Academy, students and their families positively choose to embark on a traditional educational path that, up to the 20<sup>th</sup> century, presented the standard of academic excellence and character development in the west. This choice means that students should strive for excellence of which they are capable and take delight and confidence in the successes of their friends and peers.

All policies in this handbook should be understood in light of a parent's and student's choice to pursue the vision, mission, and core virtues in common with the school.

## **VISION AND MISSION**

### **Vision**

Livingston Classical Academy in Whitmore Lake exists as a tuition-free public school to educate youth on our nation's founding principles and empower them, as free citizens, to pursue a virtuous life of happiness and excellence.

### **Mission**

Livingston Classical Academy trains the minds and nurtures the hearts of young people through a rigorous, classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

## **LIVINGSTON CLASSICAL ACADEMY CORE VIRTUES**

### **Standards of Virtuous Conduct:**

#### **Courage**

LCA students will strive to embody the quality of mind which enables humans to encounter danger and difficulty with valor, boldness, and resolution.

#### **Perseverance**

LCA students will practice persistence in whatever they undertake. They will not give in to despair but rather, with diligence and determination, they will forego immediate gratification in order to pursue true human flourishing.

#### **Courtesy**

LCA students will recognize that all human beings are worthy of dignity and respect. Therefore, they will practice elegant politeness of manners and kindness toward their fellowman.

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### **Honesty**

LCA students will seek to know the truth through their studies, and to speak the truth with prudence at all times, in every relationship. LCA students will seek to avoid speaking falsehoods or to knowingly deceive others by hiding the truth.

### **Service**

LCA students will pursue happiness by offering their time and talents for the good of other individuals and their community even when this action entails personal sacrifice.

### **Self-Government**

LCA students will foster the habits of mind and memory that allow them to increase in knowledge, the habits of body that allow them to act appropriately at all times, and the habits of speech that allow them to speak articulately in any context.

### **Friendship**

LCA Students will be kind and generous and learn how to get along well with others.

## **SCHOOL HOURS AND ATTENDANCE CALLS**

The regular daily school schedule **begins at 8:00 AM and ends at 3:00 PM**. Please call the attendance office at (734) 449-2052 or email [lcaattendance@choiceschools.com](mailto:lcaattendance@choiceschools.com) to report absences or tardiness.

School is open at 7:45 AM for all students and all activities begin promptly at 8:00 AM. Students arriving after 8:00 AM will be considered tardy.

## **SCHOOL CLOSING ANNOUNCEMENTS**

Notice of school cancellation is given by announcements on several radio, television stations, and social media. Please monitor your local television/radio stations for school closing information. Families are contacted via email and phone through PowerSchool Messenger.

## SCHOOL CALENDAR

This calendar complies with Board Policy 8210 and MCL 388.1701, requiring 1,098 instructional hours over a minimum of 180 days.

### 2025-2026 School Calendar

Date	Description
August 21	Orientation (9:00AM – 12:00PM K – 5th, 1:00PM – 4:00PM 6th – 12th)
August 25	First Day of School
August 29 & September 1	Labor Day Weekend ( <b>No School</b> )
October 14	Picture Day
October 29	Start of Q2
November 4	Teacher Workday ( <b>No School</b> )
November 6	P/T Fall Conferences (Mandatory for all Students) at 3:30PM – 6:30PM
November 7	P/T Fall Conferences (Mandatory for all Students) at 1:00PM – 4:00PM
November 24 – November 28	Thanksgiving Break ( <b>No School</b> )
December 22 – January 2	Winter Break ( <b>No School</b> )
January 19	MLK Jr. Day ( <b>No School</b> )
January 20	Start of SM2/Q3
January 22	P/T Winter Conferences at 3:30PM – 6:30PM
January 23	P/T Winter Conferences at 1:00PM – 4:00PM
February 13 & February 16	Mid-Winter Break ( <b>No School</b> )
March 30 – April 3	Spring Break ( <b>No School</b> )
April 6	Start of Q4
April 14	Teacher Workday ( <b>No School</b> )
April 17	PSAT/SAT (Grades 8 – 11), <b>No School</b> (Grades 6, 7, 12)
May 25	Memorial Day ( <b>No School</b> )
June 10	Early Release (11:30AM)
Type of School Day	School Hours
Full Day	Doors open at 7:45AM, School starts at 8AM, School Dismisses at 3PM,
Early Release (every Friday)	Dismissal at 1PM
Half Day	Dismissal 11:30AM

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## LIVINGSTON CLASSICAL ACADEMY

### BOARD OF DIRECTORS

The Board of Directors is the governing body for Livingston Classical Academy. The Livingston Classical Academy's Authorizer, Whitmore Lake Public Schools, appoints our board members. The Livingston Classical Academy Board contracts with Choice Schools Associates, LLC for management and employment services. Meetings are scheduled on the third Thursday of each month (\*except as noted) at 6:00 PM at Livingston Classical Academy. Special meetings are scheduled when needed. All board meeting notices are posted at the main entrance of Livingston Classical Academy and are open to the public. Academy Board of Directors contact information is listed on the school website.

### MANAGEMENT COMPANY

Choice Schools Associates, LLC  
5251 Clyde Park Avenue Southwest  
Wyoming, MI 49509  
Phone: 616-785-8440  
Fax: 616-785-8455

### AUTHORIZING DISTRICT

Whitmore Lake Public Schools  
8845 Main Street  
Whitmore Lake, MI 48189  
Phone: (734) 449-4464  
Fax: (734) 449-5336

### SCHOOL ADMINISTRATION

School Leader: Mark Signorelli  
Email: [marksignorelli@choiceschools.com](mailto:marksignorelli@choiceschools.com)

### TITLE IX COORDINATOR

Title IX Coordinator: Mark Signorelli  
Email: [marksignorelli@choiceschools.com](mailto:marksignorelli@choiceschools.com)  
Phone: 734-449-2052

In accordance with federal law, the Title IX Coordinator oversees complaints involving discrimination based on sex. Please see the Non-Discrimination and Sexual Harassment section for additional Title IX processes and procedures.

### GOVERNANCE AND ACCOUNTABILITY

In alignment with Board Policy 2700, the Academy publishes an annual P.A. 25 Report containing student achievement data, teacher qualifications, and school improvement status. It is available online and upon request.

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## EDUCATIONAL PROGRAM

### PHILOSOPHY AND METHOD

All students benefit from the highest standards of academic integrity and from a rigorous, content rich, educational program that develops their intellectual capacity, personal character, and leadership skills. The school provides an environment that fosters academic excellence through the habit of discipline and thoroughness, the willingness to work, and the perseverance to complete difficult tasks. Through a defined traditional, classical curriculum, students will be prepared to become active and responsible leaders and members of their community.

### THE CORE FOUNDATIONS OF OUR CLASSICAL EDUCATION

**We value knowledge** because in order to express and understand complex ideas, a person must have a working knowledge of facts, ideas, and references known to all in a given social and political order. This is *cultural literacy*, and we believe it is essential to a nation's identity. Students, over their years in school, will be expected to learn content-rich information, to apply it, and as they get older, to extrapolate from it.

**We seek to uphold a standard of excellence.** In upholding a standard of excellence, we recognize that students have different abilities. Livingston Classical Academy will offer support systems to encourage students in their academic endeavors while excellence remains the goal.

**We will insist on moral virtue for those involved with Livingston Classical Academy while on campus or during a school sponsored event.** At Livingston Classical Academy, we leave questions of faith to the students and their parents, but we will foster an environment where all of us will be expected to behave in a morally virtuous manner. Expectations will be high: all stakeholders must adhere to the LCA Core Virtues. In their studies, students will be exposed to the great stories of self-command and self-sacrifice, and of inner conflicts between right and wrong. At times, students may have differing opinions but are expected to demonstrate virtuous character at all times.

**We will seek to prepare our students to assume their places as responsible citizens in the political order of the United States.** The founding documents: the Declaration of Independence, the Constitution, and some of the Federalist Papers along with letters and/or essays written by members of our early government will be studied to teach our nation's founding principles. Ideas to be discussed include: What is true freedom? What is limited, balanced, federal, and accountable government? What are the rights of a citizen? How does state power balance federal power, and how do they work in conjunction with citizens' rights?

### THE CLASSICAL CURRICULUM

At Livingston Classical Academy we serve students Kindergarten through 12th grade. It is our goal to educate youth on our nation's founding principles and empower them, as free citizens, to pursue a virtuous life of happiness and excellence.

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Physical Education: All students are required to participate in Physical Education. Students must have a note from home to be excused from Physical Education for one class period. Extended non-participation requires a physician's note. Students must follow the LCA [Uniform Policy](#).

For detailed curriculum information, refer to our website  
<https://livingstonclassicalacademy.org/curriculum/>

## **ACADEMIC GUIDELINES**

To be prepared and ready for instructional activities students are expected to:

- be at school on time
- complete homework assignments
- have proper instructional materials from the teacher provided supply list

## **PROGRESS REPORTS/REPORT CARDS/CONFERENCES**

Progress reports are available on PowerSchool mid-way through each quarter and dates will be communicated via the school calendar.

Report cards are available on PowerSchool at the end of each quarter. There are four report cards per academic year.

The purpose of progress reports and report cards is to communicate to parents and students the child's progress on the knowledge and skills the student is working on in class and to provide insight into the child's academic, behavioral, and citizenship progress. Parents are encouraged to discuss the information on the progress reports and report cards with their child and to encourage excellence in achievement and behavior.

Every teacher will provide one required fall conference with each child's parent/guardian and one optional spring conference. Conference dates are available on the school calendar. A parent/guardian/teacher may request additional conferences as needed. Additional conferences must occur during non-instructional time.

## **RETENTION**

### **K-12 Literacy and Dyslexia Law**

At our school, students in Kindergarten through 3rd grade take state-approved reading assessments three times a year to track their literacy growth. These assessments help us identify students who may need additional support. If your child is not meeting grade-level expectations, you will be notified in writing. When a reading concern is identified, your child will receive an Individual Reading Improvement Plan (IRIP). This personalized plan outlines the specific support your child will receive during the school day and includes activities and strategies you can use at home. You will be involved in developing the IRIP and kept informed of your child's progress through regular updates. Reading support is tailored to your child's needs and may include small group or one-on-one instruction using proven, evidence-based methods. We value partnership with families and encourage open communication. You are welcome to request a meeting at any time to discuss your child's reading progress or the interventions in place.

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Starting in the 2027–2028 school year, all Michigan schools will screen students in Kindergarten through 3rd grade for signs of dyslexia. If characteristics of dyslexia are identified, your child will receive reading intervention that is explicit, systematic, multisensory, and aligned with the science of reading. For students in grades 4 through 12, screening will occur when there is evidence of characteristics of dyslexia or a dyslexia diagnosis. If screening confirms characteristics of dyslexia, students will receive targeted intervention using structured literacy approaches. Instruction will be adapted to meet each student's needs to ensure reading success.

Families play a vital role in supporting literacy development. If your child has been evaluated for dyslexia or a learning disability outside of school, please share that information with us. That information can help guide how we support your child. Additionally, students who qualify may receive services under federal special education law, including the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

### **Other Types of Retention**

Retention may also be suggested if your student:

- Has excessive absences and tardies that are having a negative impact in the student's academic progress;
- Is not making necessary academic gains as defined by the school staff.

In recommending retention, the student's wellbeing, emotional maturity, social skills and other factors will all be considered. The school will notify parents, as early in the school year as possible, that retention is a possibility in order to develop an intervention plan.

## **ACADEMIC POLICIES**

All 7th-12th grade students are required to complete graduation required courses. If a student fails a course, the course must be re-taken to satisfy graduation requirements.

At the discretion of the principal, a student may be required to complete remedial courses in order to graduate. The principal has the authority to waive any graduation requirement except those meeting the state requirements. Once enrolled, a student will not receive credit from any other institution without the prior approval of the principal. High School credit/GPA may be earned for Algebra I or Latin I taken in grade 8.

## GRADUATION REQUIREMENTS

<b>English Language Arts (ELA)</b> Core courses: Rhetoric in Literature (2 semesters), British Literature (2 semesters), American Literature (2 semesters), Modern Literature (2 semesters), Senior Thesis (1 semester) - Proficiency in State Content Standards for ELA (4 credits)	<b>4.5 CREDITS</b>
<b>Mathematics</b> In addition to meeting the credit requirement, students must successfully complete Geometry (2 semesters) and Algebra II (2 semesters) - Proficiency in State Content Standards for Mathematics (3 credits); and - Proficiency in district approved 4 <sup>th</sup> Mathematics credit options (1 credit) (must have a math experience in final year of high school.)	<b>4 CREDITS</b>
<b>Science</b> In addition to meeting the credit requirement, students must successfully complete Biology (2 semesters) and Chemistry or Physics (2 semesters) or - Proficiency in State Content Standards for Science (3 credits); or - Proficiency in some State Content Standards for Science (2 credits) and completion of a Department approved formal Career and Technical Education (CTE) program (1 credit).	<b>3 CREDITS</b>
<b>History</b> Core courses: World Civ I (2 semesters), World Civ II (2 semesters), American History (2 semesters), Modern World History (2 semesters),	<b>4 CREDITS</b>
<b>Government/Economics</b> Core course: American Government (1 semester) Core course: Economics (1 semester)	<b>1 CREDITS</b>
<b>World Language</b> In addition to meeting the credit requirement, students must successfully complete one of those credits in Latin (2 semesters) Greco Roman	<b>3 CREDITS</b>
<b>Intro to Philosophy/Logic</b> Core course: Intro to Philosophy (1 semester) Core course: Logic (1 semester)	<b>1 CREDIT</b>
<b>Online Learning Experience*</b>	
<b>Physical Education*</b> Core course: May vary (1 semester)	<b>.5 CREDITS</b>
<b>Health</b> Core course: Michigan Health (1 semester)	<b>.5 CREDITS</b>
<b>Visual Performing &amp; Applied Arts</b>	<b>1 CREDIT</b>
<b>Elective</b>	<b>4.5 CREDITS</b>
<b>Total Required for Graduation</b>	<b>27 CREDITS</b>

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## ACADEMIC PROGRAMMING

Lower School: K-6 curriculum will follow a traditional, classical approach to education.

- LCA uses the Core Knowledge Sequence for literature, science, and history.
- LCA uses Singapore Math for K-5 mathematics and Mathematics Structure and Methods Course for 6th grade.
- Literacy Essentials and Voyages are used for literacy, grammar, and writing.
- Fine and Performing Arts and Physical Education use a cross-curricular approach for a well-rounded experience.

Upper School: 7-12 curriculum will follow a traditional, classical approach to education.

- LCA uses classical texts and primary source documents in literature and history.
- LCA uses traditional math and science texts, such as McDougal Littell and Science Explorer.
- Latin uses a variety of educational resources.
- Fine and Performing Arts and Physical Education use a cross-curricular approach for a well-rounded experience.

Academic programming is approved by the Board of Directors and the school principal.

Letter Grade	Percent Equivalent	GPA
A	93-100%	4.0
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-69%	1.3
D	63-66%	1.0
D-	60-62%	0.7
F	0-59%	0.0

### Honor Roll

Upper School Honor Roll recognitions will be presented to students in the classroom at the end of each semester.

- Distinguished Honor Roll- 4.00 or higher
- High Honor Roll- 3.50-3.99
- Honor Roll- 3.00-3.49

### Valedictorian And Salutatorian

Seniors standing will be assessed at the end of the third quarter marking period to determine awards and honors.

- Valedictorian status is awarded to the student who has the highest cumulative grade point average (3.75 or higher).
- Salutatorian status is awarded to the student who has the second-highest cumulative grade point average (3.5 or higher).

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Additional qualifications to be met for Valedictorian and Salutatorian distinction are as follows:

- Candidates must be enrolled as a full-time high school student at Livingston Classical Academy, having been enrolled for the entirety of their senior year.
- Candidates must meet all Livingston Classical Academy graduation requirements.
- Candidates must carry a cumulative average of 3.75 or higher for Valedictorian distinction and a 3.5 or higher for Salutatorian distinction.

In the event of a tie, Livingston Classical Academy will consider standardized test scores and the rigor of completed courses for either distinction. If the graduating class does not have a qualifying candidate, the honored position will go unfilled for that year

### **Latin Honors**

Seniors standing will be assessed at the end of the third quarter marking period to determine awards and honors. Livingston Classical Academy determines student placement and awards as follows:

LCA will award the following cumulative grade point average distinction as follows:

#### **Latin Honor System**

- Summa Cum Laude 3.95-4.00
- Magna Cum Laude 3.75-3.94
- Cum Laude 3.50-3.74

### **ASSIGNMENT OF STUDENTS TO CLASSES**

Any student transferring from a school accredited by the Department of Education to another school accredited by the Department of Education shall have a full transcript review to determine grade placement. Any student transferring from homeschool or a school that is not accredited by the Department of Education to a school that is accredited by the Department of Education shall be evaluated for placement.

### **PROMOTION**

#### **Lower School (Grades K-6)**

In addition to literacy, K-6 students must have attained competence in all the core subjects (English, including reading, spelling, grammar, composition; history; math; science) over the course of the year and attained at least a C average. Competence is attained knowing the material and, by completing assigned work. Completion of work demonstrates the ability of the student in the various subjects as well as the mastery of study skills necessary for academic and personal achievement. Students whose grades or skills fall below the requirements of grade level will be retained. "Borderline" cases will be decided by the teacher and the principal.

#### **Upper School Students (Grades 7-12)**

It is our goal for parents, teachers, and students to work together during the year to ensure that students are developing responsible work habits and attaining a sufficient level of understanding in their courses. Students who make a "C" in a single class may retake that class with the approval of the principal. A "D" in a single class may be a passing grade and may be

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awarded credit at the discretion of the principal, or the student may be required to retake that class. Failing a core course will require the student to retake the class. A student who fails an elective course may retake that course with the approval of the principal.

### **HIGH SCHOOL TRANSCRIPT REQUEST**

All high school transcripts will be processed through Parchment for current and alumni students. Refer to the LCA website for further directions.

### **FIELD TRIPS**

Written parental or legal guardian permission is required for a student to go on any field trip off school grounds. For trips involving travel, teachers will inform parents of such details as destination, lunches, spending money, departure and arrival times, and any special rules. A permission slip will be sent home before each field trip involving travel. Teachers work to schedule field trips that are relevant to the school curriculum. The minimum guidelines for the supervision of field trips is for every 10 students there will be one adult chaperone.

Student/adult ratios may vary with the nature of the field trip.

Students who disobey school rules and/or defy teacher authority may be denied the right to participate in field trips. Students who have demonstrated and documented behavior that is aggressive, harassing, or intimidating AT ANY TIME during the school year may be denied the opportunity to go on overnight field trips. The decision will be made by the principal in consultation with the teacher(s) conducting the field trip. The Code of Student Conduct applies to students at school and on school related trips/activities away from school.

Students are expected to follow Livingston Classical Academy rules and pay for any costs incurred. Parents who cannot afford such costs for their child's participation are encouraged to contact the principal. Parents will always be given prior notice of field trips. The student who is not going on the field trip is to attend school. The student will be provided alternative learning opportunities at school during the school day.

### **TESTING**

Livingston Classical Academy administers all state-mandated assessments, most of which are computer-based. In addition, all students take a computer-based adaptive assessment, called the NWEA, in math and reading three times a year to help monitor growth and identify individual needs. Other computer based assessments will be the PSAT/NMSQT (grades 8, 9, 10, 11) and SAT (grade 11, 12). The exceptions to computer-based testing are Acadience (grade K-6), which is administered one-on-one, and the ACT (grade 11), which follows a paper-based format. Assessment results are used to guide instruction, support student learning, and inform curriculum decisions. Individual scores will be shared during parent-teacher conferences.

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## **SPECIAL EDUCATION**

The Academy to provide appropriate educational programs for children who are identified with disabilities and who have an approved Individual Educational Plan (IEP). The Academy embraces the instructional practice known as inclusion. When the IEP calls for pullout services, the student will be permitted to leave the classroom to work with a properly trained professional special educator. The goal of special education programming is to provide students with an educational program that best meets their individual needs in the least restrictive environment. This means that, to the maximum extent appropriate, students will be provided programs and/or within the regular education classroom with the necessary support.

The Academy enjoys an excellent working relationship with the local intermediate school district or RESA, Washtenaw ISD. The WISD provides a parent resource center which provides parents with comprehensive resources on rights of the disabled, responsibilities of the school, support systems for parents and children, and educational programs available.

If you have concerns about your child's progress, arrange to speak with your child's teacher. For further information on all special education services and programming, contact the school leader.

## **ENGLISH LANGUAGE LEARNER (ELL) SERVICES**

The school is committed to supporting English Learners (ELs) as they develop proficiency in English while accessing grade-level academic content. In accordance with federal Title III guidelines and the Michigan Department of Education's English Learner policies, the following procedures and supports are in place:

All students enrolling in the school complete a Home Language Survey (HLS) as required by the State of Michigan. If a language other than English is indicated, students are screened for English language proficiency using the WIDA Screener (Grades 1–12) or WIDA MODEL for Kindergarten.

Students identified as English Learners receive instructional support based on their English Language Proficiency (ELP) level. Services may include:

- Designated English Language Development (ELD) instruction
- Push-in or pull-out support from an ELL specialist or trained staff
- Use of appropriate language accommodations and instructional technologies
- Ongoing collaboration between general education and ELL staff

The amount and type of support is determined by each student's ELP level, academic needs, and classroom context.

The school reviews ELL program implementation annually and ensures compliance with Civil Rights obligations, Title I and Title III funding requirements, and MDE guidelines.

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## **MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE**

The Academy is committed to supporting all students, including those experiencing homelessness. In accordance with the McKinney-Vento Homeless Assistance Act, students who lack a fixed, regular, and adequate nighttime residence have the right to:

- Immediate enrollment, even if records are unavailable at the time of registration.
- Attend their school of origin or the school nearest to their temporary home.
- Receive support services, including access to free school meals and school supplies.
- Full participation in all school programs and activities.

If your family is experiencing housing instability, please contact the school's Homeless Liaison [INSERT TITLE OR CONTACT] for support and assistance. All information shared will remain confidential.

## **HOMEWORK**

Homework is a fundamental part of our general academic program and helps develop a strong work ethic and personal organizational skills. The educational purpose includes the following:

- Reinforce skills and concepts learned in class;
- Develop study skills and habits;
- Practice skills and knowledge in ways that are not readily accomplished in the classroom;
- Inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each young child to read, or be read to, at least three times a week and preferably every day. By making sure your child is reading at home, you are directly contributing to his/her education. By reading in front of your children, you model good habits and reinforce your expectations.

In general, the following guidelines are the approximate amount of time children will spend on homework. Please keep in close communication with your child's teacher regarding the actual amount of time that the assignments require.

Kindergarten: 10 minutes

1st grade: 15 minutes

2nd grade: 20 minutes

3rd grade: 25 minutes

4th grade: 30 minutes

5th grade: 40 minutes

6th grade: 50 minutes

7th and 8th grades: 60 minutes

In general, the following is the maximum amount of time high school students should spend on assigned homework.

9th thru 12th: 120 minutes

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## **LATE HOMEWORK**

All assignments are expected to be turned in on time. One of the responsibilities of homework is to teach students responsibility and accountability. In order to accomplish this, and to ensure students do not fall behind on their schoolwork, it is essential that students complete their work on time. Students who have an excused absence will have the number of days equal to the number of days absent to make up class and homework, without penalty, up to 7 days. Homework will not be sent home, nor will credit be awarded for any work done during periods of unexcused absence.

## **FUNDRAISING**

Students may solicit only for Livingston Classical Academy-sponsored activities. The principal or board of directors, when appropriate, must approve fundraisers in writing prior to announcement of fundraising activities, placing orders, or making commitments. Livingston Classical Academy students are prohibited by Board Policy from door-to-door solicitation of any type in the community. There will be no exchange of money among students for any purpose unless authorized by the principal.

## **DRESS CODE POLICY**

Livingston Classical Academy students are expected to dress in a way that aligns with our philosophy of maintaining a learning environment that focuses on the development of each student's academic potential, personal character, and leadership skills.

All Livingston Classical Academy students are required to be in school uniform during school hours and during all school activities and events unless otherwise specified. Attire which attracts undue or negative attention, or which infringes on the rights or values of others is not considered to be in the spirit of the dress code. Attire is expected to be clean, in good condition, and properly sized to fit. Please account for your child's growth throughout the year when purchasing items such as skirts and pants to ensure they remain at the appropriate length. The outermost layer of your child's uniform will also be expected to have the school logo attached for display. This includes shirts, jumpers, blazers, and cardigans/sweaters. Please call the school office at (734) 449-2052 for more information on embroidery and/or patches.

## **VOLUNTEERS**

It is the policy of the Academy to encourage volunteers to work in the school. A volunteer must receive an I-CHAT background check to certify that they have not been charged with child abuse, neglect, or a felony. The Academy reserves the right to "approve" or "deny" any volunteer service upon review of the returned background check. The determination will be based upon the individual's background check information and their fitness to have the responsibility for the safety and well-being of children. Providing false information, or information contradicting the background check information, is grounds for immediate volunteer service denial.

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All volunteers must be clearly identified with a badge or lanyard. All volunteers will be expected to follow all Academy policies. Volunteers shall be responsible for maintaining confidentiality regarding information about children seen or heard while volunteering.

Volunteer activities could include responsibilities such as being tutors, mentors, classroom assistants, chaperones, and guest speakers. Parents, grandparents, and friends are encouraged to become volunteers. If you are interested in becoming a volunteer, please notify the office.

Volunteers must focus on student safety and are discouraged from being on cell phones during this time.

Volunteers may not bring younger siblings to school or on a field trip while volunteering, without permission of the school leader.

In accordance with Board Policy 9150, the School Leader may deny or revoke visitor access to maintain school safety and minimize disruption.

## **PARENTS**

Livingston Classical Academy relies on parents for active involvement in their child's education, growth and development. It is the hope of Livingston Classical Academy that all families will devote time to volunteer. Parents are children's first and most effective teachers and are encouraged to become active partners with their children's teachers. Research clearly reports that a student's success is closely tied to a significant adult in his or her life.

## **PARENTS RIGHTS AND RESPONSIBILITIES**

Parents have the right:

- To know that their child is cared for in a safe, supportive environment;
- To unlimited access to their children (unless prohibited by a court order);
- To access the school staff during the school's normal hours of operation;
- To be informed about serious misbehavior on the part of their own child;
- To be regularly informed of school activities.

Parents have the responsibility to fulfill their obligations as described in this handbook. These obligations include, but are not limited to:

- Keeping their child's records up to date;
- Letting the school office know if their child will not be attending on a regularly scheduled day;
- Following established procedures in accessing their child during the school day, as well as observing established procedures regarding pick-up/drop-off or occasions that require a child to leave early or arrive late;
- Noting any communications from the administrators or teachers regarding their child's behavior, and to cooperate in any efforts to bring about improvement in the situation;
- Attempting to attend school activities that involve parents;
- Informing the school of any significant changes that occur in the home.

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## **HELPING YOUR CHILD LEARN**

There is no more powerful teacher in a child's life than their parent or guardian. Establishing routines that safeguard children from worry and stress so that they can learn, and grow is essential. As your student's guardian, you can help your child learn if you:

- Start each day with a calm beginning.
- Make sure your child is well rested with at least 9-12 hours of sleep each night.
- Encourage your child to have a healthy breakfast and lunch.
- Laugh and talk with your child about school experiences – listen attentively.
- Stress attendance. Home is the best place for a sick child; otherwise your child should take advantage of each school day.
- Acknowledge your child for special accomplishments.
- Keep the lines of communication open. Inform the teacher of any family situation that could influence your child's behavior.
- Have a special place for notes and notices about school events.
- Read each day to your child. Encourage reading for pleasure and utilize the public library regularly.
- Stress organization of your child's belongings.
- Encourage independence in your child by showing him/her what he/she can do by himself/herself.
- Work at home with skills taught at school.

## **GENERAL INFORMATION**

### **ENTRY AGE FOR ELEMENTARY**

A child is eligible to enroll in kindergarten if he or she is at least five years of age on or before September 1 of the school year of enrollment. A child becoming six years of age before December 1 must be enrolled in school on the first day of the school year in which the child's sixth birthday occurs or must satisfy one of the exceptions stated in law. A child must remain in school until their sixteenth birthday.

### **ATTENDANCE**

Regular school attendance is of the utmost importance to your child's adjustment to school and contributes to the realization of the importance of education. In accordance with Compulsory School Attendance Law (380.1561), "Every parent, guardian, or other person in this state having control and charge of a child from ages 6-18, shall send that child to public school during the entire school year." Certain exemptions to this law may be found by reading the entire Compulsory School Attendance Law.

### **K-6 Attendance Policy**

Tardy- After 8:01 AM

Unexcused Absence- no call/email from parent/guardian

Excused Absence- call/email from parent/guardian

Early Dismissal-leaves AM class or PM class

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## **7-12 Attendance Policy**

Tardy- After 8:01 AM, and 1-20 minutes late in each class period

Unexcused Absence- no call/email from parent/guardian

Excused Absence- call/email from parent/guardian

Early Dismissal-student leaves school early

LCA will comply with the truancy law set forth in MCL 180.1586 concerning any student with excessive absences without a valid excuse. LCA will make referrals to the proper authorities regarding truant children in accordance with this law.

### **ABSENCE TYPES**

The following will be considered excused absences:homework

- Absences for medical reasons with a doctors note;
- Absences for religious holidays;
- Absences for mental or emotional disabilities;
- Pre-arranged absences of an educational nature that are approved by the principal (e.g., visits to colleges for high-school students; scheduled, performance-related activities);
- Attendance at any school-sponsored activity;
- Bereavement (please notify the school if absence will extend beyond three days).

When no contact is made with the school office in a timely manner, 24 hours, the absence is considered unexcused.

Students who have 5 unexcused absences or 5 tardies at any time throughout the school year may not be permitted to:

- Participate in field trips;
- Participate in extracurricular activities and school programs;

### **LATE PICK-UP POLICY**

At 3:20PM (1:20 PM on Fridays), students will be considered late pick-up. Parents/guardians will be notified of repeated late-picks and a meeting with the principal/designee may be scheduled to determine the reason behind repeated late pick-ups.

### **EARLY DISMISSAL REQUESTS**

Early dismissal requests need to be called into the school office at (734) 449-2052 or by emailing [lcaattendance@choiceschools.com](mailto:lcaattendance@choiceschools.com). Early dismissals are not permitted after 2:30 PM Mon-Thur or 12:30 PM on Friday's. Excessive early dismissals will be viewed similarly to tardies.

### **VACATIONS**

The school discourages the practice of taking family vacations on school days or during times other than regular school vacation periods. If a student will be out of school for a family vacation, they will be responsible for making up any work upon returning.

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## **MAKE-UP WORK FOR ABSENCE FROM SCHOOL**

Students are responsible for getting and completing any work they have missed due to absence from class.

- Short term absences, 1-2 days:
  - work completed within three days
- 3-5 days absent
  - work completed within five days

In cases of extended absence of more than five days due to illness, a student may request special consideration for additional time to make up work. Parents/guardians may request this in writing to classroom teachers.

## **MAKE-UP TEST/EXAM POLICY**

As attending class is very important, testing is also a priority to evaluate mastery of content. Students at Livingston Classical Academy are expected to be in class and prepared for tests, whether unit, quarterly, or examinations. The Make-up Test Policy is in place to discourage absences on the day of a scheduled test. If a student is absent at the scheduled time of the assessment, he or she shall make up the assessment within a time frame no greater than the length of the absence. This applies to all absences, including those that are pre-arranged, due to school activities, and family emergencies. A student's failure to comply with this policy will result in a grade of zero on the assessment(s) in question. The faculty and Principal have discretion to review any case due to extenuating circumstances.

For final exams, make-ups will not be permitted unless under extenuating circumstances, such as family death, serious illness, or hospitalization and approved by the principal/designee.

## **VISITORS**

All parents or visitors must sign-in and receive a visitor's badge in the main office. Parents and/or visitors may be required to present official I.D. such as a driver's license and permission of the principal to be on school grounds. No one is to bypass the office and go directly to the classroom or to the playground area. The staff must provide safe, secure supervision of all children. Parents are welcome to visit in classrooms and are to make advanced arrangements with the teacher for in-class visitation. Siblings or other children are not permitted to visit classrooms during school hours.

Unauthorized persons must not loiter in the school use area. Any person, who comes into the school area and does not properly sign in at the office, will be considered a trespasser. The person will be asked to leave the school area immediately. Failure to leave the school area will be reported to the Police Department for action.

## **MESSAGES TO STUDENTS AND STAFF**

Messages to students and or staff must be dropped off or called into the school office. Messages will not be delivered when it will disrupt classroom activities. Parents are encouraged to communicate the message as early as possible to ensure timely delivery to the proper person. All staff members have email accounts that parents can communicate through. Safe, secure classrooms and disruption-free instruction require us to seek total cooperation of

parents in not going directly to the classroom.

## SCHOOL SAFETY AND EMERGENCY PROCEDURES

The Academy conducts regular emergency drills throughout the school year to prepare students and staff for fire, tornado, and lockdown situations. These drills are required by Michigan law and are designed to ensure everyone knows what to do in case of an emergency. A record of completed drills is posted publicly on the school's website in compliance with state requirements. Parents and guardians are encouraged to talk with their children about the importance of safety preparedness.

### STANDARD EMERGENCY RESPONSE PLAN

To protect the safety of students and staff during emergencies, our school uses the Standard Response Protocol (SRP), a nationally recognized framework developed by the "I Love U Guys" Foundation. SRP is a clear, action-based emergency response model designed to equip schools with consistent terminology and procedures for addressing a range of incidents, including weather events, accidents, intruders, and hazardous conditions.

The SRP provides five specific directives that guide our response to different types of emergencies. These actions are easy to learn, simple to follow, and universally understood within the school community. They are reinforced through routine training and drills throughout the school year.

These five (5) actions are used when SRP is initiated:



**HOLD** - In your classroom or area

Protocol used when hallways need to be kept clear of occupants.



**SECURE** - Get Inside. Lock Outside Doors

Protocol used to safeguard people within the building.



**LOCKDOWN** - Locks, Lights, Out of Sight

Protocol used to secure individual rooms and keep occupants quiet and in place.



**EVACUATE** - Evacuate may be followed by a location, and is used to move people from one location to a different location in or out of the building.



**SHELTER** - State the hazard and the safety strategy for group and self-protection.

All staff receive annual SRP and Emergency Operations Plan training. Students participate in required safety drills including lockdown, evacuation, and severe weather scenarios, in full compliance with state law and Board Policy. These efforts ensure that everyone on campus knows how to respond appropriately in various situations.

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In the event of an emergency, families will be notified promptly through our automated messaging system by phone, text, and email as quickly as it is safe and practicable to do so. Should relocation or extended response procedures be necessary, instructions will be shared clearly and promptly. The SRP strengthens the school's overall emergency preparedness by providing a reliable and unified language and approach to safety for staff, students, and families.

## **FIRE AND TORNADO DRILLS**

Fire and tornado drills are regularly scheduled to educate students in safe practice in case of an emergency. The teacher will review rules of safety and evacuation routes with students. Evacuation routes and tornado watch locations are posted in each classroom and area of the Academy. The teacher or person responsible for a group of students will take attendance to determine the presence of all students who are in attendance on that day. Students and staff will return to class when the teacher is given approval via verbal or hand signaling by the School Leader or school secretary.

## **TORNADO EMERGENCIES**

Students will not be dismissed from school when there is a tornado watch, warning, or actual tornado. During a tornado watch, students will remain inside the building in designated areas, local radio stations will be monitored, and staff will take safety precautions. Students will be released to their parents or guardians, or designated adults as requested. During a tornado warning or tornado, all students and staff members will remain in the building. Everyone will take shelter in designated areas and will follow outlined safety precautions. Students may be detained beyond the usual dismissal time. Parents and guardians who have come to the school to pick up students are encouraged to stay at school until the tornado warning or tornado has passed and safe conditions prevail. Out of respect for parental responsibility for their children, a student will be released to parents and guardians only.

## **LOCK DOWN DRILLS**

In compliance with Michigan law and in partnership with local law enforcement, the school conducts a minimum of three (3) lockdown drills each school year to prepare students and staff for emergency situations that may involve an intruder or other threat to building security.

Lockdown drills are designed to practice procedures that help keep students and staff safe in the unlikely event of a real emergency. These drills focus on:

- Securing classroom doors and limiting visibility
- Remaining silent and out of sight
- Following directions from school personnel and first responders
- Practicing calm, orderly behavior under stress

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Drills are age-appropriate and developmentally sensitive. Teachers are trained to communicate the seriousness of the drill while helping students feel safe and supported. Staff are encouraged to review and practice safety procedures in advance with students.

We understand that lockdown drills can be unsettling for some students. Teachers and support staff are available to answer questions and provide reassurance. If your child experiences anxiety related to safety drills, please contact the school so that additional support can be offered.

If a real lockdown occurs, parents and guardians will be notified as soon as it is safe to do so through official communication channels. In such events, parents and guardians should not attempt to enter the building or call staff directly. The safety and accountability of all students depend on uninterrupted emergency protocols.

## **ACADEMIC INTERVENTIONS**

Students who are not on grade level will be given opportunities for in school support. Parents will be notified when their child is receiving interventions to establish support at home.

### **CHILD FIND**

The objective of the Academy is to ensure that the child receives the instruction, support, and services needed to succeed in school. It is the Academy's intention to:

- Engage first in preventative and targeted instruction and intervention
- Design and conduct comprehensive evaluations that identify each student's individual learning needs, ensure proper implementation of Child Find, and determine the most appropriate instructional programs and accommodations based on the student's performance, educational opportunities, and response to high-quality instruction over time.
- Select every component of the evaluation based on its relevance for creating the student's instructional program.

Consistent with the mandates in IDEA 2004, a comprehensive evaluation includes:

- A variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child (Sec. 300.304(b)(1))
- An observation of the student in the learning environment, including the regular classroom setting (Sec. 300.305(a)(1))
- Determination that underperformance is not primarily the result of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency (Sec. 300.309(a)(3)(i-vi))

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- Determination that underperformance is not primarily the result of a lack of instruction, i.e., student performance data indicating that the student (a) was provided appropriate instruction in regular education settings delivered by qualified personnel (Sec. 300.309(b)(1)), and (b) received repeated assessments of achievement at reasonable intervals (Sec. 300.309(b)(2)), to ensure that underachievement is not due to lack of appropriate instruction. Additionally, consideration should be given to whether the student's attendance has significantly limited their access to instruction, as chronic absenteeism is strongly correlated with reduced academic achievement.

Also consistent with IDEA 2004, the Academy believes that:

- The determination of a specific learning disability must be made by the child's parents and a team of qualified professionals (Sec. 300.308)
- Parents must be provided with the results of repeated assessments of achievement (Sec. 300.309(b)(2))
- For students participating in a Multi-Tiered Systems of Support (MTSS) program, parents must be notified about their state's policies about the collection of student performance data, strategies for increasing the child's rate of learning, and their right to request an evaluation (Sec. 300.311(a)(7)(ii))
- The MTSS process must not be used to delay or deny an evaluation but should offer data, both academic and behavioral, to help problem solve and analyze issues regarding learning and help inform the development of effective instructional plans for students found to have a Specific Learning Disability (SLD)
- Evidence of a pattern of strengths and weaknesses in performance, achievement or both should be included, and must be designed to help guide the development of the child's instructional program.

MTSS records can indicate whether or not the child (a) achieves adequately for age or grade level when provided with appropriate instruction, and (b) makes sufficient progress to meet age or grade level standards based on the child's response to scientific, research-based intervention. Evidence that the student is improving when provided with general education interventions indicates that the student is not in need of special education services, a requirement for placement in special education.

## MEALS

Children are required to bring a nutritious lunch daily. Please send lunches that do not require warming in a microwave oven.

Nutrition is taught in each class and we believe it should be reinforced in the child's home environment. Children should be encouraged to help pack their own lunch using food from the four major food groups, thus learning the importance of nutrition in their daily diet. Please

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pack items your child likes. This is not the time to introduce new foods. Always keep in mind how big your child's appetite really is and pack accordingly.

Good nutrition is an important aspect of mental and physical well-being. We offer the following suggestions as a helpful guideline:

- Please pack a nutritious lunch which your child likes and will eat. This should include a main course, drink, snack and healthy dessert (whole grain muffin, fruit, yogurt).
- We strongly suggest white milk, pure fruit juice or water as a beverage. Pop and high sugar energy drinks may not be sent to school.
- Offer a variety of dips and spreads for raw veggies, cheese spread for crackers or bread sticks. Children enjoy handling food.
- Keep sandwiches interesting by varying bread: white, wheat, pita, buns, bagels and muffins. Try cutting sandwiches into interesting shapes.
- Try raw cucumbers, celery, cherry tomatoes, carrots or green peppers.
- Try fresh, canned or dried fruit: apples, bananas, plums, oranges, melon, berries, pineapple, raisins, apricots, fruit cocktail, etc.
- Please include napkins, silverware, paper plates, etc., daily.
- Use containers with tight lids so that leftovers can be sent home. This is your best judge to know if you are packing too much or sending items your child does not like.

Your child's name should appear on the inside and outside of their lunch box and thermos. All containers and utensils should be included and labeled. A cold pack should be put in the lunch box to keep items cold and healthy until eating time.

***All suggestions are to benefit your child's health and safety, ensuring an enjoyable dining experience for everyone.***

## **SNACKS**

- Please respect any notices regarding food allergies that are posted on your child's classroom bulletin board.
- If your child must be restricted to certain food and/or is on a special diet, please inform the staff
- For your child's safety, please provide your child's daily snack.

## **BIRTHDAY SNACKS AND HOLIDAY PARTIES**

Sometimes families like to provide a special take-home treat on a child's birthday. Please speak to your child's teacher if you would like to send home birthday treats. Birthday treats should be individually packaged.

## **SCHOOL WELLNESS POLICY**

The Academy promotes student health and wellness in accordance with Board Policy 8510 – School Wellness Policy. This Board-approved policy supports healthy eating, nutrition education, and regular physical activity through measurable goals and school-wide practices. All foods and beverages made available on campus during the school day, including classroom celebrations, must meet the nutrition standards established by the Board and aligned with USDA guidelines.

The policy also encourages parent, guardian, and community participation in the development, implementation, and periodic review of wellness practices.

## **TELEPHONE USE**

Students may make school-related calls to parents or other designated childcare providers from the office, with permission from classroom teachers. Please make sure that after school rides are arranged in advance, so students do not need to use the telephone at the close of school to make such arrangements.

Student cell phones/smart watches are not permitted during the school day. Cell phones/smart watches must remain in a student's locker at all times. If these devices are powered on, or in view, they will be confiscated until the end of the day. A second offense will necessitate a parent meeting to retrieve the device. Further offenses will be considered a violation of the Code of Conduct and subject to disciplinary action.

Across all grade levels, students may not use PCDs during the school day to record, photograph, or transmit audio, images, or video of other individuals unless specifically authorized by a teacher, administrator, or IEP team. Students who violate others' privacy may have their device confiscated, be required to delete the material in the presence of a parent, and face disciplinary action. If the violation involves potentially illegal activity, the device may be turned over to law enforcement. Furthermore, PCDs may not be used in any way that could reasonably be seen as harassing, threatening, embarrassing, or discriminatory. This includes accessing, creating, or transmitting obscene content or engaging in sexting. Such conduct will be subject to school discipline and, when required, will be reported to law enforcement and child protective services.

Students who bring personal communication devices (PCDs), including cell phones and smartwatches, to school do so at their own risk. The school is not responsible for lost, stolen, or damaged personal devices.

This policy aligns with Board Policy #5136. For more details, families may refer to the full board policy document.

## **STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY**

Students are encouraged to use the Academy's computers, network, devices, applications, and internet access for educational purposes under staff supervision. Students must complete a mandatory training session/program before using Academy Information & Technology Resources and/or being assigned a school email address, in accordance with [AG 7540.03](#) and [7540A](#). These tools support learning, creativity, communication, and research. Use of technology resources is a privilege, not a right, and students are expected to act responsibly, ethically, and legally at all times.

Unauthorized or inappropriate use, including violations of this policy, may result in loss of access, disciplinary action per the Student Handbook, and/or legal consequences. Before using

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Academy Information & Technology Resources or being issued a school email account, students will receive instruction and must sign the Student Conduct Code for Use of Computer Technology. Parents and guardians are encouraged to discuss values with their children and guide their technology use at school. Students should make choices aligned with their family's expectations as well as the Academy's standards.

The Academy's technology systems, including student use of personal communication devices (PCDs) when on school property, at school events, or connected to school systems, rely on users following the guidelines below.

Students must comply with all Academy-established cybersecurity and acceptable use procedures.

**A. GENERAL TECHNOLOGY USE GUIDELINES**

- Students must use Academy technology for academic purposes only.
- Internet use must relate to learning, assignments, or approved educational activities.
- Recreational use—such as gaming, streaming, or social media browsing—is not allowed.
- Students may only use their own accounts. Sharing or using another person's username or password is prohibited.
- Students are responsible for the physical condition of devices issued to them. Devices must be returned in good condition, and any damage or loss must be reported immediately. Devices may not be repaired independently.
- Accessing, changing, or deleting others' files or impersonating other users is not permitted.
- Students may not use school devices or networks for illegal actions, including:
  - Hacking or bypassing security systems
  - Piracy or copyright infringement
  - Harassment, threats, or stalking
  - Distributing obscene or explicit content (including sexting)
  - Selling drugs or other illegal goods
- Students may only access social media platforms for educational purposes as part of a documented lesson plan or written teacher assignment. Any use outside of these parameters will result in the suspension of privileges.
- Content or activities that violate state/federal laws or school policy are prohibited.
- Using school technology for personal gain, product sales, or political campaigning (unless directly tied to coursework) is not allowed.
- Students with disabilities who qualify for a Section 504 or Individualized Education Program (IEP) will receive accommodations in accordance with their Section 504 plan or IEP. Accommodations are determined by the student's IEP or Section 504 team in accordance with the [Americans with Disabilities Act \(ADA\)](#) and Section [504 of the Rehabilitation Act](#).
- All technology platforms used must be vetted for [SOPPA](#) compliance, including verification that vendors do not sell student data, use it for targeted advertising, or build student profiles beyond educational purposes.
- Parents/guardians may request activity summaries, content filtering categories, or opt out of well-being AI monitoring. Requests should be submitted in writing to the school administrator.

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## B. NETWORK ETIQUETTE

- All digital communication must be polite, respectful, and school-appropriate.
- Offensive, obscene, or abusive language is strictly prohibited.
- Students may not share personal information (e.g., phone numbers, addresses, passwords) without parent and teacher approval.
- Never agree to meet anyone contacted online without guardian permission.
- Students should manage their inboxes by deleting unneeded messages regularly.
- Any message that is inappropriate, threatening, or uncomfortable, especially with sexually explicit content, must be reported immediately.
- Students and staff are discouraged from accessing school systems from personal home devices due to security risks.
- Use of school systems must comply with all district content filtering and monitoring protocols, and students may not attempt to bypass them.

## C. PROHIBITED CONTENT

Students may not use Academy networks or devices to view, send, post, or share content that includes:

- Cyberbullying — repeated and hostile online behavior such as:
  - Spreading rumors or insults online
  - Sending harassing or threatening messages
  - Sharing embarrassing or explicit photos/videos
  - Posting misleading or altered images to cause harm
- Inappropriate material — including:
  - Pornographic, explicit, or obscene content
  - Hate speech or discriminatory messages
  - Graphic violence not related to schoolwork
  - Content promoting illegal activity or self-harm
  - False or defamatory claims about others
  - Commercial or for-profit advertisements (exceptions may apply for class projects)
  - Political lobbying not connected to academic assignments
    - Note: Expressing views to elected officials is allowed and not restricted.
- The Educational Service Provider may temporarily or permanently unblock educational content that was mistakenly filtered. All unblocking requests must be submitted using the designated form, include a documented educational purpose, and be approved by the supervising teacher and the Web Accessibility Coordinator. All decisions will be logged and reviewed quarterly. If a request is denied, the requesting staff member may appeal to the School Leader, whose decision is final.
- All filtering decisions must comply with the [Children's Internet Protection Act \(CIPA\)](#), and requests to unblock content must include a documented educational purpose.
- Temporary access to blocked educational content may be requested by submitting a justification form. Access requires approval by a teacher and administrator, with all requests logged and reviewed quarterly.
- Instructional content that includes sensitive or mature material must have a clear academic purpose, be appropriate for the students' age and developmental level, and receive prior written approval from the Superintendent.

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#### D. COPYRIGHT AND DOWNLOADING

- Students must respect copyrights and cite all sources appropriately.
- Plagiarism, including copying online content without credit, is prohibited.
- Downloading to school hard drives is not allowed. Files may be downloaded to approved storage devices only with teacher supervision.
- All downloaded files must be scanned for viruses.
- Students who create innovative tech projects should share them with the School Leader for possible recognition and to address ownership rights when hosted on school servers.
- All student use of copyrighted materials must follow fair use guidelines.
- Copyright violations or unauthorized use of subscription-based platforms will result in consequences aligned with academic dishonesty policies.

#### E. ONLINE COMMUNICATION

- Students must have staff approval to use group emails, forums, chats, or similar platforms.
- Unauthorized use of private messaging apps or chat rooms is prohibited.
- All communication through school platforms must follow school policies.
- Personal emails cannot be sent or received using school accounts or systems.
- Students are expected to use communication platforms that are accessible and compliant with district accessibility standards.

#### F. PRIVACY AND MONITORING

- Students have no expectation of privacy when using Academy devices or networks. All activity may be monitored. Parents/guardians may request activity summaries with reasonable notice, which will be provided in redacted form to protect other users' confidentiality.
- The Academy may monitor all files, emails, websites, and communications for compliance purposes; however, all data collection, use, and disclosure must align with [SOPPA](#) and be limited to what is educationally necessary.
- Illegal or threatening behavior will be reported to law enforcement or other appropriate authorities.
- The Academy designates a Web Accessibility Coordinator to oversee digital accessibility, content filtering, and compliance with [CIPA](#), [COPPA](#), and [ADA](#). This individual coordinates training and responds to content access requests or alerts.
- Digital content used in instruction or communication will meet accessibility standards. In cases where monitoring software interferes with a student's disability-related needs or accommodations, alternative methods of access and supervision will be developed in consultation with the student's support team.
- Vendors with access to student data must have written agreements with the Academy that include provisions for data breach notifications, data destruction timelines, and restrictions on further data sharing, consistent with [SOPPA](#) requirements.
- Parents/guardians have the right to inspect, review, and correct information maintained by third-party vendors and may request a list of all operators and platforms with whom their child's data is shared.

#### G. USE OF ARTIFICIAL INTELLIGENCE (AI) TOOLS

- Only Academy-approved AI tools may be used during school hours or on school devices.

- AI tools may support learning and creativity, but may not be used to create or complete assignments unless explicitly directed by a teacher. Students are prohibited from using AI/NLP tools to generate original work for submission unless authorized, consistent with [AG 7540.03](#).
- AI may not be used to cheat, impersonate others, or generate harmful, misleading, or false content.
- Students may not enter personal information into AI systems without consent from a parent/guardian and teacher.
- AI-generated work must be reviewed critically and cited if used; students must not present AI content as their original work.
- Misusing AI, including trying to bypass controls or create inappropriate material, may lead to loss of access or disciplinary action.
- All AI use is monitored and subject to the same rules and appeal processes as other technologies.
- AI use must comply with [FERPA](#), [COPPA](#), [SOPPA](#), and all applicable privacy laws.
- AI use must comply with the [Family Educational Rights and Privacy Act \(FERPA\)](#), the [Children's Online Privacy Protection Act \(COPPA\)](#), and the [Student Online Personal Protection Act \(SOPPA\)](#).
- AI tools must be [SOPPA](#)-compliant, meaning any student data shared with AI vendors must be necessary for educational purposes, protected under a data sharing agreement, and not used for commercial purposes.
- Parents and guardians may opt out of student use of AI tools if they raise concerns about data privacy, algorithmic bias, or age-appropriateness. A written notice is required for this opt-out. In such cases, the Academy will provide an alternative assignment that fulfills the same academic objectives, subject to teacher approval.

#### H. STUDENT APPEAL PROCESS

If a student feels that a technology restriction or disciplinary action is unfair:

1. Submit a written appeal to the School Leader within 5 school days of the incident. During the appeal, temporary supervised access may be granted at the discretion of the School Leader and must be documented in writing.
2. The School Leader will respond in writing within 10 school days.
3. If unresolved, the student may request a hearing with the Technology Committee, which will issue a final decision within 15 school days.
4. During the appeal, temporary supervised access may be granted unless it poses a safety or legal concern.

#### J. DECISION-MAKING PROCESS FOR PERMISSIBLE USE

- To ensure fairness and transparency, a standing Technology Committee will meet at least twice per year to review educational platforms and AI tools, recommend which tools are allowed, and address new digital trends and concerns.
- The committee uses clear criteria to evaluate tools, including compliance with [SOPPA](#), data privacy standards, educational value, safety, age-appropriateness, legality, and alignment with community standards.
- Appeals of committee decisions must be submitted within 10 school days to the school leader and will be reviewed by an independent panel with representatives from staff, parents, and administration.

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## K. LEGAL REFERENCES

This policy complies with the following laws and regulations:

- Board Policies 7000s (view on school website)
- [H.R. 4577, P.L. 106-554 – Children’s Internet Protection Act of 2000](#)
- [47 U.S.C. 254\(h\), \(l\) – Communications Act of 1934, as amended](#)
- [20 U.S.C. 6801 et seq. – Elementary and Secondary Education Act](#)
- [18 U.S.C. 2256, 1460, 2246 – Federal laws on child safety and explicit content](#)
- [29 U.S.C. § 794 – Section 504 of the Rehabilitation Act](#)
- [42 U.S.C. § 12101 – Americans with Disabilities Act \(ADA\)](#)
- [Individuals with Disabilities Education Act](#)
- [20 U.S.C. § 1232g – Family Educational Rights and Privacy Act \(FERPA\)](#)
- [15 U.S.C. §§ 6501–6506 – Children’s Online Privacy Protection Act \(COPPA\)](#)
- [105 ILCS 85 – Student Online Personal Protection Act \(SOPPA\)](#)

## COPPA ACKNOWLEDGEMENT

In accordance with the Children’s Online Privacy Protection Act (COPPA), the Academy does not permit websites or online applications to collect personal information from students under 13 without prior verifiable parental consent. Only COPPA-compliant digital platforms that have entered into school-approved agreements may be used with students in this age group. Parents and guardians may request a full list of approved operators and opt out of specific tools.

## TRANSPORTATION

Parents are responsible for transportation of their children to and from school. Parents dropping off or picking up their children are reminded to pay close attention to movement of students and vehicles in the parking area. The Handbook and Code of Conduct rules extend to any school sanctioned event on or off campus.

## STUDENT DRIVERS

Livingston Classical Academy High School Driving Policy Driving privileges will be given to students in grade nine and above who have parental permission to drive to campus. As LCA maintains a closed campus policy, students will lock their vehicles when they arrive at school, and refrain from returning to their vehicle until the end of the day. Teachers shall not grant students permission to return to their vehicles during the school day. All permissions shall be obtained from the school office only.

## VERBAL COMMUNICATION

In an effort to promote and enhance effective communication between parents, teachers and administration, we ask that any problems or concerns be routed to the appropriate person as soon as possible. Part of problem solving is making sure the right people are aware and involved in the resolution process.

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## CHANNELS OF COMMUNICATION

Classroom Teacher	Principal/Designee	Office Staff
Child's Progress	School Policy	Absence Calls
Classroom Activities	Parent Education	Billing/Accounts
Classroom Assistance	Academic Policy	Registration
Class Procedures	Admissions	
Daily Scheduling	Donations	
Field Trips	Facilities	
	Legal Matters	

Parents who wish to address specific issues or concerns about their child's education are asked to speak first to their child's classroom teacher to seek a suitable resolution. Unresolved issues should be brought to the attention of the principal. The principal has primary responsibility for management of the school. The communications "chain of command" is the following:

1. Teacher
2. Dean of Students or School Counselor
3. Principal
4. Superintendent
5. Management Company
6. Livingston Classical Academy Board President

Except in extreme or prescribed situations, a teacher will discuss a behavior problem with the student and the parent before a referral is made for assistance from the principal. Prescribed situations are listed in the Code of Student Conduct.

## LIVINGSTON CLASSICAL ACADEMY NEWSLETTER

Livingston Classical Academy will periodically distribute a newsletter or bulletin. The newsletter contains information about school activities and programs as well as an updated calendar for the month. For the good of the environment, we will send newsletters through email unless a paper copy is specifically requested.

## PESTICIDE USE

The Academy utilizes an Integrated Pest Management (IPM) approach to control pests. IPM is a pest management system that utilizes all available and appropriate techniques to attain the goal of preventing pests from reaching unacceptable levels or to reduce an existing population to an acceptable level. Pest management techniques emphasize pest exclusion and biological controls. However, as with most pest control programs, chemical controls may also be utilized at our facility.

This notice has been provided in compliance with MCL324.8316. We are also required to notify you of your right to review the IPM Plan and IPM records. View the [Prior Notification Request form here.](#)

## **MEDICATIONS/IMMUNIZATIONS**

Students are not allowed to keep any type of medication in their possession during school hours. All medication should be sent to the school in a container labeled by the pharmacist. A written, signed, and dated directive from the physician must accompany any medication to be administered at school. This includes, but not limited to, over-the-counter medications such as Tylenol, Ibuprofen, lotions, creams, and aspirin. The school is only authorized to dispense Band-Aids and water without a physician's written directive.

Livingston Classical Academy encourages parents to arrange for students to take all medications at home, if possible. Medications will be administered at school, provided approved guidelines are followed. "Medication" includes prescription, non-prescription, and herbal medications, and includes those taken by mouth, by inhaler, those that are injectable, and those applied as drops to eyes, nose, or medications applied to the skin. Students are to register non-prescription medications in the office under the same guidelines as prescription medications.

For the safety of your child, the learning environment educator or office staff will dispense ALL medication with written permission from the parent, written physician's instructions, and administered in the presence of another adult.

1. Completed "Administration of Medication to Pupil Permission Form" and "Liability Form."
2. All prescription medication must have a pharmaceutical label (student's name, doctor's name, and type of medication and dosage).
3. A parent/guardian must bring in all prescribed medication to the learning environment educator or the front office.
4. ALL medication will be locked up in the learning environment for security purposes.

A pupil who requires the use of an inhaler for relief or prevention of asthma symptoms will be allowed to carry and use the inhaler if there is written approval from the child's physician and parent/guardian are on record at the school and provided the Principal has been informed and has notified the child's teachers.

Individuals who administer medications will receive in-service training on policies and procedures related to this responsibility. An individual medication administration log will be kept in the student's permanent record until one year after graduation from high school. Any adverse reaction to medication, as described on the physician's written instructions, and/or any errors made in the administration of medications shall be reported to the child's parent/guardian immediately. State law and the local County Immunization Code requires all students entering the Livingston Classical Academy to provide evidence of having received the required immunizations for Diphtheria, Tetanus, Pertussis, Polio, Measles, Rubella, Mumps, HIB shot, Hepatitis B, and Chicken Pox or a signed statement that a child has not been immunized because of religious or other reasons. State law and local County Immunization Code prohibit

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the Livingston Classical Academy from admitting children without the required immunizations.

### **ILLNESS**

The school does not have facilities to care for the children when they are sick. If your child becomes ill while at school, you will be notified using the information you provided. Please have a plan so that you, or your emergency person, will be able to pick your child up promptly if necessary. Children should not attend school when the following conditions are present:

- Temperature above 100 degrees.
- Unusual drowsiness, excessive sleep or the child appears ill.
- Vomiting two or more times in a 24-hour period.
- Three or more loose or watery bowel movements in a 24-hour period.
- Body rash with fever.
- Severe cough or difficulty breathing.
- Red swollen eyes or pus draining from eyes.
- Open areas on the skin
- Ringworm, lice or pinworm.

Children should report all illnesses and injuries occurring in Livingston Classical Academy to their educator or supervisory personnel. Only immediate and temporary care will be given at Livingston Classical Academy. Parents will be notified by phone when a child needs additional care. For the health and wellbeing of our staff and students, parents will be responsible to make sure the child is picked up within the hour after notification. It is the responsibility of the parent/guardian to make sure all emergency contact phone numbers are current.

Any student evidencing a rash, sores, or other physical problems will be excluded from Livingston Classical Academy. When a child is absent with a contagious disease or illness, the parent/guardian should notify Livingston Classical Academy office. In order for your child to be admitted back into Livingston Classical Academy, parents must comply with County Health guidelines. Please contact Livingston Classical Academy office for further information.

A student may be excused from physical education for one day with a note from the parent/guardian. Extended excuses will be honored upon receipt of a physician's note.

### **CHILD INFORMATION CARD**

Each year, families must complete and return an Emergency Medical Authorization Form and Child Information Record. These documents provide critical contact information and medical directives in the event of illness, injury, or emergency. It is the parent or guardian's responsibility to keep this information accurate and up to date throughout the school year. A copy of the form will be maintained in an accessible file in the school office. Staff accompanying students on off-site events, such as field trips, athletic events, and competitions, are required to carry these emergency forms. Please notify the school immediately of any changes in phone numbers, emergency contacts, or medical conditions. Failure to provide updated information may delay emergency care.

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## **PHYSICAL AND MENTAL WELL-BEING**

Our school is committed to supporting the physical and mental wellness of every student. In alignment with Board Policy 8510, we provide age-appropriate opportunities for physical activity throughout the day, including physical education, recess, and movement-based classroom activities. Students are encouraged to develop healthy habits that support lifelong wellness, such as regular exercise, balanced nutrition, and responsible screen use. Our physical education program emphasizes fitness, motor skill development, teamwork, and a positive attitude toward physical activity. We also promote nutrition education and provide clean, safe eating environments with access to fresh drinking water. Families are vital partners in reinforcing these wellness habits outside of school. Together, we aim to support the whole child physically, mentally, and emotionally.

To further support student wellness, we offer access to the School Assistance Program (SAP) through a partnership with Pine Rest Mental Health Services. This program provides free, confidential counseling with up to five sessions per episode of care for students and their household members. Counseling is available for a wide range of challenges including academic stress, anxiety, grief, and family transitions. In-the-moment phone support is available 24 hours a day, 7 days a week.

In addition to counseling, SAP offers families access to:

- Personal Advantage, an online library of articles and tools on health, wellness, legal, and financial topics.
- Wallet Wisdom, a financial wellness resource with calculators, webinars, and planning tools.
- Free consultations on elder care, financial planning, legal concerns, infant feeding, and real estate questions.

All SAP services are voluntary and confidential. The school is not notified when students or families use the program. Participation in SAP does not affect a student's school record or academic standing.

To access SAP,

- Call 800.442.0809
- press 1, and follow the prompts.
- When prompted, say: "I have a SAP with [Insert School Name]."

You can also visit [www.pinerest.org/PAL](http://www.pinerest.org/PAL) and enter your school-specific username.

We encourage families to use this resource to promote mental well-being, strengthen family resilience, and support student success.

## **CONCUSSION AWARENESS**

In accordance with Michigan law, the Academy provides annual concussion awareness education to families of students participating in any school-sponsored athletic activity. Before participating, students and their parent/guardian must review a concussion information sheet and sign an acknowledgment form. These forms are kept on file with the school. Coaches and school staff are trained to recognize concussion symptoms and follow proper return-to-play procedures.

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If your child is injured during a school activity, we are committed to their health and recovery and will follow all return-to-learn and return-to-play protocols.

## **PERSONAL PROPERTY**

Students are responsible for personal property. Students who bring personal property, including cell phones and smartwatches, to school do so at their own risk. The school is not responsible for lost, stolen, or damaged personal devices. Reasonable guidelines will contribute to our success.

***School Materials:*** Students are responsible for taking care of school owned materials and are expected to pay replacement or damage costs if applicable.

***Clothing:*** Livingston Classical Academy recognizes that all clothing is very expensive and must be cared for. Proper care includes labeling articles that the child will most likely remove upon arrival at school. Items such as coats/jackets, hats, gloves, and boots should be labeled. Livingston Classical Academy does not assume responsibility for lost articles of clothing.

***Money:*** Parents are encouraged to place money sent to school in an envelope with a note stating the reason the money is being sent. The child's name and teacher's name should be clearly written on the outside of the envelope. Parents are encouraged not to allow children to bring large amounts of money to school.

***Electronic Equipment:*** Student cell phones or any electronics are not permitted during the school day. Cell phones and electronics must remain in a student's locker at all times. If these devices are powered on, or in view, they will be confiscated until the end of the day. A second offense will necessitate a parent meeting to retrieve the device. Further offenses will be considered a violation of the Code of Conduct and subject to disciplinary action.

## **ASBESTOS MANAGEMENT PLAN**

As per AHERA (40CFR 763.80) Rule, the Academy is required to notify all students, staff, guardians, outside contractors, and community members of the availability of the AHERA Management Plan for their inspection and review. A copy of this plan is available at the school office for your review during normal business hours or on the schools transparency website located on their school website. At this time there are no planned asbestos abatement activities for the upcoming year. Should the need for abatement arise, all building occupants and their guardians will be notified in writing in advance.

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## BEHAVIORAL EXPECTATIONS

### SCHOOL WIDE BEHAVIOR

Students at Livingston Classical Academy have the right to be treated with respect by their teachers and classmates. They are to be treated equally and fairly with dignity. All students should be included in all activities and made to feel welcome in all activities of Livingston Classical Academy. Staff members work as coaches for children, helping them to make good decisions and reflect on bad decisions in order to determine a better choice next time.

Through classroom discussions, students acknowledge that certain behaviors, such as talking without permission, calling out, passing notes, students making fun of other students, and talking back to teachers, interfere with learning. There are school wide behavior expectations posted throughout the buildings. These behaviors are modeled and taught to students' multiple times throughout the school year.

Livingston Classical Academy "No Touching" Policy is consistent with the belief that Livingston Classical Academy exists to provide a safe and structured learning environment, the following shall be the policy for all students, grades K-12:

Any excessive contact between students is not permitted.

This includes, but is not limited to, the following:

- Hugging, kissing, and other forms of embrace
- Hand-holding
- Leaning, sitting or lying on one another
- Roughhousing and other forms of horseplay

Livingston Classical Academy students will be accountable for appropriate behavior both on and off campus, during the school day or at any school event. Livingston Classical Academy faculty, administration, and staff will have discretion as to whether behavior is in violation of the policy. Discipline for violation of the policy is in accordance with guidelines per the LCA Student Handbook.

### CONSEQUENCES

We work to help children recognize disruptive behavior and develop self-control out of respect for self and others. Disruptive students may be removed from the classroom temporarily until the teacher and or principal/dean of students is confident the student is ready to return to class as a responsible participant. A conference with parents and the principal/dean of students will be called for any student who repeatedly interferes with a teacher's ability to teach, another student's right to learn, or demonstrates an inability to improve behavior.

Behaviors that are considered major infractions are listed in the Code of Student Conduct and

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consequences for these behaviors are determined by the principal. The Code of Conduct explains discipline procedures, including suspensions and appeals.

## **SUSPENSIONS AND EXPULSIONS**

Detentions, in and out of school suspensions, and/or expulsions are levels of consequences that are administered to students who demonstrate disobedient, disruptive, violent, disrespectful, or otherwise harmful behavior at school. Any student who has been suspended during the course of the school year may be ineligible to attend overnight field trips as a result. A student whose presence creates, or is likely to create, a specific threat or risk to the safety or well-being of the school community or any of its members will be suspended or expelled from school. The Code of Student Conduct clearly spells out the responsibilities of parents and students, appropriate and inappropriate behaviors, and consequences for unacceptable behaviors.

If a student's behaviors result in a discipline recommendation over 10 days suspension or expulsion, the school will consider the mitigating factors involved and consider using Restorative Practices as an alternative, or in addition to, suspension or expulsion. Please see the Code of Conduct for more information.

The Academy has a policy and evidence-based protocol for responding to threats of violence in our school. When a student makes an explicit or implicit threat or demonstrates concerning behaviors that may pose a danger to the safety of school staff, other students, or themselves, a school team will conduct a risk or suicide assessment, as appropriate. The goal of conducting these assessments is to provide assistance to the student being assessed, to support victims or potential victims, and to take appropriate preventive or corrective measures to maintain a safe and secure school environment. The team conducting these assessments include a school administrator, school counselor, school social worker, school psychologist, and other staff members as needed. Our assessment procedures are followed regardless of disciplinary action. If the school team determines that one of these assessments need to be conducted with your child, you will be notified by a member of the school team, as collaboration between the school and family is essential to ensuring student safety.

If you have any questions regarding our risk or suicide assessment process, please contact Dr. Gillon, [lisagillon@choiceschools.com](mailto:lisagillon@choiceschools.com).

## **PLAYGROUND BEHAVIOR**

Students are provided with the opportunity to engage in unstructured, open-ended, social interaction during recesses. Recess time is supervised by a classroom teacher who is responsible for student safety. Equipment appropriate for use at recess time is available through classroom teachers. Consult with your child's teacher to find out if equipment from home is appropriate for use on the school playground. Equipment brought to school should be appropriate for group activity and should be shared with other students. Equipment such as skateboards and scooters are not allowed at school.

Children are expected to maintain the same level of respect on the playground as in the classroom. Respect for self, others and materials is essential. Students who disregard this will lose the privilege of recess until the next day where they have a chance to make a different choice. Recess

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is an important part of the total curriculum. When recess is held outside, ALL STUDENTS ARE EXPECTED TO GO OUTSIDE. A student may be excused from recess for one day with a note from the parent/guardian. Extended excuses will be honored upon receipt of a physician's note. Parents are responsible to see that their child is dressed appropriately for the weather.

**While on the playground, students are expected to:**

- Use playground equipment and structures carefully
- Play within the designated areas and boundaries
- Share equipment and follow the rules of the game
- Leave all personal items at home that may be damaged or endanger the safety of others. (The building principal is authorized to make judgments on these items.)

## **LUNCH BEHAVIOR**

Lunchtime provides students with another opportunity to practice social skills in an informally structured environment. During this time students are expected to: speak softly and be considerate of classmates, remain seated while eating, clean up after themselves, and be courteous to the people in charge.

### **Cafeteria Rules**

- Students are expected to follow the Code of Student Conduct.
- Students are expected to sit while eating.
- Students are to use quiet voices when conversing with other students.
- Students are expected to use good table manners and to clean up after eating.

## **OK2SAY STUDENT SAFETY REPORTING**

We are committed to creating a safe, supportive environment where every student feels protected, respected, and heard. OK2SAY is a confidential and secure program that allows students, staff, and community members to report threats or concerns related to school safety, bullying, self-harm, violence, and other troubling behaviors. It is a valuable tool that empowers individuals to speak up without fear of retaliation. By using OK2SAY, our school community helps identify and prevent issues before they escalate. All reports are taken seriously and addressed promptly in collaboration with school leadership and, when necessary, law enforcement or mental health professionals. In accordance with Michigan law, OK2SAY reporting information is available on the Academy's website and printed on the back of each student's school identification badge.

## **THREAT ASSESSMENT AND MANAGEMENT POLICY**

Our school uses the Michigan K-12 Behavioral Threat Assessment and Management (Mi-BTAM) model as part of a proactive and student-centered approach to promoting safety and well-being. BTAM is an evidence-based process designed to identify, assess, and manage threatening or concerning behaviors before they escalate. It is not a disciplinary tool or criminal investigation, but rather a compassionate intervention process focused on violence prevention and student support.

When behaviors arise that could pose a threat to school safety, a multidisciplinary team composed of school administrators, mental health professionals, special education staff, and others trained in BTAM protocols collaborates to assess the situation. The team uses a

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fact-based, case-specific process to gather information, evaluate concerns, and develop an individualized support and intervention plan that addresses both student needs and school safety. The process respects the rights of students under applicable laws, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Family Educational Rights and Privacy Act (FERPA).

In situations where a student with an Individualized Education Program (IEP) or Section 504 plan is involved, the BTAM team works closely with the student's special education team to ensure compliance with legal requirements and to develop supports tailored to the student's unique needs. The emphasis is on early identification and positive intervention, not punishment or exclusion. BTAM is not zero tolerance, profiling, or adversarial in nature. It is a thoughtful, student-focused practice designed to foster a safe and inclusive school culture.

Parents and guardians are important partners in the BTAM process. If a student is involved in a threat assessment, families will be contacted and engaged in the process. The school is committed to handling all matters with discretion and respect, and to protecting the privacy of all involved while fulfilling its responsibility to maintain a safe school environment.

## **LIVINGSTON CLASSICAL ACADEMY SOCIAL MEDIA GUIDELINES**

In the interest of upholding the integrity of the educational process, it will be the goal of the Livingston Classical Academy Social Media Guidelines to direct behavior of students when considering the use of social media and the perceived appropriateness of their choices.

**Accountability:** All persons are individually liable for the content of all information that they post, share or respond to online.

**Inappropriate behavior:** With the guidance of the Core Virtues and behavior expectations of Livingston Classical Academy, student behavior in and out of the classroom, as well as on and off campus will be upheld to a consistent standard. When utilizing social media, Livingston Classical Academy students will be expected to adhere to Code of Conduct expectations and be aware of the potential consequences of certain violations.

### **STUDENT PRIVACY AND MEDIA CONSENT**

The school is committed to protecting the privacy and safety of all students in accordance with the Family Educational Rights and Privacy Act (FERPA) and internal policy. To honor this commitment, staff and volunteers will not photograph, video record, or audio record students whose parents or guardians have submitted written notice opting out of media permissions.

Upon enrollment, families are asked to complete a media consent form indicating their preferences regarding photography, video, and audio recordings of their student. These images or recordings may be used in newsletters, social media, classroom apps, marketing materials, or news stories that promote the school's mission and culture. If a parent or guardian chooses to opt out, the school will make every effort to exclude the student from any public-facing content.

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Classroom- or teacher-directed use of digital platforms (such as communication apps or learning portfolios) that include student photos or videos will not occur if parent or guardian chooses to opt out. This includes apps like ClassDojo, Seesaw, or Google Classroom. Staff will not privately share media content that features students and will only post content through approved school communication channels.

Parents and guardians may update their media consent preferences at any time by contacting the school office in writing. The school will honor all opt-out requests promptly and respectfully.

## **TOBACCO/SMOKE FREE SCHOOL ZONE**

In accordance with Michigan law and the Michigan Clean Indoor Air Act, the use or possession of tobacco products, including smokeless tobacco, electronic cigarettes (e-cigarettes, vapes), and any nicotine-delivery device, is strictly prohibited at all times in school buildings, on school grounds, in school vehicles, and at school-sponsored events, regardless of location.

This policy applies to all individuals: students, staff, volunteers, and visitors. Violations by students will result in disciplinary consequences as outlined in the Code of Conduct. Violations by staff or visitors may result in removal from the premises and referral to appropriate authorities.

## **DRUG AND ALCOHOL USE**

The use, possession, distribution, sale, manufacture, or being under the influence of illegal drugs, controlled substances, look-alike substances, drug paraphernalia, or alcoholic beverages is strictly prohibited on school property, during school hours, and at any school-sponsored event or activity, whether on or off campus.

Violation of this policy will result in disciplinary action, which may include suspension or expulsion, as well as notification to law enforcement and parents or guardians. The school retains the right to require medical evaluation or drug testing when there is reasonable suspicion of substance use.

In accordance with Michigan law and school board policy, students may be referred for educational or rehabilitative services when appropriate.

## **FIREARMS AND ANNUAL FIREARM SAFETY NOTICE**

The federal Gun-Free Schools Act of 1994 requires school districts to expel a student from school for a period of not less than one year if it is determined that the student brought a firearm to school. Expulsion may be permanent.

In compliance with state law (Public Acts 257 and 258 of 2024), we are providing families with a [firearm safety notice](#) developed by the Michigan Department of Health and Human Services. The notice includes legal requirements, safe storage practices, and access to free or low-cost gun safety devices.

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This notice is available on the transparency page of our school website, in the school office, and on the Michigan Department of Education [webpage](#). This information is shared with all families as part of our legal obligations and commitment to student safety.

## **DANGEROUS WEAPONS**

In accordance with the federal Gun-Free Schools Act and Michigan state law, students shall not possess, use, transport, handle, or conceal any dangerous weapons or look-alike weapons on school property, in school vehicles, or at school-related functions.

A dangerous weapon includes, but is not limited to: firearms, knives, stun guns, explosives, air guns, and martial arts weapons. “Look-alike” weapons that appear to be real or are used in a threatening manner will be treated as actual weapons.

Possession of a firearm on school property, in a school vehicle, or at a school-sponsored event will result in a mandatory expulsion of at least one school year, as required under the Gun-Free Schools Act and MCL 380.1311. The expulsion may be modified by the Board of Directors on a case-by-case basis. All dangerous weapon incidents will be reported to law enforcement in accordance with MCL 380.1313.

This policy applies to all students and is enforced without exception.

## **PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING (INCLUDING CYBER-BULLYING)**

The Academy will not tolerate harassment, intimidation, bullying (including cyberbullying), or hazing of any kind. This applies on school grounds, during school-sponsored activities and events, and off-campus when the conduct disrupts the school environment.

The Academy adheres to Board Policy 5517.01: Prohibition of Harassment, Intimidation, and Bullying, which defines bullying and cyberbullying, outlines reporting and investigation procedures, and ensures education and discipline plans to prevent future incidents. Families are encouraged to review this policy, discuss it with their children, and report any observed or suspected incidents to school staff.

Hazing is strictly prohibited. Hazing includes any intentional, knowing, or reckless act that is directed against a student for the purpose of initiation into, affiliation with, holding office in, or maintaining membership in any group, team, or activity. This applies regardless of the student’s willingness to participate. Hazing is a violation of Michigan law (MCL 750.411t) and may result in both school disciplinary action and referral to law enforcement.

Violations of this policy will result in appropriate disciplinary consequences, up to and including suspension or expulsion. Where applicable, behavior that violates state or federal law will also be reported to the appropriate authorities.

## **NON-DISCRIMINATION AND SEXUAL HARASSMENT**

The Academy does not discriminate against applicants, employees, or students on the basis of race, color, religion, sexual orientation, gender, gender identity, disability, age, national origin, political belief, marital status, sex, age, height, or weight in its programs or activities. In addition, students and families who believe they have experienced discrimination based on race, color, or national origin may file a complaint under Title VI of the Civil Rights Act of 1964. Complaints may be submitted through the school's internal grievance process or directly to the Michigan Department of Education, Office of Civil Rights, or the U.S. Department of Education, Office for Civil Rights.

Sexual harassment will not be tolerated in Academy employment practices and/or educational programs or activities.

Inquiries regarding compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, or the Age Discrimination Act of 1975, or any other federal or state regulations, may be directed to the School Leader, the Michigan Department of Education, or the Director of the Office of Civil Rights, U.S. Department of Education.

### **Sexual Harassment**

The Academy is committed to providing a working and learning environment based on dignity and respect, free of harassment or intimidation. All those associated with the Academy are expected to foster a climate that is supportive, respectful, and conducive to teaching and learning. Title IX of the Education Amendments of 1972 (Title IX) and the Department of Education's implementing regulations prohibit discrimination based on sex in federally assisted education programs and activities.

“Sexual harassment is unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment of a student can deny or limit, based on sex, the student’s ability to participate in or to receive benefits, services, or opportunities in the school’s program. Sexual harassment of students is, therefore, a form of sex discrimination prohibited by Title IX under the circumstances provided in this guidance” (“Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, U. S. Department of Education, Office for Civil Rights, January 2001).

Sexual harassment is among the behaviors that are destructive to a positive working and learning climate, and as such is prohibited by state law, federal law, and school board policy. Any member of the school community who engages in sexual harassment as defined below will be in violation of this policy. The Employee Manual is explicit in its discussion of sexual harassment and consequences of inappropriate behavior by employees.

This policy encompasses behavior of adults towards adults or students, and students towards students or adults.

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**DEFINITION:**

It is a violation of this policy when a person makes any sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when submission to or rejections of advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of benefits, privileges, employment or placement services or as a basis for the evaluation of academic achievement; or such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's education or career by creating an intimidating, hostile, humiliating or sexually offensive educational or employment environment.

Sexual harassment, as defined above, may include, but is not limited to, the following:

- Verbal or written harassment or abuse,
- Pressure for sexual activity,
- Repeated remarks to a person with sexual or demeaning implications,
- Unwelcome touching,
- Suggesting or demanding sexual involvement accompanied by implied or explicit threats including, but not limited to, one's grades, and job.
- Display of lewd or sexually explicit materials, inappropriate jokes, or language of a sexual nature.

**RESPONSIBILITIES:**

All persons associated with the Academy are responsible for:

1. Ensuring that his/her behavior does not sexually harass any other person associated with the schools.
2. Reporting any observed or experienced harassment or mistreatment immediately to the Sexual Harassment Grievance Officer and cooperating fully in the investigation of alleged sexual harassment; and
3. Actively participating in the Academy's effort to prevent sexual harassment in the schools.

Retaliation of any form, including threats, intimidation, reprisal or harassment, towards any person who makes a sexual harassment complaint, or who assists in or participates in an investigation, proceeding, or hearing is unlawful and will not be tolerated and can be considered grounds for dismissal of staff and/or removal of a student from school.

**FALSE REPORTS:**

False (fabricated) claims of sexual harassment can cause permanent damage to the victim of such claims and must therefore be treated as a very serious matter. A false claim may be considered grounds for dismissal of staff, or discipline including the removal from the educational setting for a student, who makes a false claim.

**CONFIDENTIALITY:**

Reports and complaints of sexual harassment will be kept as confidential as possible consistent with the rights of all parties.

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#### SEXUAL HARASSMENT GRIEVANCE OFFICER:

The Board of Directors has appointed the Chief Administrative Officer, or their designee, as the Grievance Officer who will be responsible for processing all sexual harassment complaints in accordance with the procedure outlined below.

#### COMPLAINT PROCEDURES:

1. What one person may consider acceptable behavior may be viewed as sexual harassment by another person. Therefore, the victim should make clear to the harasser that the behavior is offensive and must stop. If the victim is uncomfortable in addressing the harasser they should be made to feel comfortable talking to a trusted adult or a member of the school leadership team. If the harasser does not stop the behavior or the victim is uncomfortable confronting the harasser, or if the behavior warrants further action in the opinion of the victim, the victim should lodge a complaint with the School Leader/Title IX officer/contact.
2. Upon receipt of a written formal complaint submitted by the complainant, their parent or guardian, or signed by the Title IX Coordinator, the school will initiate the Title IX grievance procedure in accordance with 34 CFR §106.45. The respondent is presumed not responsible for the alleged conduct until a final determination is made following a thorough and impartial investigation. The complaint should be as specific as possible, including names, dates, times, places, witnesses, and specific words or actions which were experienced as offensive. In cases involving students, the student's parents and guardians will be notified immediately of the complaint, the steps to be followed, and the ways in which they will be involved in the process.
3. All complaints of sexual harassment will be promptly investigated. Depending on the circumstances, the investigation may encompass any or all of the following:
  - a. The alleged victim may write a letter to the alleged harasser describing the offensive behavior, the circumstances under which it took place, the way the behavior made the victim feel, and requesting that the harasser apologize and promise not to repeat the behavior. The School Leader/Title IX officer or assigned investigator will then meet with the alleged harasser, hear the harasser's account of the situation, present the victim's letter, and discuss the matter.
  - b. Where appropriate in the opinion of the School Leader/Title IX officer or assigned investigator a meeting will be held between the alleged victim and the alleged harasser to clarify the facts and to attempt to mediate a resolution.
  - c. The School Leader/Title IX officer or assigned investigator may interview all parties and witnesses to the alleged harassment.
4. In cases of alleged student harassers, the School Leader/Title IX officer or assigned investigator will determine if these facts constitute harassment. Disciplinary consequences such as detention, suspension, or expulsion consistent with school rules may be implemented. In cases of alleged adult harassers, the School Leader/Title IX officer or assigned investigator will report the facts of the alleged harassment and will determine if these facts constitute harassment. The School Leader/Title IX officer or assigned investigator will recommend to the Board of Directors appropriate action, which could include disciplinary action up to and including termination of employment by Choice Schools Associates, LLC.

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5. If disciplinary steps are taken, copies of the reports of facts and the written decision will go to the harasser, the personnel file in cases of adult harassers, and to the parents and guardians in cases of student harassers. The victim, and his or her parents, if the victim is a student, will also be informed of the determination as to whether harassment occurred.
6. Repeated or extreme forms of harassment, violence, or civil rights infringements will result in a recommendation for expulsion or termination from the Academy.

The School Leader/Title IX officer or assigned investigator will make complete records of all sexual complaints, facts, steps taken, determinations, and resolutions, and those records will be securely maintained in the School Leader's office for a minimum of seven years, or longer if required due to ongoing litigation, appeals, or state/federal audit requirements.

The Academy follows a Title IX grievance procedure consistent with 34 CFR §106.45. This includes a clear standard of evidence (preponderance of the evidence), offering supportive measures regardless of whether a formal complaint is filed, and ensuring equitable treatment of complainants and respondents. In accordance with Title IX regulations, K-12 schools are not required to hold live hearings as part of the grievance process. Instead, a trained, impartial decision-maker will objectively review all evidence gathered during the investigation and make a final determination based on the preponderance of the evidence standard. Both parties will have equal opportunity to submit and review relevant documentation and to appeal the final outcome.

The school does not presume the respondent responsible prior to the conclusion of the investigation.

#### STATE AND FEDERAL REMEDIES:

In addition to the above, if someone believes he/she has been subjected to sexual harassment, he/she may file a formal complaint with either or both governing agencies set forth below. The complaint process does not prohibit filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC - 180 days: MCAD - 6 months).

1. The United States Equal Employment Opportunity Commission (EEOC)
2. State of Michigan

## **TITLE VI NON-DISCRIMINATION POLICY**

In accordance with Title VI of the Civil Rights Act of 1964, the Academy does not discriminate on the basis of race, color, or national origin in the administration of its educational programs or activities, including those that receive federal financial assistance.

Any student or parent/guardian who believes they have been subject to discrimination under Title VI may contact the School Leader or designated Title VI Coordinator to file a concern or complaint. The Academy will respond promptly and equitably to all reports.

## ENROLLMENT AND STUDENT RECORDS

### ENROLLMENT AND RE-ENROLLMENT PROCEDURES

Families who do not submit completed enrollment paperwork by the stated deadline will forfeit their current seat. If seats become available after the enrollment period, they will be offered to waitlisted students in the order determined by the lottery. Any remaining seats will then be filled on a first-come, first-served basis.

### LOTTERY POLICY

If the number of applicants exceeds the available seats in any grade, a random lottery will be conducted to determine admission. In accordance with the school's Charter Contract and applicable law, priority will be given to designated applicant groups, such as currently enrolled students' siblings. The lottery will also establish the order of the waitlist.

### FERPA RIGHTS AND STUDENT RECORDS

In accordance with the Family Educational Rights and Privacy Act (FERPA), parents and guardians and eligible students have the following rights:

- The right to inspect and review the student's education records maintained by the school.
- The right to request the amendment of records believed to be inaccurate or misleading.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except where FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with FERPA requirements.

FERPA rights transfer from the parent to the student once the student turns 18 or enters a postsecondary institution (eligible student). Requests to inspect or amend records should be submitted in writing to the school administration

### PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Academy values transparency and respects the rights of families. Under the federal Protection of Pupil Rights Amendment (PPRA), parents and guardians and eligible students (18 years or older) have the right to:

- Inspect instructional materials and surveys before they are administered.
- Opt their child out of participation in surveys that include sensitive information, such as political beliefs, mental health, sexual behavior, illegal behavior, or family income (other than as required by law).
- Be notified of any physical exams or screenings not required by state law.
- Review and decline the sharing of student information with third-party marketers or surveyors.

Questions or concerns may be directed to the school office or school leader.

### DIRECTORY INFORMATION AND OPT-OUT FORM

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According to Board Policy 8330, the Academy may disclose appropriately designated "directory information" without written consent unless the parent or adult student advises the School to the contrary by filling out, signing, and returning the Directory Information Opt-Out Form to the Academy. The primary purpose of directory information is to allow the School to include this information in certain school publications.

The following list of uses are those the Academy would commonly disclose a student's directory information.

#### Common Uses of Directory Information

- Playbill /Event Program
- Annual Yearbook
- Honor roll or other recognition
- Graduation Programs
- Sports and Activity Sheets
- Colleges or post-high school institutions

Directory information, generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's or adult student's prior written consent. Two (2) Federal laws require the Board to provide military recruiters, upon request, with three (3) directory information categories, names, addresses, and telephone listings unless parents and guardians or adult students have advised the Academy that they do not want their student's information disclosed without their prior written consent.

#### Directory Information

- Student's name
- Participation in officially recognized extra-curricular activities/sports
- Height and weight, if a member of an athletic team
- Date of graduation
- Achievement awards or honors received; honor rolls
- Scholarships
- Photographs or videos of students participating in school activities, events, or programs

The Board will make the above information available upon a legitimate request unless a parent, guardian, or adult student has opted out of the provision of this information by returning the Opt-Out Form to the School Office within 14 days of receipt. Directory information will not be provided to any organization for profit-making purposes. If you do not wish to opt out of any of the above common uses, you do not need to take any action.

## STUDENT RIGHTS

Livingston Classical Academy Board of Directors has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights there are responsibilities that must be assumed by students;

Among these rights and responsibilities are the following:

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1. Civil rights, including the rights to equal educational opportunity and freedom from harassment and discrimination; the responsibility not to harass and discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspensions, expulsion, and decisions the student believes injure his or her rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy in respect to the school's records.

The Board of Directors believes that as part of the educational process students should be made aware of their legal rights and of the legal authority of Livingston Classical Academy Board to make and delegate authority to its staff to make rules regarding the orderly operation of the schools. Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior. The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through the Code of Student Conduct, which is distributed annually. Parents are required to sign the Code of Student Conduct as an acknowledgment that they have reviewed and discussed the Code with their children.

## **CHILDREN'S RIGHTS AND RESPONSIBILITIES**

### **Children Have The Right:**

- To experience a safe, supportive, and consistent environment;
- To use all of the program equipment, materials, and facilities on an equal basis with all of the other children;
- To receive respectful treatment;
- To experience discipline that is fair and non-punitive;
- To receive nurturing care from staff members.

### **Children Have The Responsibility:**

- To be accountable for their actions;
- To respect the school rules that guide them while at school;
- To remain with the group and staff at all times;
- To care for materials and equipment properly.

## **CHILD ABUSE OR NEGLECT**

Michigan State law rightfully requires the school to report any suspicious or obvious abuse or neglect of a child to the Michigan Department of Human Services. Please be aware that the staff takes this responsibility seriously and will act immediately to meet this reporting requirement of the law. Michigan DHS Children's Protective Services phone number is 855-444-3911.

## **INTERROGATIONS AND SEARCHES**

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### **SEARCHES BY STAFF**

The right to inspect students' cubbies, backpacks/book bags, and belongings is inherent in the authority granted school boards and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property. More detailed information on interrogations and searches is in the Code of Student Conduct. In exercise of that authority by school officials, it is incumbent upon them to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the school.

### **INTERROGATION BY POLICE AND OTHER OUTSIDE AGENCIES**

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials and representatives of other agencies. Therefore:

1. When law enforcement and or agency officials find it necessary to question students during the school day or periods of extracurricular activities, the school, principal or designee will be present when possible.
2. An extensive effort will be made to contact the student's parent or guardian to ensure that the responsible individual is notified of the situation.
3. If custody and/or arrest is/are involved, the principal will request that the law enforcement officials observe all procedural safeguards, as prescribed by law.

### **SUMMARY OF REGULATIONS PERTAINING TO STUDENT RECORDS**

A parent has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student within 45 days after receipt of the written request, unless the parent or student consents to a delay. The parent and the student have the right to receive copies of any part of the record, although a reasonable fee (\$.25 per page) may be charged for the cost of duplicating the materials. The parent and student may request in writing to have parts of the record interpreted by a qualified professional of the school or a third party if desired.

### **AMENDMENT OF RECORD**

The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have a right to request that information in the record be amended or deleted. The parent and student have a right to a conference, and the principal must render a decision in writing. If the parent and student are not satisfied with the decision, the decision may be appealed to the board of directors or the person designated by the Board.

### **CONFIDENTIALITY OF RECORDS**

With few exceptions, no individuals or organizations but the parent, student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific informed, written consent of the parent or the student.

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## NOTIFICATION OF RIGHTS UNDER FERPA AND PPRA

### STUDENT RECORDS

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students over eighteen (18) years of age certain rights with respect to the student's education records. The principal is responsible for the supervision of student records in the school. Each student's records will be kept in a confidential file located at the student's school office. The information in a student's record file will be available for review only by the parents or legal guardian of a student, an adult student and those authorized by State and Federal law and Board policy/guidelines. State and Federal law permits access by school officials who have a legitimate educational purpose. School officials for purpose of the Board's policy include a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or company with whom the Board has contracted to perform a special task (such as an attorney, auditor, insurance carrier or medical consultant); a contractor, consultant, volunteer or other party to whom the Board had outsourced a service otherwise performed by Board employees (e.g. a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers). An individual will have a "legitimate educational purpose" if the record is necessary in order for the school official/employee to perform an administrative, supervisory, or instructional task, or to perform a service or benefit for the student or the student's family.

In addition to school officials with a legitimate educational purpose, the School may disclose personally identifiable information from the education records of a student without obtaining prior written consent of the parents or the eligible student:

1. to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled.
2. to authorized representatives of the Federal Government, or State and local educational authorities, such as the Michigan Department of Education. Disclosures under this provision may be made, subject to the requirements of 34 C.F.R. 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs.
3. in connection with financial aid for which the student has applied or which the student has received.
4. to organizations conducting studies for, or on behalf of, the school, in order to: (1) develop, validate, or administer predictive tests; (2) administer student aid programs; or (3) improve instruction.
5. to accrediting organizations to carry out their accrediting functions.
6. to parents of an eligible student if the student is a dependent for IRS tax purposes.
7. to comply with a judicial order or lawfully issued subpoena.
8. to State and local officials or authorities in the juvenile justice system as it pertains to the system's ability to effectively serve, prior to adjudication, the student whose records

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were released.

9. to appropriate officials in connection with a health or safety emergency.
10. information the school has designated as "directory information," as defined in the "Notice of Directory Information and Opt Out Form" and subject to the restrictions explained below.
11. to an agency caseworker or other representative of a State or local child welfare agency, or tribal organization as defined in Federal law, who has the right to access a student's case plan as determined by the agency or organization, when such agency or organization is legally responsible for the care and protection of the student provided the education records and personally identifiable information will not be unlawfully released to third parties.
12. to comply with a court order when a parent is a party to a court proceeding involving child abuse and neglect (as defined in section 3 of the Child Abuse Prevention and Treatment Act) or dependency.

**A Parent Or Adult Student Has The Right To:**

1. inspect and review the student's education records within forty-five (45) days after the School Official receives a written request for access. The School Official will notify the parent or adult student of the time and place where the records can be inspected.
2. request the amendment of the student's education records if the parent or adult student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights. Parents or adult students who believe that a change is necessary should ask the School Official to correct the record. Such a request should be made in writing and should identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record, the parent or adult student will be informed of his/her right to request a hearing.
3. consent to disclosures of personally identifiable information contained in the student's education records, except the extent that Federal and/or State law authorizes disclosure without consent.

**Specific Events/Activities rights**

The Protection of Pupil Rights Amendment ("PPRA") requires the Board to notify parents and eligible students and obtain consent to allow parents or eligible students to opt the student out of participating in certain school activities including socio-demographic surveys, analysis, or evaluations. This requirement also applies to the collection, disclosure or use of student information for marketing purposes. The School will provide parents, within a reasonable period prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys.

Any parent or student who believes that the Livingston Classical Academy has failed to comply with the Family Education Rights and Privacy Act ("FERPA") or the Protection of Pupil Rights Amendment ("PPRA"), may file a complaint directly with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-8520.



**LIVINGSTON**  
CLASSICAL ACADEMY

ADOPTED MAY 2024 FOR THE 2024-25 SCHOOL YEAR

# Code of Student Conduct

*A Partnership in Responsibility*



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## A PARTNERSHIP IN RESPONSIBILITY

Livingston Classical Academy is committed to respect for the rights of others. Rules governing discipline and conduct are written so that parents, students, teachers, and the principal know what is expected of students. By working together under clearly stated and consistently enforced regulations, we can administer firm, fair and consistent discipline practices as called for by the US Department of Justice.

Parents, teachers, staff, the principal, and the board of directors are responsible for helping students develop self-discipline and learn social skills required for work and college. The Code of Student Conduct delineates the partnership that the school and the larger-community share across several broad concepts.

- Environment, which includes the climate of the school;
- Education, which includes preparation and work habits;
- Respect, which includes treatment of others;
- Participation, which includes involvement in school activities; and
- Expression, which includes dress and verbal and nonverbal issues.

These broad concepts appear in each statement of responsibilities contained in this handbook.

### ***Beliefs***

The following beliefs guided the development of the Code of Student Conduct:

1. That schools must be safe and secure for students and staff.
2. That students have rights and responsibilities in the learning environment.
3. That the school is for instruction and learning, and anything that distracts from the learning process must be dealt with by the principal, faculty, and staff within progressive and positive discipline practices.
4. That students and their parents should be knowledgeable of school and classroom rules.
5. That students have a responsibility to exercise self-control over their own behavior and that teachers and support staff have the responsibility to teach students good social skills and acceptable behaviors.
6. That the responsibility for discipline is shared among students, school personnel, the Board of Directors and parents.
7. That the school respects differences in discipline practices at home as long as they are within parameters of the law.
8. That students, who violate school and classroom rules, must be afforded their rights to due process, which are procedurally, morally, and legally fair and correct.
9. That students, when they violate school and classroom rules, should be assigned corrective measures with the purpose of teaching good social behaviors.
10. That disciplinary measures should be progressive, corrective, and preventive, unless the safety of students is an issue.
11. That disciplinary measures should be firm, consistent, and fair.
12. That the disciplinary measures of the school should be a problem-solving process and should focus on the causes of the infraction and learning acceptable behaviors.
13. That the assigning of disciplinary measures should be reasonable.

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14. Students who commit criminal acts, should be administered measures that are severe and swift when the safety of the general school population is at issue.

### ***School Jurisdiction***

The authority of the school over the conduct of students extends to the following locations:

1. On the school grounds during, before, and after school hours.
2. On school sponsored transportation for all school-related activities and the regular school day.
3. On the school grounds, as either a spectator or a participant at any other time when a school group is using the school.
4. Off the school grounds at any school-related activity, function, or event as a participant or a spectator.

### ***Student Expression***

The principal will maintain open channels of communication through which students may express their individual or group concerns and suggestions that will be formally and informally deliberated.

We sincerely believe that continued recognition of students' rights and responsibilities will develop within our youth a student philosophy that will nurture their internal strengths, will deter the influence and spread of degrading attitudes, and will perpetuate the American ideal of a responsible, democratic system of government.

## **RESPONSIBILITIES**

### **Student Responsibilities**

#### *Environment*

1. Assist the principal and his/her staff in the operation of a safe and orderly school, where all students can learn and develop socially.
2. Be clean and dress in compliance with school rules of sanitation and safety in a fashion that will not disrupt classroom procedures and in a manner, which conforms to Livingston Classical Academy's dress guidelines.
3. Obey school rules and/or the law concerning use, possession, distribution or sale of tobacco, marijuana, or controlled substances as defined under the Drug Control Act, drug paraphernalia as defined by the State of Michigan, imitation controlled substances, nonprescription or prescription drugs, or alcohol on school property, on the way to and from school, or while attending school-sponsored activities.
4. Obey laws and regulations, which forbid supplying, handling, using, transmitting, or possessing any type of weapon on school property, on the way to and from school, or at any school-sponsored event.
5. Report to the principal or his/her staff incidents when your safety or the safety of others may be jeopardized.

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### *Education*

1. Support all students' right and opportunity for a free appropriate public education as provided by applicable federal, state, and local statutes, without regard to race, religion, sex, creed, ability to pay, national origin, disability, or intellectual ability.
2. Take advantage of the educational opportunities offered by the school.
3. Complete all assigned work, study, and read.
4. Attend school regularly and punctually to achieve maximum learning.
5. Be prepared for learning by bringing materials and supplies to classes.

### *Respect*

1. Be self-controlled and non-disruptive on school property and/or at school activities.
2. Be reasonable, modest, self-controlled, non-suggestive, non-intimidating, and considerate in your relationships with other students and with school employees.
3. Keep your language and gestures respectful and free of profanity or obscenities.
4. Respect private, public, and school property.
5. Be informed of laws and school rules regarding students' rights and responsibilities.

### *Participation*

1. Support and participate in school activities, co-curricular and extra-curricular.
2. Remain on the school campus during the school day; be punctual in carrying out your schedule and take part in classroom activities.

### *Expression*

1. Support the right to freedom of expression.
2. Ensure that your expressions do not interfere with the educational program or activities or with the rights of others.
3. Be sensitive to others in your choice of expressive clothing that you wear or carry, ensuring that it does not express obscene, racist, or sexist language or gestures or slanderous, libelous, racist, or sexist statements.
4. Be sensitive to others in your choice of expressive words that you say or write, ensuring that they are not obscene, slanderous, libelous, racist, or sexist.

### ***Parent Responsibilities***

#### *Environment*

1. Insist that your child is clean and dressed in compliance with school rules of sanitation and safety and within the school dress guidelines.
2. Ensure that your child is free of communicable disease and in good health.
3. Support school officials in maintaining a safe and orderly school environment, free of disruptions, which interfere with teaching, learning, and safety.
4. Ensure that you and your child(ren) understand school rules and/or the law concerning students' use, possession, distribution, or sale of tobacco, marijuana, or controlled substances as defined under the Drug Control Act, drug paraphernalia as defined by the School Code of Michigan, imitation controlled substances, nonprescription or prescription drugs, or alcohol on school property, on the way to or from school, or while attending school-sponsored activities.

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5. Ensure that your child understands that supplying, handling, using, transmitting, or possessing any type of weapon on school property, on the way to or from school, or at any school-sponsored event is prohibited.

*Education*

1. Help support education for children as provided by applicable federal, state, and local statutes, without regard to race, religion, sex, creed, ability to pay, national origin, disabling condition, or intellectual ability.
2. Make certain your child's attendance at school is regular and punctual and all absences are properly excused.
3. Instill in your child the desire to learn.
4. Become acquainted with your child's school, staff, curriculum, and activities.
5. Ensure that your child has the necessary materials and supplies needed for classes and activities.
6. Ensure that your child has a quiet and proper place to study at home.

*Respect*

1. Guide your child, from the earliest years of his or her life, to develop socially acceptable standards of behavior, to exercise self-control, and to be accountable for his or her actions.
2. Teach your child, by word and example, respect for law, for the authority of the school, and for the rights and property of others.
3. Know and understand the rules your child is expected to observe at school; be aware of the consequences for violations of these rules and accept legal responsibility for your child's actions.
4. Encourage your child to respect honest work and to develop an interest in exploring broader fields of knowledge.
5. Accept the right of the Board of Directors to require respectable behavior of all students and nonstudents at all activities involving the school.
6. Help your child understand and respect the purposes of schooling, learning, and teaching.

*Participation*

1. Send your child to school as required by The Michigan School Code, on time, every day, ready to learn.
2. Request and attend parent-teacher conferences.
3. Attend school functions and activities with your child.
4. Volunteer for school functions or assist when possible.

*Expression*

1. Encourage your child to conduct him or herself in an acceptable manner.
2. Encourage your child not to make obscene gestures or libelous, racist, or sexist statements or to use intimidating tactics toward others.
3. Encourage your child not to interfere with the educational progress of others or the educational program by using inappropriate verbal or nonverbal expressions.
4. Encourage your child to dress appropriately in the school uniform so that his or her appearance will not disrupt the educational process or activities.

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## ***Teacher/Staff Responsibilities***

### *Environment*

1. Reflect personal enthusiasm for teaching and learning and genuine concern for the individual student.
2. Express positive reinforcement for acceptable behavior.
3. Provide clear, reasonable classroom rules consistent with the Code of Student Conduct.
4. Project the image of your profession, your school, and education for everyone in a positive manner.
5. Be professional and be a role model for students.
6. Refer to the student's teacher or principal any student whose behavior requires special attention.
7. Report all incidents of suspected child abuse or neglect to your principal as required by Michigan Law.

### *Education*

1. Guide differentiated learning activities so students learn to think and reason.
2. Provide opportunities for students to develop socially acceptable skills, attitudes and behaviors.
3. Provide meaningful schoolwork for students with the expectation that all students will be successful.
4. Inform parents regarding student achievement and behavior and consult with parents whenever necessary.
5. Teach each student as an individual on his/her own level.
6. Communicate with the principal regarding academic achievement.

### *Respect*

1. Guide students to assume responsibility for their actions and to respect the rights of others.
2. Be firm, consistent, and fair in enforcing school rules on school property and at all school-sponsored activities.
3. Demonstrate by word and personal example self-discipline and respect for law.
4. Develop positive relationships with parents and students.
5. Respect the dignity of everyone.

### *Participation*

1. Assume the rights and responsibilities of collaborative culture and shared decision making.
2. Participate in the establishment of school rules and regulations regarding student behavior; explain these rules to students and require observance of them.
3. Assist the principal in developing the school philosophy, objectives and procedures for the efficient and orderly operation of the school.
4. Participate in school activities and sponsor co-curricular and extra-curricular activities.

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### *Expression*

1. Ensure that expressions by anyone do not interfere with meaningful instruction.
2. Encourage students to express themselves appropriately and respectfully.
3. Do not use language that is obscene, slanderous, racist, sexist, or sarcastic.
4. Encourage students, parents, other teachers, and other staff to use language that is not obscene, slanderous, racist or sexist.
5. Represent your profession positively through your appearance and conduct at school and at school-sponsored events.
6. Refrain from initiation of or participation in sexual harassment activities.

### ***Principal Responsibilities***

#### *Environment*

1. Create the best teaching-learning conditions possible for student learning.
2. Create a safe, caring school environment for everyone.
3. Take the lead in establishing reasonable rules and regulations for the orderly operation of the school.
4. Make rules and regulations known and understood by students, parents, teachers and staff.
5. Report all incidents of suspected child abuse or child neglect as required by Michigan Law.

#### *Education*

1. Organize school schedules and teaching assignments and require effective classroom management and instruction.
2. Maintain open lines of communication between school and home and between staff and administration.
3. Offer a complement of student activities, which provide interesting activities for all students.
4. Encourage the recognition of students' accomplishments.
5. Protect instructional time and ensure the best possible conditions for learning.
6. Ensure that discipline practices are progressive, constructive, and focused on developing self-discipline and social skills for career and college success.
7. Ensure that all students are encouraged to achieve high academic standards.

#### *Respect*

1. Be firm, fair, courteous, and consistent in all decisions affecting students, parents and staff.
2. Demonstrate by word and personal example respect for law, self-discipline, and genuine concern for all persons.
3. Recognize that parents are a child's first teachers and listen to the concerns and suggestions of parents.

#### *Participation*

1. Provide leadership by creating a school culture where a collaborative culture can flourish, shared decision making is encouraged, and unity of purpose is achieved.
2. Become acquainted with students and parents by visiting classrooms, attending school activities and events, accepting opportunities to take part in community events, and inviting the community into the school.

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3. Receive teacher or staff referrals of students with behavior problems, confer with these students, communicate with parents, and set up cooperative procedures for correcting student behavior and teaching good social skills.

*Expression*

1. Do not use language that is obscene, racist, sexist, libelous or sarcastic.
2. Encourage and ensure that students, parents, teachers and other staff use appropriate expressions which are not obscene, racist, sexist, slanderous, disruptive, libelous, intimidating, or sarcastic.
3. Exemplify leadership qualities and represent your profession positively through your appearance and conduct at school, and at school-sponsored events, and in the community.
4. Ensure that students, parents, teachers, and staff members follow the appropriate dress guidelines for the school and for common decency and that guidelines are consistently and fairly enforced.
5. Be aware of and follow guidelines prohibiting sexual harassment.

***Board of Directors and Management Responsibilities***

*Environment*

1. Inform the community of what is expected of students and what the consequences are when rules are violated.
2. Give full support to school staff and others charged with the responsibility for managing the schools.

*Education*

1. Maintain a well-trained staff at all levels.
2. Develop programs and activities, which provide for all students, including those with special needs.
3. Provide vision for the school, which includes curricular programs and activities designed to provide students with opportunities to learn and develop.

*Respect*

1. Be fair, courteous and consistent in making decisions regarding those students whose behavior problems have been appealed to the Board of Directors in accordance with state law.

*Participation*

1. Become acquainted with Livingston Classical Academy, its staff and students by visiting buildings regularly and by attending school activities.
2. Encourage and support participatory decision-making.

*Expression*

1. Provide Policies regarding appropriate expressions by students, parents, teachers, and other staff members consistent with federal, state and local laws.
2. Ensure and protect freedom of expression for all students, parents and caretakers, publics, and constituencies.

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## GUIDELINES FOR STUDENT BEHAVIOR

Principal, teachers, and support staff are responsible for ensuring that meaningful and engaging instruction takes place and that students who want a high-quality education, receive it. Educators share responsibility to teach students the social and emotional skills required to achieve success in school, including interventions to monitor and change behavior until the individual student demonstrates acceptable behavior as a student and member of the school community.

### Attendance

Michigan law places responsibility on each student to attend school on time, every day regularly and on each parent/guardian to send their child to school every day. The Board of Directors requires that all students attend school during the days and hours that Livingston Classical Academy is in session. Students are expected to be at school every possible day because they miss valuable instructional time and fall behind in their studies. Attendance is also an important habit to learn in preparation for work. Each student is expected to receive a minimum of 1,098 hours of instruction to be promoted to the next grade or receive credit in coursework.

### Help Your Child Succeed in Life: Build the Habit of Good School Attendance

Did you know?

It is the parent/guardian's responsibility to get their child to school.

- Missing just five days of school means 30 hours of missed instruction.
- Starting in kindergarten, there is a direct link between absences and reading level.
- One in ten kindergarten and first grade students is chronically absent.
- Students who are chronically absent are 7.5 times more likely to drop out of high school.

### WHAT CAN YOU DO?

- Set a regular bedtime and morning routine.
- Lay out clothes and backpack the night before.
- Develop a back-up plan for how your child is getting to school in case something comes up. Call on a friend, family member or neighbor.
- Don't let your child stay home unless he or she is really sick. A stomachache can be a sign of anxiety or avoidance.

Have your doctor fax or email the school directly.

- Talk to your teacher or principal if you need additional help or resources

Parents are asked to call the school office (734) 449-2052 to notify the school of their child's absence or email [lcaattendance@choiceschools.com](mailto:lcaattendance@choiceschools.com) whenever their child will be absent from school. Parents are encouraged to notify the office prior to 9:00 AM. Parents are to provide valid written documentation stating the cause of absence for the absence to be excused; otherwise, the absence will be considered unexcused.

Excused absences may be granted for the following reasons:

- a. Illness of the student. The principal may require a doctor's statement. A doctor's statement of illness must be presented if a student is absent more than three consecutive days or more than ten absences during a semester.
- b. Illness in the immediate family, which requires absence of the student from school.

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- c. Death in the immediate family (should not exceed five days).
- d. Recovery from an accident.
- e. Required court appearance. Parents are asked to notify the school in advance.
- f. Professional appointments. Parents need to notify the school in advance of the appointment and are encouraged to have the child return to school after the appointment.
- g. Religious holidays regularly observed by persons of the student's faith, provided the parent has given written notice in advance of the absence.
- h. Absences for other reasons as approved by the principal upon request of the parent.

Upon return to school, a student is to check with his or her teacher(s) to schedule make-up work.

When a student accumulates 12 absences, the parents will attend a mandatory meeting with the principal. This meeting will determine the course of action that will be taken, which may include the development of an attendance contract, an absenteeism report submitted to the truancy officer, possible withdrawal from the school, and possible petition to the juvenile court. If the family chooses not to participate in the meeting, or the student does not uphold the attendance contract, an absenteeism report will be submitted to the county truancy officer. Students who are chronically absent may be recommended for retention.

When a student is absent from school for ten consecutive days without knowledge of the principal, the student will be withdrawn from Livingston Classical Academy and the student's directory information will be reported to the truancy officer of the intermediate school district and other state and local agencies. The principal will attempt to make contact with the student's parent/caretaker during the period of consecutive absences.

### **Student Arrival and Dismissal**

Arrival and dismissal of students will be supervised by staff 15 minutes before school starts and 15 minutes after school dismisses. Parents may circle through the parking lot and drop-off their children at the entrance of the school; children should proceed to their designated area with their teacher. If you need to enter the building, you may park in the designated parking area. Students who are leaving school at the end of the school day are to be picked-up at the end of last regular class time. Students are to be picked-up by a parent/guardian or person designated by the parent/guardian. Students are not to be unsupervised at any time during the school day or before and after school.

### **Late Arrival**

Students are tardy to school if they arrive after the school day begins for all students. Teachers are expected to begin opening exercises promptly and transition smoothly into instruction. A tardy student must report to the office upon arrival. It is the parent/guardian's responsibility to notify the office of a late arrival. The office will provide the student with a tardy pass for admittance to class.

A student who is tardy three times will receive a warning letter sent home to the parents for the parent's signature. If a student receives 6 unexcused tardies, an attendance intervention plan will be developed with the student, parent and principal. Tardy students interrupt learning for other students.

There are times when a deviation from a student's normal school schedule is necessary. Tardiness will be excused under the following circumstances:

1. Serious illness (accompanied by a parent's note or written doctor's notice)
2. Death in the family
3. Legally required presence at a court proceeding
4. School sponsored co-curricular and extra-curricular activities
5. Religious observations
6. Severe weather, fires, family tragedies
7. Pre-arranged late arrival approved by the Principal

When a child is tardy between classes, it is the responsibility of the student to receive a pass from the previous teacher. Teachers are encouraged to assist students in transition to the next class. Students arriving in the classroom after the start of class will be considered tardy. State guidelines require that all attendance must be documented and reported to the local Intermediate School District, including late arrivals.

### **Early Dismissal**

The student may need to leave school during the school day. Early dismissal requests need to be called into the school office at (734) 449-2052 or by emailing [lcaattendance@choiceschools.com](mailto:lcaattendance@choiceschools.com). Early dismissals are not permitted after 2:30 PM Mon-Thur or 12:30 PM on Friday's. Students will only be released to parents and adults designated by the parent/caretaker. In child custody situations, the custodial parent must properly inform the school of any limitations. Excessive early dismissals will be viewed similarly to tardies. Michigan law calls for students to receive 1,098 hours of instruction.

### ***Expressions and Limitations***

Students may exercise the right to freedom of expression through speech, assembly, petition, and other lawful means and have the right to advocate change of any law, policy, or administrative guideline. The exercise of this right may not interfere with the rights of others nor may oral or written student opinions be used to present material that falls into one or more of the following categories:

1. Material that reasonably leads the principal or teacher to forecast substantial disruption of, or interference with, school activities or that endangers the health or safety of students;
2. Material that is libelous or slanderous - statements that are inaccurate or false statements that injure the person as to his or her reputation, cause personal humiliation, mental anguish, and suffering or other injuries;
3. Material that advocates the commission of a criminal act or is a criminal act as defined by the Criminal Code of the United States, the State of Michigan, the County or the City of residence;
4. Material that is obscene as defined in the Michigan School Code, as amended.

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5. Material, communications, and or actions that are considered to be bullying as defined in the Michigan School Code, as amended, and in Board Policy and administrative guidelines.

#### **Distribution of Literature by Students and Nonstudents**

The principal or his/her designee shall coordinate distribution or display of literature by students enrolled in the school. The material must be approved by the principal, must not be in violation of applicable board of directors' policy, and must bear the name of the sponsoring individuals or school organizations.

#### **Search and Seizure**

Desks, lockers, and storage spaces, which are provided to students without charge, are the property of the school. The principal or designee may make general inspections on a periodic basis and may open desks, lockers, or storage spaces in the presence of a witness and examine the contents, including personal belongings of students, when there are reasonable grounds to believe that they contain illegal drugs, contraband, weapons, or stolen property, or that the student has violated or is violating state or federal laws, city codes, or policies of the board of directors, provided the search is conducted primarily for enforcing order and discipline in the school and not for criminal prosecution. The principal may also, to the full extent permitted by law and Board Policies, search and seize students and their personal effects. Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of the student's parents or turned over to the Police, and only in exceptional circumstances, when the health or safety of the student or of others is immediately threatened. Reasonable efforts to locate the student shall be made prior to the search. If the student is present, the school official shall advise him/her of the circumstances justifying the search and seizure of the objects that the official believes the search may disclose. If the student is not present, he or she shall be informed of the search. Stolen items and items that are specifically prohibited by federal and state law, Board of Directors Policies, regulations of the County and City and or school administrative guidelines may be impounded. The student shall be given a receipt for any items impounded by school authorities, and parents shall be notified of any items impounded.

#### **Prohibition of Harassment, Intimidation, and Bullying (cyberspace as well)**

Bullying and cyberbullying are prohibited at school. "At school" is defined as on school premises, in a school-related vehicle, at school-sponsored events, or using telecommunications access devices or a telecommunications service provider under control or ownership of Livingston Classical Academy. Bullying and cyberbullying that do not occur at school but cause a substantial disruption to the educational environment may be subject to disciplinary action according to Board Policy (Attached).

Bullying means any written, verbal, or physical act, or any electronic communication, including but not limited to, cyberbullying that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly.

Cyberbullying means any electronic communication that is intended or that a reasonable person would know is likely to harm one (1) or more pupils either directly or indirectly. Any reference to bullying includes cyberbullying.

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Livingston Classical Academy Board of Directors revised anti-bullying policy is provided in addition to the Student Code of Conduct. You are encouraged to read the policy, understand that it is based upon law, and encourage your child to refrain from bullying activities and report incidents that they observe at school.

Every student is called upon to report any situation that he or she believes to be bullying behavior directed toward a student or an employee. Employees are required to report bullying behavior to the principal.

### **Anti-Bullying Policy**

*Reference: The Matt Epling Safe School Law, Public Act 241 of 2011, as amended by Public Act 478 of 2014 (MCL § 380.1310b).*

The board believes that a safe and nurturing educational environment in school is necessary for students to learn and achieve high academic standards. Therefore, it is the policy of Livingston Classical Academy to provide a safe and nurturing environment for all of its students.

Appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of students, as well as administrators, faculty, staff, visitors, and volunteers.

#### ***Bullying and Cyberbullying are Prohibited***

Bullying and cyberbullying of a student, whether by other students, staff, visitors, board members, parents, guests, contractors, vendors and volunteers, is prohibited. All pupils are protected under this policy and bullying, and cyberbullying are prohibited without regard to its subject matter or motivating animus.

#### ***Definition of Bullying***

“Bullying” means any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one (1) or more pupils either directly or indirectly by doing any of the following:

1. Substantially interfering with the educational opportunities, benefits, or programs of one (1) or more pupils.
2. Adversely affecting the ability of a pupil to participate in or benefit from the school district’s or public school’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
3. Having an actual and substantial detrimental effect on a pupil’s physical or mental health.
4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

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“Cyberbullying” means any electronic communication that is intended or that a reasonable person would know is likely to harm one (1) or more pupils either directly or indirectly by doing any of the following:

1. Substantially interfering with the educational opportunities, benefits, or programs of one (1) or more pupils.
2. Adversely affecting the ability of a pupil to participate in or benefit from the school district’s or
3. public school’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
4. Having an actual and substantial detrimental effect on a pupil’s physical or mental health.
5. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Since “bullying” also includes “cyberbullying,” any reference in this policy to “bullying” shall also be deemed to refer to “cyberbullying.”

Bullying and cyberbullying are prohibited at school. “At school” is defined as on school premises, at school-sponsored activities or events, in a school-related vehicle, or using telecommunications access device or a telecommunications service provider if the telecommunications access device or telecommunications service provider is owned by or under the control of the school district. “Telecommunications access device” and “telecommunications service provider” mean those terms as defined in Section 219a of the Michigan Penal Code (MCL § 750.219a).

Bullying and cyberbullying that does not occur “at school,” as defined above, but that causes a substantial disruption to the educational environment may be subject to disciplinary action in accordance with this policy and applicable law.

#### ***Reporting and Investigating Reports of Bullying***

Every student is encouraged to report any situation that he or she believes to be bullying behavior directed toward a student to a teacher, a counselor, administrator, or other staff member. Staff members shall report any reports made by students or situations that they believe to be bullying behavior directed toward a student to the ESP. Complaints against the ESP shall be reported to the Board.

Under state law, a school employee, school volunteer, student, or parent or guardian who promptly reports in good faith an act of bullying to the appropriate school official designated in this policy and who makes this report in compliance with the procedures set forth in this policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. This immunity does not apply to a school official responsible for implementing this policy or for remedying the bullying, when acting in that capacity.

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Retaliation or false accusation against a target of bullying, a witness, or another person with information about an act of bullying is prohibited. Suspected retaliation should be reported in the same manner as suspected bullying behavior. Making intentionally false accusations of bullying is likewise prohibited. Retaliation and making intentionally false accusations of bullying may result in disciplinary action up to and including expulsion.

All complaints about bullying that may violate this policy shall be promptly investigated and documented. The ESP or designee is responsible for the investigation. If the investigation results in a finding that bullying has occurred, it shall result in prompt and appropriate disciplinary action, up to and including expulsion for students, up to and including discharge for employees, and up to and including exclusion from school property for parents, guests, volunteers, and contractors. Individuals may also be referred to law enforcement officials.

Livingston Classical Academy may utilize restorative practices that emphasize repairing the harm to the victim and school community in the correction of bullying behavior, which may include victim-offender conferences that:

1. Are initiated by the victim;
2. Are approved by the victim's parent or legal guardian or, if the victim is at least 15, by the victim;
3. Are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the "restorative practices team"); and
4. Would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these. The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

Where the investigation results in a finding that bullying has occurred, both the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying shall be notified promptly in writing. In addition, administrators investigating alleged bullying may notify parents of the victim or perpetrator of bullying sooner than the conclusion of the investigation if circumstances dictate such earlier notification.

Livingston Classical Academy shall document any prohibited incident that is reported and shall document all verified incidents of bullying and the resulting consequences, including the required notification of parents or guardians and any discipline and referrals. The principal is the school official responsible for ensuring that this policy is implemented.

#### ***Confidentiality***

Livingston Classical Academy will comply with all applicable laws regarding confidentiality of personally identifiable information within education records. In addition, the identity of an individual who reports an act of bullying or cyberbullying shall be and remain confidential. The principal, or the principal's designee, shall ensure that the name of an individual who reports an act of bullying or cyberbullying is withheld from the alleged perpetrator and the

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perpetrator's parent(s), legal guardian(s) and representative(s), and is redacted from any report of bullying or cyberbullying that is publicly disclosed.

***Notification***

This policy will be annually circulated to parents and students, and shall be posted on the Livingston Classical Academy website.

***Reporting***

As required by state statute, Livingston Classical Academy shall provide a report of all verified incidents of bullying and other required information to the Michigan Department of Education on an annual basis, according to the form and procedures established by the Department. As required by state statute, the Livingston Classical Academy's procedures with respect to bullying are contained within this policy. No administrative guidelines accompany this policy.

## **DISCIPLINARY ACTION**

***Definition of Discipline***

Discipline is the positive direction of behavior toward established standards of conduct, fully understood and based upon reason, judgment, and consideration of the rights of others. Ideal discipline is self-directed and self-controlled. Schools, community, and parents share the responsibility for helping students develop self-discipline. When self-control falters and self-discipline fails, disciplinary action outside the individual must be imposed to protect the rights of others and to ensure uninterrupted instruction by teachers for students.

The principal will carry out a positive behavior intervention program to help children, families, teachers and support staff, reflect upon their actions and be proactive instead of reactive to teach students self-discipline and acceptable social skills for school and career and college readiness. Positive discipline can be a powerful tool for teaching students to succeed.

Intervention options need to consider disciplinary referrals as opportunities for learning, with exclusion reserved for the most serious offenses. The consequence must be reasonable in direct relationship to the seriousness of the misconduct or the pattern of misconduct.

Certain rules and procedures are established to guide students through constructive growth and readiness for careers and college. Parents, teachers, and others responsible for the welfare and education of these students need to cooperate to interpret and enforce these rules.

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### ***Mitigating Factors to be Considered***

Except as otherwise noted below with respect to possession of a firearm in a weapon free school zone, if suspension or expulsion is considered, Livingston Classical Academy shall consider the following factors:

1. the student's age
2. the student's disciplinary history
3. whether the student has a disability
4. the seriousness of the violation or behavior
5. whether the violation or behavior committed by the student threatened the safety of any student or staff member
6. whether restorative practices will be used to address the violation or behavior
7. whether a lesser intervention would properly address the violation or behavior

### ***Restorative Practices***

If Livingston Classical Academy determines that it will utilize restorative practices in addition to or as an alternative to suspension or expulsion of a student, they will engage in restorative practices which emphasize repairing the harm to the victim and school community caused by the student's misconduct.

Restorative practices may include victim-offender conferences that:

1. Are initiated by the victim;
2. Are approved by the victim's parent or legal guardian or, if the victim is at least 15, by the victim;
3. Are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the "restorative practices team"); and
4. Would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these. The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

### ***Mandatory Exclusion by Michigan Law***

For students in grades 6 and above, Michigan law requires the board of directors to remove a student who possesses a dangerous weapon, unless the student meets an exception in the law, commits arson, criminal sexual conduct, physical assault against a school employee or volunteer, physical assault against another student, bomb threat or similar threat.

The law provides a process for parents/guardians to petition the Board for reinstatement of the student. The principal will provide the parent/guardian with procedures to petition for the student to return to school. Parents/guardians should anticipate conditions for reinstatement being established.

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### ***Behaviors Warranting Disciplinary Action***

Students are expected to meet classroom and school rules and are subject to appropriate disciplinary action, including suspension and expulsion, as set forth in the Michigan School Code. The purpose of disciplinary decisions are to develop self-discipline and social skills required for success in college and work. Behaviors that interfere with the rights of students to achieve academic success and to be educated in a safe, secure environment are categorized into three groupings, with exclusion from school reserved for most serious infractions and repeated and habitual behaviors that deter teaching and learning.

If a student feels unsafe or threatened, the student or the student's parent/guardian is encouraged to contact the principal immediately. Individual rights include individual responsibility within the bounds of reasonable behavior expected of all members of the school community. This applies especially to the freedom of fellow students to receive instruction. Educators must prioritize keeping students engaged in meaningful learning.

Various types of student misconduct are listed. The list is not all-inclusive and a student who commits an act of misconduct not listed is still subject to disciplinary action.

1. Absenteeism
2. Inappropriate Dress and Grooming
3. Inappropriate Use of Electronic Communication Devices
4. Alcohol and Drugs
5. Arson or attempted arson
6. Assault (or attempted assault) and Battery
7. Bullying
8. Cheating/Academic Misconduct
9. Defacement of Property
10. Destruction of Property
11. Disorderly Conduct
12. Extortion
13. Failure to Serve Assigned Detention
14. False Fire Alarm or Bomb Threat
15. False Identification
16. Felony
17. Fighting
18. Fireworks
19. Forgery
20. Fraud
21. Gambling
22. Gang Activity
23. Harassment/Intimidation
24. Hazing
25. Improper, Negligent, or Reckless Operation of a Motor Vehicle
26. Insubordination/Unruly Conduct
27. Interference with School Authorities
28. Public Display of Affection
29. Leaving school without Permission
30. Loitering

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- 31. Microaggressions that are commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults
- 32. Possession of Inappropriate Personal Property
- 33. Physical Assault
- 34. Profanity and/or Obscenity toward Students
- 35. Profanity and/or Obscenity toward Staff
- 36. Robbery
- 37. Sexual Assault and Battery or Other Illegal Behavior
- 38. Sexual Misconduct that is indecent/consensual, amorous kissing or similar displays of affection, indecent exposure, or of a sexual nature
- 39. Sexual harassment (Level 1)
- 40. Sexual Harassment (Level 2)
- 41. Smoking or Use of Tobacco Products, or Electronic Cigarettes
- 42. Tardiness
- 43. Technology Abuse
- 44. Theft or Possession of Stolen Property
- 45. Threat/Coercion
- 46. Trespassing
- 47. Truancy
- 48. Weapons: Dangerous Instruments
- 49. Weapons: Dangerous Weapons
- 50. Weapons: Use of Legitimate Tools as Weapons (including, but not limited to, pens, pencils, compasses, and combs)
- 51. Weapons: Look-a-Likes
- 52. Any violation of this code, policies of the board of directors, administrative guidelines, or local, state or federal law
- 53. Any other conduct considered by the principal or teachers to be disruptive, disrespectful or disobedient.

**In the following six cases, discipline referrals must be made immediately to the principal:**

- 1. Fighting
- 2. Assault and or battery toward a teacher or another student
- 3. Student actions that disrupt the class to the extent that the teacher's authority is being challenged and the teacher is losing control of the class
- 4. Student actions which indicate the use of drugs, alcoholic beverages, or other behavior-altering substances
- 5. Student actions that present a danger to the safety and well-being of anyone in the school
- 6. Other criminal acts in violation of local, state or federal laws

The principal is to recommend long term suspension of more than ten days or expulsion for the following first-time offenses occurring on school property, at school-sponsored activities, or for school-related reasons:

- 1. Arson or attempted arson, including setting fire to anything on school property
- 2. Assault and/or battery of an employee or student
- 3. Possession, use, or sale of a firearm or dangerous weapon

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- 4. Manufacturing, growing, distribution, and/or sale of drugs and/or drug paraphernalia
- 5. Extortion, attempted extortion, robbery, and/or larceny
- 6. Immoral conduct
- 7. Hazing
- 8. Unlawful assembly and/or riot
- 9. Possession, use, distribution, sale, lighting, or discharge of explosive devices
- 10. Students found guilty or not innocent of a crime that resulted in or could have resulted in injuries to others, regardless of where the crime occurred

### ***Discipline Procedures***

At all times when students are under school jurisdiction, they are expected to conduct themselves in an orderly, courteous, dignified, and respectable manner. In an effort to maintain an orderly atmosphere in the school and on the school grounds, the teacher's authority extends to all students, whether or not the teacher teaches the student in class.

### **Disciplinary Actions**

Disruptive student behavior is subject to disciplinary action by the teacher and/or principal. Principal and staff are expected to use respectful and accountable intervention strategies, such as staff and student/parent conferences, auxiliary staff intervention and counseling programs, student programs for conflict resolution, peer mediation, anger management, anger prevention, and social skills. Intervention strategies may include anger management and conflict resolution programs for parents. Community based services may be called upon when appropriate.

Actions taken by teachers may include but are not limited to:

- 1. Daily/weekly progress reports for students and parents
- 2. Time out in the classroom or other secure, supervised area
- 3. Conference with the student
- 4. Oral and/or written reprimand
- 5. Detention during, before and after school
- 6. In school alternative with another teacher
- 7. Relocation to another classroom for a brief period
- 8. Relocation to blended learning environment
- 9. Conference with a parent
- 10. Consultation with a behavior specialist
- 11. School service assignment
- 12. Denial of participation in school activities
- 13. Give students a choice of consequences

A discipline referral should be sent to the principal when the teacher has exhausted all in-classroom actions and feels that the student's improper behavior cannot be corrected through classroom management practices without sacrificing safety and/or learning for other students.

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After consultation with the student and the teacher (if needed), the principal or designee will determine the course of action required to provide a safe, secure school. Action taken by a principal or designee toward students who are disruptive may include but is not limited to:

1. A conference with the student and/or the parents
2. A verbal and or written reprimand
3. Consultation with behavior interventionist, social worker, counselor, and outside agencies
4. Entering into Individual Student Behavior Plan between student, parent, and principal
5. Livingston Classical Academy appointed advisor to cooperate with parent/guardian to ensure follow-through of ISBP (Individual Student Behavior Plan)
6. Detention during, before, and after school and on Saturday
7. Focused in school academic alternatives
8. Counseling and psychological services
9. Saturday school
10. School service assignment
11. Removal from co-curricular and extra-curricular programs until ISBP satisfied
12. Referral of student and parent/guardian to a parent program
13. Out-of-school suspension (OSS) (up to five days and up to ten days with approval of the principal's supervisor)
14. Recommendation for long-term suspension (more than ten days) with approval of the principal's supervisor and board of directors
15. Recommendation for expulsion with approval of the Principal 's supervisor

The principal, with approval of his/her supervisor, may request an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation with attention to applicable special education rights afforded children with disabilities.

Corporal punishment is prohibited by Michigan law and is not to be used in any situation.

### **Incorrigible Behavior**

A child is incorrigible when the child repeatedly or habitually engages in unacceptable behavior as defined in the Code of Student Conduct and disrupts the school and or classroom to the extent that the principal's and or teacher's authority is being challenged. Incorrigible behavior, and other patterns of behavior, may result in long-term suspension (more than ten school days) of a student from Livingston Classical Academy. Parents and adult caregivers enter a partnership in responsibility with the Board of Directors to cooperate with the principal, faculty and staff to demonstrate responsible behavior in situations involving their child. The principal and faculty expect parents/caretakers to share responsibility for each student's responsible actions, academically and behaviorally and to enter a partnership in responsibility.

### **Patterns of Behavior**

1. Parents send and don't support their children at school:
  - a. Parent's low expectations: academic and behavior
  - b. Parent's reluctant to take responsibility for their own actions
  - c. Parent's bad-mouthing school and staff
  - d. Parent's being disrespectful to staff

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- e. Parent's failure to check in properly, disruption of classrooms, and assaulting employees
- f. Parent's not volunteering and not having school's interests at heart
- g. Failure of parents to cooperate with school in behavior improvement plan
- 2. Students not accepting academic responsibility for being on grade level and above.
- 3. Student failure to attend school responsibly (absences, tardies, and not responsible).
- 4. Student discipline problems:
  - a. Bringing community issues to school and trying to solve them at school
  - b. Students having low expectations: academic and behavior
  - c. Students are reluctant to take responsibility for their own actions
  - d. Students talking back to teachers
  - e. Rude, disrespectful behavior that escalates into overly aggressive behavior
  - f. Not following teacher directions
  - g. Leaving the classroom without the teacher's permission
  - h. Lying about situations
- 5. Attitude of Learned Helplessness.

### Definitions

- 1. Out-of-school suspensions are considered in the following classifications:
  - a. **Short-Term:** Short-term suspensions occur when a student is suspended for one school day, up to and including five school days. The student's rights and privileges of attending school, including extra-curricular and co-curricular activities, are suspended. The principal or designee must provide the student and the parent/guardian with oral and/or written notice of the misbehavior and an explanation of the situation. The parent shall be notified in writing of the action taken. The principal can suspend a student for more than five days and for up to ten days with approval of the principal's supervisor.
  - b. **Long-Term:** A student can be suspended for more than ten days following approval of the principal's recommendation by the board of directors or its appointed representative. Long Term Suspension from school excludes the student from regular school attendance and participation in Livingston Classical Academy activities until readmitted by the Board of Directors.
  - c. **Expulsion:** A student can be expelled only by action of the Board of Directors based upon recommendation of the principal or designee. Expulsion from school excludes the student from regular school attendance and participation in Livingston Classical Academy activities until readmitted by the Board of Directors.
  - d. **Notification:** A letter from the principal or designee will be sent to the student's parent/guardians when the student is assigned detention or out-of-school suspension or is recommended for long-term suspension or expulsion.

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The suspension notice for *out-of-school suspension (ten or fewer days)* shall include at least the following information:

1. Reason(s) for the suspension and date(s) of suspension are to be clearly stated
2. A parent will be contacted to establish a date and time for a readmission conference with the principal or designee
3. The student will not be allowed to participate in classroom and school activities during the suspension period
4. The student is not to go on school property
5. Appeal procedures shall be clearly stated in detail

The suspension notice for long-term suspension/expulsion (greater than 10 days) shall include at least the following information:

**First Notice and Invitation to Meet**

1. The reason(s) for a long-term suspension or expulsion are to be clearly stated
2. A parent should be informed that an investigation is being conducted by the principal or designee and what the most severe recommendation might be
3. A date and time for a conference is given when a parent, accompanied by the student, are invited to come to school for a conference with the principal or designee and/or other advisors to present and hear information
4. The student will not be allowed to participate in classroom and school activities during the suspension
5. The student is not to go on school property or attend school activities

Following the conference, the principal will review the facts with his/her supervisor, and they may decide to recommend long-term suspension or expulsion to the board of directors. The principal or his/her supervisor will inform the parent/guardians and student of the recommendation to reinstate with conditions, long-term suspension, or expulsion. If the principal recommends long-term suspension or expulsion, the principal or his/her supervisor will write to the president of the board and send a copy of the notice to the parent(s) including at least the following information:

**Second Notice to the Parent/Guardian of Recommendation to the Board of Directors:**

1. The recommended action and reason(s) for the recommendation are clearly stated
2. The right of the student and his/her parent(s) or guardian to a hearing before the Board of Directors or its designees for long-term suspension and for expulsion recommendations, including the time, date, and location of the hearing
3. The right to inspect the student's school records and related documents
4. List of all witnesses that may testify
5. The right to an adult advocate, including parents, other adult advisors up to and including legal counsel
6. Copy of Board Policy 5610 Emergency Removal, Suspension and Expulsion of Students, including discipline hearing processes and appeal procedures

Subsequently, the principal will follow-up with the student and his or her parent/guardian of the time, place, and location of the hearing with the board of directors or its designee to ensure delivery of the notice and to respond to questions.

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## **Students with Disabilities**

Students with an Individualized Education Program (IEP) are responsible for following the Code of Student Conduct. Students with disabilities may be suspended for inappropriate behavior. In making decisions concerning inappropriate behavior by students in Special Education, the teacher and the principal are to consult with the student's Special Education resource room teacher to ensure consistency with the student's IEP. The principal is responsible for consistency with specific special education procedures.

The principal may recommend a student with disabilities for long-term suspension or expulsion (greater than ten days) by following these procedures:

1. The principal will follow regular procedures for long-term suspension or expulsion as described above.
2. Once the principal has made a recommendation for long-term suspension or expulsion of a student with disabilities, he or she shall hold the Manifestation Determination Review to determine:
  - a. if the student is eligible for special education services;
  - b. if the student is appropriately placed in a special education program; and
  - c. if there is a causal relationship between the student's disabling condition and the conduct for which he or she is to be disciplined.
3. The parent/guardian will be notified in writing of the time and place of the hearing and its purpose.

## **Appeal Procedures**

The Principal can suspend a student for up to five days and for up to ten days with the approval of the Principal's supervisor. A suspension over 10 days for a single behavior incident needs school board approval.

There is no right of appeal for discipline decisions of ten (10) school days or less. Nonetheless, should a parent disagree with disciplinary action of the school in these situations, the parent is encouraged to make an appointment with the Principal to discuss the decision. If the parent is still dissatisfied after meeting with the Principal, the parent may contact the Principal's supervisor in writing within three school days of the meeting with the Principal to provide the reasons the parent believes the disciplinary action is not warranted. The Principal's Supervisor's decision is final.

Long-term suspension of more than ten days and expulsion occur when the Board of Directors or designee terminates the student's rights and privileges to attend school, including extra-curricular and co-curricular activities. Long-term suspension is for eleven (11) to fifty-nine (59) school days, while expulsion is for sixty (60) to one hundred eighty (180) school days. A permanent expulsion is for an indefinite period of time. Reinstatement processes are outlined in Board Policy

Appeal requests must be made in writing by the parents to the Principal within five calendar days of receipt of the suspension decision, or the right to appeal is waived. The petition to appeal the designee's decision shall be in writing and contain the reason the designee's decision should be reviewed or reconsidered.

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## Closing

*"The Code of Student Conduct—A Partnership in Responsibility"* has been developed to communicate the responsibilities that all stakeholders share in ensuring every student a safe, secure place for learning. Our Partnership relies on promises kept, trust, good faith, and a commitment to the well-being of all students.

## CODE OF STUDENT CONDUCT CHECKLIST

A parent/guardian is expected to read this Code of Student Conduct carefully and review each section of this handbook with his or her child. The student and the parent are expected to sign the verification form and return the entire checklist to the school.

1. The school has authority over school activities.
  - a. The school has authority over the school grounds before, during, and after school hours.
  - b. The school has authority off the school grounds at school-related events.
  - c. The school has authority over school-sponsored transportation.
2. Learning is the primary purpose of school.
  - a. Anything that interferes with learning will not be permitted.
  - b. Come prepared with materials and assignments.
3. Student attitudes are important to the school.
  - a. Students are expected to display positive attitudes, such as honesty, respect, tolerance, and courtesy.
4. Students are to wear the school approved uniform.
  - a. Clothing must be clean and modest and consistent with dress guidelines.
  - b. Clothing cannot portray profane, obscene, vulgar, or racist language or tobacco, substance or alcohol abuse.
5. Students have the right to expect a safe school.
  - a. School staff in cooperation with parents and students must ensure safe and secure places for teaching, learning, and school-related events.
  - b. Weapons and acts of violence will not be tolerated.
6. Students must learn to get along with others.
  - a. Students can expect courtesy, fairness, and respect.
  - b. Students must offer courtesy, fairness, and respect.
  - c. Bullying, harassment and intimidation will not be tolerated.
7. Students may express thoughts and opinions.
  - a. Use suitable methods of expression and wait for an appropriate time.
  - b. Do not use profanity or obscenity in language, gestures, and clothing.
8. Attending school each day is very important.
  - a. Students should be in school, on time, every day prepared for instruction.
9. Vandalism is not acceptable.
  - a. Personal and school property must be respected and cared for by everybody.
  - b. Do not damage or destroy school property.
  - c. Do not damage the property of others.

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10. Livingston Classical Academy Code of Student Conduct is for all students.
  - a. Parents, students, and staff are responsible for knowing the contents of this booklet.
11. The principal is the school's leader.
  - a. The principal has the right to make a final decision when rules have been broken.
12. Serious misbehavior can result in serious consequences.
  - a. Suspension means that the student is not allowed to attend class for one or more days.
  - b. Long Term Suspension and Expulsion means that a student may not attend school or be present on school property.

## VERIFICATION OF PARTNERSHIP AGREEMENT

### Students and Parents

Each student and his or her parents/guardian are expected to enter into the Partnership in Responsibility outlined in the Code of Student Conduct as a condition of enrollment at Livingston Classical Academy. To verify that you have received the *Code of Student Conduct* and this checklist, please sign the following statement and return it to Livingston Classical Academy immediately:

**STUDENT:** I have received and reviewed the Student Handbook & Code of Student Conduct with my parent or guardian and accept my responsibilities.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**PARENT/GUARDIAN:** I have received the Student Handbook and Code of Student Conduct and have reviewed it with my child and understand my responsibilities in the partnership.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

**TEACHER:** I have reviewed the Student Handbook and Code of Student Conduct, understand its contents, and will work to fulfill my responsibilities in the partnership with parents and students.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Failure of a student and his or her parents or guardian to sign this verification form does not relieve the student and his/her parent(s)/caretaker of their responsibilities to demonstrate appropriate behavior at Livingston Classical Academy at all times.**

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## OPT-IN AGREEMENT FOR REGULAR SCHOOL COMMUNICATIONS

I understand my contact information will be used for regular school communication including emails and automated phone calls and texts to my mobile device. I understand that I may not opt in or out of school closing or crisis communications.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

## STUDENT, PARENT, AND TEACHER COMPACT

### STUDENT AGREEMENT

*I will work to the best of my ability. Therefore, I will strive to do the following:*

- Come to school ready to learn.
- Return my assignments and home activities completed and on time.
- Follow the rules of the school.
- Do my part in keeping my school clean and safe.
- Set aside a regular time and place to complete homework.
- Show my school communications and papers to a parent or guardian.
- Attend school regularly and be punctual.
- Have the supplies I need for class.
- Show respect for myself, my school, and other students.
- Always try to work to the best of my ability
- Believe that I CAN LEARN
- Ask for help when I do not understand, or I am not sure what to do

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### PARENT/GUARDIAN AGREEMENT

*I want and accept the responsibility of helping my child to reach his full potential. Therefore, I will encourage him or her by doing the following:*

- See that my child is punctual and attends school regularly.
- Supply a nourishing breakfast and a healthy lunch and snack each day
- Support the school staff with maintaining proper discipline
- Encourage my child to be respectful of diverse cultures
- Have a time and place for my child to do his/her homework, and I will check the homework for accuracy providing assistance as needed
- Have on-going communication with my child's teacher and school
- Read to my child and let him/her see me reading every day

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- Provide a library card for my child and see that he/she gets to the library to check out books
- Encourage my child's efforts to do his or her best.
- Encourage positive attitudes.
- Stay aware of what my child is learning.
- Attend parent-teacher conferences and other school functions.
- Provide volunteer hours to support the school.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **TEACHER AGREEMENT**

*In order to succeed, students must have the opportunity. I am committed to outstanding achievement by my students and will strive to do the following:*

- Provide an environment conducive to learning
- Have high expectations for my students
- Use methods and techniques that work best for the students in my classroom
- Support student learning that encourages students to try for even higher goals
- Maintain open lines of effective communication with my students and their parents
- Involve parents in learning activities in the classroom
- Respect the students, their parents, and the diverse culture of the school
- Show the care and concern that I have for all of my students
- Make efficient and effective use of academic learning time.
- Provide a safe, secure, and caring environment for learning and developing.
- Provide an enriched and challenging curriculum utilizing the school's approved curriculum, aligned to state and national standards.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## ACCEPTABLE USE POLICY

### STUDENTS – GRADES PreK - 12

The purpose of this Agreement is to grant access to and define acceptable use of Livingston Classical Academy's technology resources. Technology Resources are any type of instrument, device, machine, equipment, technology, or software that is capable of transmitting, acquiring, or intercepting, any telephone, electronic, data, internet, audio, video, or radio transmissions, signals, telecommunications, or services, and include without limitation (1) internal and external network infrastructure, (2) Internet and network access, (3) computers, (4) servers, (5) storage devices, (6) peripherals, (7) software, and (8) messaging or communication systems.

In exchange for the use of Livingston Classical Academy's Technology Resources either at school or away from school, you understand and agree to the following:

1. Your use of the District's Technology Resources is a privilege that may be revoked by the District at any time and for any reason.
2. You have no expectation of privacy when using the District's Technology Resources. The District reserves the right to monitor and inspect all use of its Technology Resources, including, without limitation, personal e-mail and voice-mail communications, computer files, databases, web logs, audit trails, or any other electronic transmissions accessed, distributed, or used through the Technology Resources. The District also reserves the right to remove any material from the Technology Resources that the District, at its sole discretion, chooses to, including, without limitation, any information that the District determines to be unlawful, obscene, pornographic, harassing, intimidating, disruptive, or that otherwise violates this Agreement.
3. The Technology Resources do not provide you a "public forum". You may not use the Technology Resources for commercial purposes or to support or oppose political positions or candidates unless expressly authorized in advance by a teacher or administrator as part of a class project or activity. You may, however, use the Technology Resources to contact or communicate with public officials.
4. The District's Technology Resources are intended for use only by registered users. You are responsible for your account/password and any access to the Technology Resources made using your account/password. Any damage or liability arising from the use of your account/password is your responsibility. Use of your account by someone other than you are prohibited and may be grounds for suspension from the Technology Resources and other disciplinary consequences for both you and the person(s) using your account/password.
5. You may not use the Technology Resources to engage in bullying, which is defined as: Any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:
  - a. Substantially interfering with educational opportunities, benefits, or programs of one or more pupils;
  - b. Adversely affecting the ability of a pupil to participate in, or benefit from, the educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress;
  - c. Having an actual and substantial detrimental effect on a pupil's physical or mental health; or

d. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Use of other communication/messaging devices (including devices not owned by the District) to engage in bullying may be grounds for discipline under the District's Code of Student Conduct and/or building Student Handbook.

6. If you misuse the Technology Resources, your access to the Technology Resources may be suspended and you may be subject to other disciplinary action, up to and including expulsion. Misuse includes, but is not limited to:

- a. Accessing or attempting to access material that is "harmful to minors." Material that is "harmful to minors" includes any picture, image, graphic image file, or other visual depiction that (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole lacks serious literary, artistic, political, or scientific value as to minors.
- b. Accessing or attempting to access material that is unlawful, obscene, pornographic, profane, or vulgar.
- c. Accessing or attempting to access material that is inappropriate for minors.
- d. Bullying (as defined in paragraph E).
- e. Sexting, which includes, without limitation, possessing, sending, or distributing nude, sexually explicit, or sexually suggestive photographs, videos, or other visual depictions of yourself or another person.
- f. Vandalism, which includes, without limitation, any malicious or intentional attempt to harm, steal, destroy, or disrupt user data, school material, or school hardware or software.
- g. Hacking, which includes, without limitation, gaining or attempting to gain access to, modifying, or obtaining copies of, information belonging to others or information you are not authorized to access.
- h. Unauthorized copying or use of licenses or copyrighted software.
- i. Plagiarizing, which includes the unauthorized distributing, copying, using, or holding out as your own, material that was written or created by someone else, without permission of, and attribution to, the author/creator.
- j. Posting or distributing confidential or inappropriate information meant to harass, intimidate, or embarrass others.
- k. Allowing someone else to use your account or password or not preventing unauthorized access to Technology Resources when leaving them unattended.
- l. Using or soliciting the use of or attempting to use or discover the account information or password of, another user.
- m. Attempting to or successfully disabling security features, including technology protection measures required under the Children's Internet Protection Act ("CIPA").
- n. Misusing equipment or altering system software without permission.
- o. Commercial for-profit activities, advertising, political lobbying, or sending mass mailings or spam. However, you may contact a public official to express an opinion on a topic of interest.

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- p. Using the Technology Resources in any way that violates any federal, state, or local law or rule, or the District's Code of Conduct and/or building Handbook
- 7. You must promptly disclose to your teacher or other school employee any content you view or receive over the Technology Resources that is inappropriate or that makes you feel uncomfortable, harassed, threatened, or bullied, or that contains sexually explicit content. You should not delete such content until instructed to do so by a staff member.
- 8. It is the policy of the District, as a recipient of certain federal funds, to monitor the online activities of its minor students and provide technology protection measures on its computers with Internet access designed to prevent minors from accessing visual depictions that are (1) obscene. (2) child pornography; or (3) harmful to minors.
- 9. It is the policy of the District to prohibit its minor students from (1) accessing inappropriate matter on the Internet; (2) engaging in hacking or other unlawful online activities; and (3) accessing materials that are harmful to minors. It is also the policy of the District to educate students about cyberbullying awareness and response, and about appropriate online behavior, including disclosing, disseminating, or using personal information, and safely and appropriately interacting with other individuals in social networking websites, chat rooms, by e-mail, and other forms of direct electronic communications.
- 10. The District does not guarantee that measures described in paragraphs H and I will provide any level of safety or security or that they will successfully block all inappropriate material from the District's students. You agree that you will not intentionally engage in any behavior that was intended to be prevented by paragraphs H and I.
- 11. The District does not warrant or guarantee that its Technology Resources will meet any specific requirement, or that they will be error free or uninterrupted; nor will the District be liable for any damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the Technology Resources.
- 12. You are responsible for the proper use of the Technology Resources and will be held accountable for any damage to, or replacement of, the Technology Resources caused by your inappropriate use.

#### **STUDENT AGREEMENT**

I agree to follow this Agreement and all rules and regulations that may be added from time to time by the District or its Internet Service Provider. I also agree to follow all rules in the District's

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Code of Conduct and/or building Handbook. Any additional rules, regulations, and policies are available in the Board of Education adopted policies. As a condition of using the Technology Resources, I agree to release the District and its board members, agents, and employees, including its Internet Service Provider, from all liability related to my use or inability to use the Technology Resources. I understand that data I send or receive over the Technology Resources is not private. I consent to having the District monitor and inspect my use of the Technology Resources, including any electronic communications that I send or receive through the Technology Resources

**I have read and understand the Acceptable Use Policy. I agree to adhere to its guidelines.**

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**PARENT AGREEMENT**

I have read this Agreement and agree that as a condition of my child's use of the District's Technology Resources, I release the District and its board members, agents, and employees, including its Internet Service Provider, from all liability related to my child's use or inability to use the Technology Resources. I also indemnify the District and its board members, agents, and employees, including its Internet Service Provider, for any fees, expenses, or damages incurred as a result of my child's use, or misuse, of the District's Technology Resources.

I authorize the District to consent to the sharing of information about my child to website operators as necessary to enable my child to participate in any program, course, or assignment requiring such consent under the Children's Online Privacy Protection Act.

I understand that data my child sends or receives over the District's Technology Resources is not private. I consent to having the District monitor and inspect my child's use of the Technology Resources, including any electronic communications that my child sends or receives through the Technology Resources.

I understand and agree that my child will not be able to use the District's Technology Resources until this Agreement has been signed by both my child and me.

I understand that Livingston Classical Academy will maintain an active list of all websites that are used in the district that collect "personally identifiable student information" in compliance with COPPA (Children's Online Privacy and Protection Act).

**I have read and understand the Acceptable Use Policy. I agree to adhere to its guidelines.**

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_