LIVINGSTON
CLASSICAL ACADEMY

ADOPTED AUGUST 2026 FOR THE 2026-27 SCHOOL YEAR

Family Handbook

A Partnership in Responsibility

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

TBD, Superintendent
Mr. Dean Bowen, M.Ed., Principal
Mrs. Sarah Parsell, Ed.S., 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 20th 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 empowers 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.

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 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.

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.

Ms. Kalyndra Craven, President
Ms. Stacy Specht, Vice-President
Mr. Mike Schmidt, Secretary
Mr. Doug Pedersen, Treasurer
Mr. Matt Kettmann, Board Member

MANAGEMENT COMPANY

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

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.

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.

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.

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

Third Grade Reading Law

In 2016, the Michigan Legislature passed PA 306 known as the Third Grade Reading Law to ensure that students exit third grade reading at or above grade level. Beginning in Kindergarten, your child's literacy progress will be closely monitored. A variety of assessments

will be used to help identify students who need more intensive reading instruction. Interventions will then be created to meet individual student's needs.

Within the first 30 days of school, all elementary students will be assessed to determine if a reading deficiency exists. If such a deficiency is identified, a reading plan will be developed for that student which includes extra instruction or support, ongoing progress checks, and a read at home plan. Parents of students with a plan will be notified and provided with a copy of the plan as well as a read at home plan so that they can help their child succeed while at home.

Effective Feb. 13, 2024, revised language removes the retention component of the law. Instead, 3rd grade students who score 1271 or below on the English Language Arts (ELA) M-STEP will be identified as having a reading deficiency per MCL 380.1280f. Parents will receive a letter from the Center of Educational Performance and Information (CEPI) notifying parents of this reading deficiency.

Reading instruction must be a major focus in early elementary education. Family engagement and understanding is an important part of this effort.

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.

GRADUATION REQUIREMENTS

Subject	Class of 2027	Class of 2028	Class of 2029	Class of 2030 and later
ELA	Rhetoric: 1 credit British Literature: 1 credit American Literature: 1 credit Modern Literature: 1 credit Senior Thesis: .5 credits **=4.5 CREDITS**	Rhetoric: 1 credit British Literature: 1 credit American Literature: 1 credit Modern Literature: 1 credit Senior Thesis: .5 credits **=4.5 CREDITS**	Rhetoric: .5 credit Composition: .5 credit Ancient Literature: 1 credit British Literature: 1 credit American Literature: 1 credit Modern Literature: 1 credit Senior Thesis: .5 credits **=5.5 CREDITS**	Rhetoric: .5 credit Composition: .5 credit Ancient Literature: 1 credit British Literature: 1 credit American Literature: 1 credit Modern Literature: 1 credit Senior Thesis: .5 credits **=5.5 CREDITS**
MATH	Algebra I: 1 credit Geometry: 1 credit Algebra II: 1 credit District Approved Math: 1 credit (completed senior year) **=4 CREDITS**	Algebra I: 1 credit Geometry: 1 credit Algebra II: 1 credit District Approved Math: 1 credit (completed senior year) **=4 CREDITS**	Algebra I: 1 credit Geometry: 1 credit Algebra II: 1 credit District Approved Math: 1 credit (completed senior year) **=4 CREDITS**	Algebra I: 1 credit Geometry: 1 credit Algebra II: 1 credit District Approved Math: 1 credit (completed senior year) **=4 CREDITS**
SCIENCE	Biology: 1 credit Chemistry OR Physics: 1 credit District Approved Science: 1 credit **=3 CREDITS**	Biology: 1 credit Chemistry OR Physics: 1 credit District Approved Science: 1 credit **=3 CREDITS**	Biology: 1 credit Chemistry OR Physics: 1 credit District Approved Science: 1 credit **=3 CREDITS**	Biology: 1 credit Chemistry OR Physics: 1 credit District Approved Science: 1 credit **=3 CREDITS**
HISTORY	World Civ I: 1 credit World Civ II: 1 credit American History: 1 credit Modern World History: 1 credit **=4 CREDITS**	World Civ I: 1 credit World Civ II: 1 credit American History: 1 credit Modern World History: 1 credit **=4 CREDITS**	World Civ I: 1 credit European History: 1 credit American History: 1 credit Modern World History: 1 credit **=4 CREDITS**	Ancient World History 1 credit European History: 1 credit American History: 1 credit Modern World History: 1 credit **=4 CREDITS**
GOVERNMENT/ ECON	American Government: .5 credit Economics: .5 credit **=1 CREDIT**	American Government: 1 credit Economics: .5 credit Personal Finance: .5 credit **=1.5 CREDITS**	American Government: 1 credit Economics: .5 credit Personal Finance: .5 credit **=1.5 CREDITS**	American Government: 1 credit Economics: .5 credit Personal Finance: .5 credit **=1.5 CREDITS**
WORLD LANGUAGE	Latin I: 1 credit Latin II: 1 credit Latin III: 1 credit **=3 CREDIT**	Latin I: 1 credit Latin II: 1 credit Latin III: 1 credit **=3 CREDIT**	Latin I: 1 credit Latin II: 1 credit Latin III: 1 credit **=3 CREDIT**	Latin I: 1 credit Latin II: 1 credit Latin III: 1 credit **=3 CREDIT**
PHILOSOPHY/ LOGIC	Introduction to Philosophy: .5 credit Logic: .5 credit **=1 CREDIT**	Introduction to Philosophy: .5 credit Logic: .5 credit **=1 CREDIT**	Philosophy: 1 credit **=1 CREDIT**	Philosophy: 1 credit **=1 CREDIT**
PHYSICAL EDUCATION	Physical Education: .5 credit Health: 5 credit **=1 CREDIT**	Physical Education: .5 credit Health: 5 credit **=1 CREDIT**	Physical Education: .5 credit Health: 5 credit **=1 CREDIT**	Physical Education: .5 credit Health: 5 credit **=1 CREDIT**
ARTS	Visual Performing & Applied Arts: 1 credit **=1 CREDIT**	Visual Performing & Applied Arts: 1 credit **=1 CREDIT**	Visual Performing & Applied Arts: 1 credit **=1 CREDIT**	Visual Performing & Applied Arts: 1 credit **=1 CREDIT**
ELECTIVES	**4.5 CREDITS**	**3.5 CREDITS**	**3 CREDITS**	**3 CREDITS**
TOTAL CREDITS	**27 CREDITS**	**27 CREDITS**	**27 CREDITS**	**27 CREDITS**

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 Latin I in grade 7 and Algebra I or Latin II taken in grade 8.

ACADEMIC PROGRAMMING

Lower School: K-5 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.
- Literacy Essentials, Institute of Excellence in Writing, and Well Ordered Language 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: 6-12 curriculum will follow a traditional, classical approach to education.

- LCA uses classical texts and primary source documents as prescribed by the Hillsdale Curriculum in literature and history.
- LCA uses traditional math and science texts, such as McDougal Littel and Science Explorer as prescribed by the Hillsdale Curriculum.
- Latin uses Wheelock Latin.
- 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. Livingston Classical Academy determines student awards and honors as follows:

- 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).
- 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.

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-5)

In addition to literacy, K-5 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 may be retained. “Borderline” cases will be decided by the teacher and administration.

Upper School Students (Grades 6-12)

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 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. Grade placement will be determined based on the amount of credits a student has earned:

- 9th grade: Freshman: 0.0 to 7.0 credits
- 10th grade: Sophomore: 8.0 to 14.0 credits
- 11th grade: Junior: 15.0 credits to 21.0 credits
- 12th grade: Senior: 22.0 credits to 27+ credits

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.

EARLY GRADUATION

Students who wish to graduate before their designated graduating class may submit an application for early graduation to the Principal. The Principal may approve the request if the student has fulfilled all graduation requirements and met all conditions for graduation established by the school and the Board.

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. 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 failing one or more classes are ineligible to participate in field trips.

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 state mandated assessments. Livingston Classical Academy also administers a computer-based adaptive assessment in math and reading three times a year. This enables us to more effectively and accurately monitor the growth and identify the needs of our students. The results of the state assessment test, and the computer-based test, are used to guide instruction, target individual student needs, and assist in the improvement of curriculum and instruction. Individual test scores will be shared during parent-teacher conferences.

STUDENT SUPPORT SERVICES

Livingston Classical Academy provides appropriate educational programs for children who are identified with disabilities and who have an approved Individual Educational Plan (IEP). Livingston Classical 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 educator. The goal of special education programming is to provide students with an educational plan that best meets their individual needs in the least restrictive environment. This means, to the extent appropriate, students will be provided services within the regular education classroom with the necessary support.

Livingston Classical Academy enjoys an excellent working relationship with the local intermediate school district (ISD). The ISD 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 students, and educational programs available.

If you have concerns about your child's progress, arrange to speak with your child's teacher. If appropriate, your child's teacher will consult with a teacher support team for suggestions on classroom and instructional modifications. For further information on all special education services and programming, contact the administration.

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.

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 Mrs. Lauren Robinson, School Counselor, 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

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.

TELEPHONE/SMART DEVICE POLICY

Students may use the school office phone to contact a parent or designated caregiver for school-related reasons with permission from a staff member. Families are encouraged to make transportation and after-school arrangements in advance to minimize the need for student phone use during the school day.

For purposes of this policy, wireless communication devices (WCDs) include, but are not limited to, cell phones, smartphones, smartwatches, tablets, earbuds with communication capabilities, smart glasses (including Meta or similar devices), and any other electronic device capable of sending, receiving, recording, storing, or accessing electronic communications, audio, images, video, or internet content.

In accordance with Michigan law, students may not use wireless communication devices during instructional time unless:

- the use is required by a student's Individualized Education Program (IEP), Section 504 Plan, or other documented accommodation;
- the device is needed to monitor or manage a documented medical condition;
- a teacher or administrator authorizes its use for an instructional purpose;
- the student is using a school-issued device for educational purposes; or
- its use is authorized by school administration during an emergency or other exceptional circumstance.

Schools may establish additional restrictions on the possession or use of wireless communication devices during the school day or at school-sponsored activities to support student learning, safety, and an orderly educational environment.

Unauthorized use of a wireless communication device may result in confiscation of the device, parent or guardian retrieval, progressive disciplinary action, or other appropriate interventions in accordance with the Academy's Code of Conduct. If these devices are 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.

Students may not use any wireless communication device to photograph, record, livestream, or transmit audio, images, or video of another individual without the express permission of a teacher or administrator, except as required by an approved accommodation. Students also may not use wireless communication devices to harass, intimidate, threaten, bully, discriminate against, or otherwise harm another person, including through the creation or transmission of obscene or sexually explicit material. Such conduct may result in school discipline and, when required by law, referral to law enforcement or Child Protective Services.

Students who bring wireless communication devices to school do so at their own risk. The Academy is not responsible for lost, stolen, or damaged personal devices.

This policy is intended to comply with applicable Michigan law regarding student wireless communication devices and Board Policy 5136. Where Academy expectations are more restrictive than State law, the Academy's expectations shall apply.

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.

At our academy, we believe in the foundational role families play in a child’s education. We recognize that parents and guardians have a constitutionally protected right to direct the

upbringing, education, and care of their children, and we strive to work in full partnership with families while upholding our responsibility to provide a safe, inclusive, and academically rigorous environment for every student.

Our school is committed to transparency, open communication, and meaningful collaboration with parents. We value feedback, encourage involvement, and expect that all interactions between families and staff remain courteous and constructive.

Families have the right:

- To know that their child is cared for in a safe, supportive environment.
- To access their children (unless prohibited by a court order).
- To review curriculum and request that their child be excused from instructional content that conflicts with their sincerely held religious beliefs, in accordance with applicable law.
- To receive timely communication about behavioral, health, safety, or academic concerns affecting their child.
- To access school staff during normal school hours, by appointment.
- To review teacher credentials in alignment with Board Policy 2261.02 BP.
- To review their child's educational records in accordance with FERPA (Family Educational Rights and Privacy Act).
- To participate in public comment at board meetings and engage in school governance as permitted by law.

Parents and Guardians Have the Responsibility To:

- Provide accurate and up-to-date emergency and contact information to the school.
- Notify the office promptly when their child will be absent or late.
- Follow school procedures for drop-off, pick-up, early dismissals, and other attendance-related matters.
- Cooperate with staff to support their child's academic, behavioral, and social-emotional development.
- Communicate respectfully with teachers, administrators, and school staff.
- Stay informed by reading school communications and reviewing school policies outlined in this handbook.
- Inform the school of significant changes at home (e.g., custody arrangements, family transitions, trauma) that may affect the student's behavior or wellbeing at school.
- Model positive engagement by attending parent-teacher conferences, school events, and educational workshops when possible.

We ask all parents and guardians to view themselves as active partners in our school community. When home and school work together in trust and transparency, children thrive.

VOLUNTEERS

A volunteer must receive an I-CHAT background check to certify that they have not been charged with child abuse, neglect, or a felony. These background checks must be done yearly prior to any volunteer service. Livingston Classical Academy reserves the right to "approve" or

"deny" any volunteer service upon review of the background check returned. 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.

All volunteers must be clearly identified with a badge or lanyard. All volunteers will be under the supervision of the classroom teacher. Volunteers shall be responsible for maintaining confidentiality regarding information seen or heard while working as a volunteer.

Volunteer activities include responsibilities such as being tutors, mentors, classroom assistants, and guest speakers. If you are interested in becoming a volunteer, please notify the office.

Volunteers are expected to follow the instructions given by the teacher at all times. Volunteers must focus on student safety and are discouraged from activities such as 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 principal.

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.

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. Any child who turns five by December 1 will be required to obtain a waiver provided by the main office. 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.

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.

Attendance

If you arrive late or must pick up your child early, please come to the office where you will need to sign your child in and out. Refer to the LCA Code of Conduct for detailed information on attendance. School day begins at 8:00 AM and ends at 3:00 PM. The following attendance codes will be reflected in PowerSchool.

K-5 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

6-12 Attendance Policy
Tardy- After 8:01 AM, and after the scheduled start of each class period, 20 minutes late is classified as absence for that 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

- Absences for a student who is temporarily ill or injured;
- Absences for medical reasons with a doctor's note. A doctor's statement of illness must be presented if a student is absent more than three consecutive days. Failure to provide note will result in all days after three to be unexcused.
- 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 five days).
- Required court appearance. Parents are asked to notify the school in advance.

A parent/guardian has 48 hours to contact the LCA Attendance Secretary in order to excuse an absence for any of the reasons listed above.

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;

10 days or more of Absences:

- Parents/Guardians - After students have acquired 10 days of missed school days (Excused or Unexcused), any further absences will not be excused without a doctor note,

Pre-Arranged Form, Court Doc., or permission from the principal. Please see the Student Code of Conduct for further information on consecutive absences.

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. Early dismissals are not permitted after 2:30 PM Mon-Thur or 12:30 PM on Friday's. If a student has excessive early dismissals, the principal may request a meeting with the parent/guardian.

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. Pre-Arrangement absence must be cleared with principal.

Make-Up Work For Absence From School

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

- 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.

In cases of extended absence of more than seven 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

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/or approved by the principal/designee.

Visitors

All parents or visitors between the hours of 7:30AM-3:30PM 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 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. 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

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.

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. See 6.10.4 for specific lockdown drill information.

Emergencies

Procedures have been developed in an effort to ensure safety and security for all children when they are under the care of Livingston Classical Academy. Students must participate in emergency drills to maintain appropriate preparedness. Parents are encouraged to keep informed of weather patterns and possible school closings and to make sure childcare arrangements are in place for emergency closings.

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 use area of Livingston Classical Academy. The teacher or person responsible for a group of students will take class roll 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—verbal or hand signal—by the principal/designee.

Tornado Emergencies

Students will not be dismissed from school when there is a tornado 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/guardian or designated adult 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 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 parent/guardian only.

Lock Down Drills

The State of Michigan has made it mandatory for schools to practice two Lock Down drills per year. We will follow this mandate just as we do Fire drills and Tornado drills. These drills will be conducted in coordination with the local emergency management coordinator. All doors at Livingston Classical Academy are locked during school hours.

Emergency Closing During The School Day

In the event of severe weather or other unexpected emergencies, the school may be forced to dismiss students early. If school must be dismissed early, parents are encouraged to have prearranged, adult supervision of their children. Parents should discuss emergency procedures with their children in case there is nobody at home when the child arrives. Parents are expected to provide the school with a working emergency number in case of emergency closing. If the parent cannot be contacted, the school will make reasonable efforts to contact the person designated for emergency situations. Livingston Classical Academy will make use of the SchoolMessenger automated contact system to reach parents/guardians for weather or building related emergencies.

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/Child Study

Child Find is a legal mandate under federal law (IDEA) requiring schools to proactively identify and evaluate all children who may have disabilities. Child study, meanwhile, is a localized, school-level problem-solving process used to brainstorm general education interventions and track data for a struggling student before or during the evaluation process.

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

Engage first in preventative and targeted instruction and intervention:

- As appropriate, conduct comprehensive evaluations designed to determine the best instructional programs and accommodations for students while also ensuring that Child Find is properly implemented
- Design comprehensive evaluations to focus on each student's individual learning needs in the context of educational opportunities, performance, and responsiveness to high quality opportunities to learn 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))
- 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

Also consistent with IDEA 2004, Livingston Classical 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

Students are encouraged to bring a nutritious lunch each day. To minimize disruptions to the instructional day, parents are discouraged from making frequent or unnecessary food deliveries to students. Soda and energy drinks are not permitted for student consumption during the school day. Students in grades 6–12 may use the microwaves provided in the lunchroom, provided they do so safely, responsibly, and in accordance with school expectations. Due to dietary restrictions and safety, students are not to share any food items in the lunch room.

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. Glass containers are discouraged.

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

- Daily snack is required for every student.

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 store bought, in its original packaging and will be distributed at the end of the day.

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.

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.

Channels Of Communication

Classroom Teacher	Principal/Asst. Principal	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	
Classroom Behavior	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 administration. Administration has primary responsibility for management of the school. The communications "chain of command" is the following:

1. Teacher
2. Assistant Principal 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 administration. 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 Livingston Classical 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 MCL 324.8316. We are also required to notify you of your right to review the IPM Plan and IPM records.

Prior Notification Request

You also have the right to be informed prior to any application of an insecticide, fungicide or herbicide made in or at the school grounds or buildings during this school year, with the exception of bait or gel formulations. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but you will be notified following any such application. At least 48 hours before an application, advance notification will be given by 1) posting at commonly used entrances to the facility and 2) by Email. Advance notification flyers will be posted at the following commonly used entrances: main entrance.

In addition to the above methods of notice, the parent/guardian is entitled to receive the notice by first-class U.S. mail postmarked at least 3 days before the application. If you need prior notification via U.S. mail, please complete the information below and send it to the school office.

****

PRIOR NOTIFICATION REQUEST

PARENT NAME: _____

STUDENT NAME: _____

STREET ADDRESS: _____

CITY, ZIP: _____

DAY PHONE #: _____

EVENING PHONE #: _____

Please Check One:

__ I wish to be notified prior to a scheduled pesticide application inside of the school.

__ I wish to be notified prior to a scheduled pesticide application on the outside grounds of the school building.

__ Both of the above.

_____ _____

Signature Date

MEDICATIONS/IMMUNIZATIONS

Medication Administration

Whenever possible, parents/guardians are encouraged to schedule medication administration outside of the school day. When medication must be administered during school hours, Livingston Classical Academy will do so in accordance with Michigan law, the Michigan Department of Education's Medication Administration Guidelines, and Board policy.

Except as otherwise permitted by law, students may not possess or self-administer prescription or non-prescription medications while at school or during school-sponsored activities. All medications must be delivered to the school by a parent/guardian (or another responsible adult designated by the parent/guardian) in the original pharmacy-labeled or manufacturer's container.

Before school personnel may administer medication, the following must be provided:

A completed school Medication Authorization Form signed by the parent/guardian.
Written instructions from a licensed healthcare provider for prescription medications and for any medication requiring administration during the school day, as required by school policy.
Prescription medications must be in the original pharmacy-labeled container showing the student's name, medication name, dosage, route, and administration instructions.
Non-prescription medications must be in the original manufacturer's container and administered only in accordance with school policy and the authorization provided.

Prescription and over-the-counter medications may be administered during the school day only when the required Medication Authorization Form has been completed by the student's parent/guardian **and** licensed healthcare provider, in accordance with Michigan law, Board policy, and school procedures.

Over-the-counter medications include, but are not limited to, acetaminophen (Tylenol), ibuprofen (Advil/Motrin), naproxen (Aleve), antacids, cough drops, allergy medications, medicated creams, ointments, eye drops, and other non-prescription medications.

All medications will be stored securely in a locked location and administered by authorized, trained school personnel. Medication administration will be documented in accordance with school procedures.

Students with asthma or a severe allergy may possess and self-administer a prescribed inhaler or epinephrine auto-injector when the school has received the required written authorization from both the student's parent/guardian and licensed healthcare provider, consistent with Michigan law. The Principal and appropriate school personnel will be notified of students approved to self-carry emergency medication.

School employees who administer medication will receive appropriate training consistent with state law and district procedures. Any medication error or adverse reaction will be reported promptly to the parent/guardian and documented according to school procedures.

Immunization Requirements

Michigan law requires all students enrolling in school to provide documentation of the immunizations required by the Michigan Department of Health and Human Services or a valid medical or nonmedical waiver as permitted by state law. Students who do not meet Michigan's immunization requirements may be excluded from school in accordance with state law and local health department requirements.

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. Students must be vomit-free for 24 hours prior to returning to school. 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

Parents will be asked to sign an emergency medical card to permit the teacher or adult in charge to secure medical assistance for the child in an emergency. Parents will be notified as quickly as possible of medical care being given to the child.

Physical & Mental Well-being

Livingston Classical Academy 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 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.

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.

Student Accident Insurance

The Academy cares deeply about the safety and well-being of all students. At the start of each school year, families are given the option to enroll in a group student accident insurance plan offered through an outside provider. This insurance is voluntary and paid for by the parent or guardian.

Participation in certain school-sponsored athletic, co-curricular, or other higher-risk activities may require families to confirm that the student is covered under an existing insurance policy or to purchase supplemental accident insurance. A signed statement of coverage may be required before a student is allowed to participate in those activities.

Information about available student accident insurance options, including how to enroll, is available in the school office.

PERSONAL PROPERTY

Students are responsible for personal property. 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. 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 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

In accordance with the Asbestos Hazard Emergency Response Act (AHERA), 40 CFR Part 763, Subpart E, Livingston Classical Academy annually notifies students, staff, parents/guardians, contractors, and the school community of the availability of the school's Asbestos Management Plan. The Management Plan is available for inspection during normal business hours in the school office.

As required by federal law, periodic surveillance of known or assumed asbestos-containing building materials is conducted at least every six months by appropriately trained personnel, and the Management Plan is updated as required. At this time, no asbestos response or abatement activities are planned for the upcoming school year. If future inspections identify the need for response actions or abatement, the school will provide notification in accordance with applicable federal regulations.

STUDENT LIFE AND 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 the school 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.

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/assistant principal is confident the student is ready to return to class as a responsible participant. A conference with parents and the principal/assistant principal 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 consequences for these behaviors are determined by the principal/assistant 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 for violent or disrespectful or otherwise harmful behavior during the course of the school year will 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 the school principal.

Seclusion and Restraint

The Academy complies with Michigan's policy prohibiting seclusion and restraint except in cases where a student's behavior poses an imminent risk to the safety of the student or others. All interventions used are in accordance with state law and staff are trained annually in approved techniques. A written report will be provided to the student's parent or guardian if such an incident occurs.

OK2Say Student Safety Reporting

The safety and well-being of our school is a shared responsibility. We utilize OK2SAY as our confidential student safety reporting program. OK2SAY is for students to report concerns such as threats of violence, bullying, self-harm, abuse, or other behaviors that may place someone at risk. The Academy encourages students to see something, say something.
Reports are received and evaluated by the Michigan State Police OK2Say program and then reported to school officials for follow-up. Every report is taken seriously. Students are encouraged to report concerns to a trusted adult whenever possible, and OK2SAY is available 24/7 as a confidential reporting option.

In accordance with Michigan law, OK2SAY information is available on the Academy's website.

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 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. Information may be gathered through interviews with students, staff, parents or guardians, review of relevant school records, and other lawful sources to develop a complete understanding of the situation and identify appropriate interventions.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. Principals may speak with students during the school day as part of the BTAM process when necessary to evaluate and

address potential safety concerns. While parental permission is not required for these conversations, the Academy is committed to involving parents and guardians as early as appropriate in the process, unless immediate notification would compromise student safety or the integrity of the assessment. Families will be informed of concerns, the steps being taken to support the student, and opportunities to participate in developing intervention and support plans. The school is committed to handling all matters with discretion and respect while protecting the privacy of those involved and fulfilling its responsibility to maintain a safe school environment.

Digital Safety

The Academy takes digital safety seriously. We reserve the right to monitor student use of district networks and internet access. Students should report security concerns to staff immediately. All students should use technology responsibly and safely, all users must follow the Acceptable Usage Policy. See section 9.1 for more information.

Digital Threat Prevention

Protecting students extends beyond the school building. When the Academy becomes aware of credible concerns involving threats of violence, suicide, self-harm, exploitation, or other behaviors that may jeopardize school safety, trained personnel may review publicly available online information as part of the Behavioral Threat Assessment and Management (BTAM) process. Reviews are conducted only when there is a legitimate safety concern, follow applicable laws and Board policy and are intended to identify students who may need intervention or support before a crisis occurs. The Academy does not require students to provide passwords to personal social media accounts.

Mandatory Reporting of Child Abuse or Neglect

All staff members at the Academy are considered mandated reporters under Michigan's Child Protection Law. This means they are legally required to report any suspected abuse or neglect of a child to the Michigan Department of Health and Human Services. Reports are made to protect the safety and well-being of all students and are kept confidential to the extent allowed by law.

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, scooters, and remote controlled electronics are not allowed to be used 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 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. Livingston Classical Academy is not responsible for damage to personal items brought to the school. (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.

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 and family's 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 and their families will be expected to adhere to Code of Conduct expectations and be aware of the potential consequences of certain violations.

TOBACCO/SMOKE FREE SCHOOL ZONE

The use of any tobacco products and E-Cigarettes, within the school buildings, the school facilities or on the school grounds by any individual, including school personnel, is prohibited. Students will be subject to disciplinary procedures outlined in the Code of Student Conduct.

DRUG AND ALCOHOL USE

The use and/or possession of drugs or alcohol are illegal and will be treated by the school as a serious offense. Any student found with or using alcoholic beverages or drugs during school hours or at school-related activities shall be referred to the principal for long-term suspension or expulsion. The student's parent(s) will be notified and required to attend a conference with the principal and possibly the Board of Directors. The police will be notified, and the student may be liable for arrest and prosecution.

FIREARMS

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.

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

The Revised School Code Act 451, requires school districts to suspend or expel a student from school if it is determined that the student brought a dangerous weapon to school. Expulsion may be permanent. All dangerous weapon incidents will be reported to law enforcement in accordance with MCL 380.1313.

NON-DISCRIMINATION POLICY

Livingston Classical Academy does not discriminate against applicants, employees or students on the basis of race, color, religion, sexual orientation, gender and gender identity, disability, age, national origin, political belief, marital status, sex, age, height, or weight in its programs or activities. Sexual harassment will not be tolerated in Livingston Classical 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

Principal, the Michigan Department of Education, or the Director of the Office of Civil Rights, U.S. Department of Education.

SEXUAL HARASSMENT

Livingston Classical Academy is committed to providing a learning and working environment that is safe, respectful, and free from discrimination and harassment. The Academy prohibits discrimination on the basis of sex in any education program or activity that it operates and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

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 Principal, 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.

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.

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 Principal/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 Principal/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 Principal/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 Principal/Title IX officer or assigned investigator may interview all parties and witnesses to the alleged harassment.
4. In cases of alleged student harassers, the Principal/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 Principal/Title IX officer or

assigned investigator will report the facts of the alleged harassment and will determine if these facts constitute harassment The Principal/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.

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 Principal/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 Principal'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 IX Coordinator

The Board of Directors has designated a Title IX Coordinator to oversee compliance with Title IX and related Board policies. Reports of sex discrimination or sex-based harassment may be made in person, by mail, by telephone, by email, or by any other means that results in the Title IX Coordinator receiving the report.

Title IX Coordinator: Dean Bowen
Email: deanbowen@choiceschools.com
Phone: 734-449-2052

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:

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

SEARCHES BY STAFF

In accordance with Board Policy 5771 and to maintain a safe and orderly learning environment, school administrators may search student belongings when there is reasonable suspicion that a school rule or law has been violated. This includes backpacks, bags, lockers, desks, cubbies, electronic devices, vehicles on school property, and other personal belongings.

Students do not have a reasonable expectation of privacy in school-owned property, including lockers, desks, and other school-issued storage areas. These areas may be inspected at any time and are subject to routine checks.

Searches of a student's person or intimate personal belongings will occur only in exceptional circumstances when the health or safety of the student or others is immediately threatened. Such searches will be conducted by a staff member of the same gender, with another adult present whenever practical, unless immediate action is necessary to protect health or safety.

When practical, the student will be informed of the reason for the search and the items the school is seeking. Items prohibited by law or Board policy may be confiscated and turned over to law enforcement or other appropriate authorities when required. Parents or guardians will be notified as appropriate.

The school may coordinate with law enforcement to conduct canine searches of lockers, vehicles, or common areas when appropriate. These searches do not include the search of an individual student without the legal authority required by law.

All searches will be conducted respectfully, privately, and in accordance with Board Policy 5771. Written documentation of the search and any items confiscated will be maintained by the Principal.

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.

Notification of Rights Under FERPA and PPRA

Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students (students who are 18 years of age or older or who attend a postsecondary institution) certain rights regarding the student's education records.

Student education records are maintained in a confidential manner in accordance with federal and state law. Access to education records is limited to parents or eligible students and to individuals authorized by law or Board policy.

School officials with a legitimate educational interest may access student records when such access is necessary to fulfill their professional responsibilities. School officials include administrators, teachers, support staff, Board members, contractors, consultants, volunteers, and other individuals performing services or functions on behalf of the Academy.

FERPA permits the Academy to disclose education records without prior written consent in circumstances authorized by law, including but not limited to:

- School officials with legitimate educational interests.
- Officials of another school or school district in which a student seeks or intends to enroll or is already enrolled.
- Authorized representatives of federal, state, and local educational agencies for audit, evaluation, or compliance purposes.
- Organizations conducting studies on behalf of the Academy.
- Accrediting organizations.
- In connection with financial aid for which a student has applied or received.
- To comply with a judicial order or lawfully issued subpoena.
- In connection with a health or safety emergency.
- To parents of an eligible student who is a dependent for federal income tax purposes.
- As otherwise permitted or required by FERPA.

Parent and Eligible Student Rights

Parents and eligible students have the right to:

- Inspect and review the student's education records within 45 days of submitting a written request.
- Request amendment of education records believed to be inaccurate, misleading, or in violation of the student's privacy rights.
- Provide written consent before the disclosure of personally identifiable information, except where FERPA authorizes disclosure without consent.
- File a complaint with the U.S. Department of Education concerning an alleged failure by the Academy to comply with FERPA.

Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) affords parents and eligible students certain rights regarding surveys, analyses, evaluations, and the collection, disclosure, or use of personal information for marketing purposes.

The Academy will provide parents and eligible students with advance notice of activities covered by PPRA and, when required by law, the opportunity to review materials and opt their student out of participation.

Questions regarding FERPA or PPRA, including requests to inspect student records or obtain additional information about these rights, should be directed to the school office or the Academy's designated FERPA records official.

Complaints alleging violations of FERPA or PPRA may be filed with the Student Privacy Policy Office, U.S. Department of Education.

Directory Information and Opt-Out Form

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.

LIVINGSTON
CLASSICAL ACADEMY

ADOPTED AUGUST 2026 FOR THE 2026-27 SCHOOL YEAR

Code of Student Conduct

A Partnership in Responsibility

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 administration 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, administration, 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 administration, 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.
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. Respect and care for Academy property, materials, technology, equipment, and the belongings of others. Use school resources responsibly and help maintain a clean, safe, and orderly learning environment.
3. 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.
4. 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.
5. 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.
6. Report to the principal or his/her staff incidents when your safety or the safety of others may be jeopardized.

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.

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.

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.

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.

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.

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.

Textbooks, Library Books, and Instructional Materials
Students are responsible for the care and timely return of all textbooks, library books, technology, and other instructional materials issued by the Academy. Materials should be returned in the same condition in which they were issued, excluding reasonable wear from normal use.

Parents/guardians are financially responsible for the repair or replacement cost of any lost, stolen, or damaged materials beyond normal wear and tear. The Academy will determine whether an item requires repair or replacement and assess fees accordingly.

Students with outstanding obligations for lost or damaged materials may be restricted from receiving replacement materials, participating in certain school activities, or obtaining transcripts, diplomas, or other records to the extent permitted by law and Board policy until the obligation has been resolved.

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.

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.

Interscholastic Athletics Code of Conduct

Participation in school-sponsored extracurricular activities is a privilege. Students who choose to participate represent the school and are expected to demonstrate good character, responsibility, and respect at all times.

Student Expectations

Students participating in extracurricular activities are expected to:

- Demonstrate respect for teammates, sponsors, coaches, staff, officials, opponents, and spectators.
- Display good sportsmanship, integrity, and self-control during all school-sponsored activities.
- Follow all school rules, policies, and behavioral expectations.
- Maintain satisfactory academic progress and classroom behavior as determined by school administration.
- Attend practices, meetings, rehearsals, and events regularly, arriving on time and communicating any absences in advance.
- Care for all school-issued equipment, materials, or uniforms and return them in good condition.
- Refrain from the use or possession of alcohol, tobacco, vaping products, illegal drugs, or other prohibited substances.
- Use social media responsibly and in a manner that reflects positively on themselves and the school.
- Treat fellow participants with dignity and respect. Bullying, hazing, harassment, or intimidation will not be tolerated.

Parent Expectations

Parents and guardians play an important role in supporting extracurricular programs. Families are expected to:

- Encourage respectful behavior and positive sportsmanship.
- Support attendance and punctuality.
- Communicate concerns respectfully with the program sponsor or coach.
- Allow students to take primary responsibility for communicating with sponsors or coaches whenever appropriate.
- Follow the school's chain of communication if concerns arise.

Participation

Participation in extracurricular activities may be limited or suspended when a student:

- Violates the Student Code of Conduct.
- Fails to meet academic or behavioral expectations.

- Repeatedly misses required practices, meetings, or events without approval.
- Engages in conduct that negatively reflects on the school or the extracurricular program.

The school administration reserves the right to determine appropriate consequences based on the nature and severity of the violation.

Acknowledgement

Participation in school-sponsored extracurricular activities indicates that students and parents have read, understand, and agree to follow this Code of Conduct.

DISCIPLINARY ACTION

Livingston Classical Academy believes that discipline is an essential part of learning and character development. The goal of discipline is to help students develop self-control, personal responsibility, respect for others, and sound judgment. Parents, students, and school staff share the responsibility for fostering these qualities.

The Academy emphasizes positive behavior supports, restorative practices when appropriate, and teaching appropriate social and behavioral skills. Disciplinary interventions are intended to be corrective and educational, with consequences that are fair, reasonable, and proportionate to the severity or pattern of misconduct. Exclusion from the learning environment is reserved for serious or repeated violations when necessary to maintain a safe and orderly school.

Students are expected to follow school rules and procedures that promote a respectful, safe, and productive learning environment. Families and school staff are encouraged to work together to support student growth and success.

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/or 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

Michigan law requires the Board of Directors to permanently expel a student in grades 6–12 who possesses a dangerous weapon at school or a school-sponsored activity (unless a statutory exception applies), commits arson, criminal sexual conduct, physical assault against a school employee or volunteer, physical assault against another student, or makes a bomb threat or similar threat, as provided by law.

A parent or guardian may petition the Board for the student's reinstatement in accordance with Michigan law and Board policy. Information regarding the reinstatement process and any applicable conditions will be provided by the Principal.

Behaviors Warranting Disciplinary Action

Students are expected to follow all classroom and school rules and to conduct themselves in a manner that supports a safe, respectful, and productive learning environment. When students fail to meet these expectations, they may be subject to disciplinary action, including detention, suspension, expulsion, or other appropriate interventions, in accordance with the Michigan Revised School Code, Board policy, and this Student Code of Conduct.

The Academy's goal is to teach self-discipline, responsibility, and respect for others while maintaining an environment where all students can learn. Disciplinary consequences will be fair, progressive when appropriate, and proportionate to the severity or pattern of misconduct.

Students or parents/guardians who believe a student is being threatened, harassed, bullied, or feels unsafe should immediately notify the Principal or another school administrator.

The following examples of misconduct may result in disciplinary action. This list is not all-inclusive.

1. Academic dishonesty, including cheating, plagiarism, or forgery
2. Alcohol, tobacco, nicotine products, electronic cigarettes, vaping devices, or other drugs
3. Arson or attempted arson
4. Assault, battery, fighting, or physical aggression
5. Bullying, cyberbullying, harassment, hazing, intimidation, or threats
6. Criminal conduct or violations of local, state, or federal law
7. Defiance, insubordination, disorderly or disruptive conduct
8. Destruction, defacement, theft, or misuse of school or personal property
9. Extortion, fraud, gambling, or gang-related activity
10. False fire alarms, bomb threats, or other false reports
11. Inappropriate dress or grooming
12. Inappropriate use of technology, electronic devices, or electronic communications
13. Leaving school or an assigned area without permission; truancy or excessive absenteeism or tardiness
14. Possession of prohibited or inappropriate personal property
15. Profanity, obscene language, or other inappropriate conduct directed toward students or staff
16. Public displays of affection or sexual misconduct
17. Sexual harassment, sexual assault, or other prohibited conduct of a sexual nature
18. Smoking, vaping, or use of tobacco or nicotine products
19. Trespassing
20. Weapons, dangerous instruments, weapon look-alikes, or using any object as a weapon
21. Any violation of Board policy, administrative guidelines, or school rules
22. Any other conduct that materially disrupts the educational environment or interferes with the safety, welfare, or rights of others.

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

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
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 or after school
6. In school suspension 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. Students who receive three demerits will serve a lunch of after-school detention on the designated day assigned.

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.

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 or after school
7. In-school suspension not to exceed one day
8. Focused in school academic alternatives
9. Counseling and psychological services
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.

Shared Responsibility

Student success is strengthened through a partnership among students, families, and school staff. Livingston Classical Academy believes that academic achievement, character development, and responsible citizenship are fostered when all members of the school community work together.

Students are expected to:

- Attend school regularly and arrive on time.
- Accept responsibility for their academic progress and behavior.
- Follow school and classroom expectations.
- Treat others with honesty, courtesy, and respect.
- Cooperate with teachers and staff and follow reasonable directions.

Parents and guardians are encouraged to:

- Support regular attendance and punctuality.
- Reinforce the Academy's academic and behavioral expectations.
- Communicate respectfully and work collaboratively with school staff to address concerns.
- Participate in developing and supporting intervention plans when needed.

The Academy is committed to working with students and families to address concerns proactively and to provide appropriate interventions that promote student success.

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.

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 re-entry meeting 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.

Discipline of Students with Disabilities

Students with disabilities are expected to follow the Student Code of Conduct. When disciplinary action is considered, Livingston Classical Academy will comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Michigan Revised School Code, and applicable Board policy.

School administrators will consult with the student's special education case manager and other appropriate staff to ensure disciplinary decisions are consistent with the student's Individualized Education Program (IEP) or Section 504 Plan.

A student with a disability may be removed from school for disciplinary reasons in the same manner as a student without a disability for up to ten (10) school days, as permitted by law. If a proposed disciplinary removal constitutes a change of placement under IDEA, the Academy will conduct a Manifestation Determination Review (MDR) with the parent and relevant members of the IEP Team within the timelines required by law

The Manifestation Determination Review will determine whether:

1. The conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or

2. The conduct was the direct result of the Academy's failure to implement the student's IEP.Parents will receive notice of the proposed disciplinary action, the Manifestation Determination Review, and their procedural safeguards as required by law.

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 Superintendent 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.

PROHIBITION OF HARASSMENT, INTIMIDATION, HAZING, AND BULLYING

Bullying and Cyberbullying

Livingston Classical Academy is committed to providing a safe, respectful, and orderly learning environment and will not tolerate harassment, intimidation, bullying (including cyberbullying), or hazing of any kind.

Bullying and cyberbullying are prohibited on school property, in school-related vehicles, at school-sponsored activities or events, and through the use of electronic communication or telecommunications devices owned or controlled by the Academy. Bullying or cyberbullying that occurs off school grounds but causes a substantial disruption to the educational environment may also result in disciplinary action.

Bullying includes any written, verbal, physical, or electronic communication, including cyberbullying, that is intended or that a reasonable person would know is likely to harm one or more students, either directly or indirectly. Any reference to bullying includes cyberbullying.

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

The Academy implements Board Policy 5517.01, which establishes reporting and investigation procedures and provides for education and appropriate disciplinary action to prevent future incidents. Students and families are encouraged to review the policy, discuss it together, and promptly report any observed or suspected incidents to a teacher, administrator, or other trusted school employee. Academy employees are required to report suspected incidents in accordance with Board policy.

Violations of this policy may result in disciplinary action, up to and including suspension or expulsion. Conduct that violates state or federal law may also be referred to the appropriate authorities.

Reporting and Investigating Reports of Bullying

Students are encouraged to report any suspected bullying or cyberbullying to a teacher, counselor, administrator, or other trusted staff member. School employees who witness or receive a report of bullying shall promptly report it to the Principal or designee. Complaints involving the Principal shall be reported to the Board or its designee.

Reports of bullying will be investigated promptly and documented. If an investigation determines that bullying has occurred, the Academy will take appropriate corrective and disciplinary action, which may include restorative practices, disciplinary consequences, referral to law enforcement when appropriate, suspension, or expulsion, consistent with the Student Code of Conduct and applicable law.

Parents or guardians of both the alleged victim and the alleged perpetrator will be notified in accordance with Board policy and applicable law.

Retaliation against any individual who reports bullying, participates in an investigation, or provides information regarding an alleged incident is strictly prohibited. Knowingly making a false report of bullying is also prohibited. Retaliation or intentionally false reports may result in disciplinary action.

Individuals who, in good faith, promptly report suspected bullying in accordance with this policy are afforded the protections provided under Michigan law.

The Academy's complete Anti-Bullying Policy, adopted pursuant to the Matt Epling Safe School Law (MCL 380.1310b), is available in the school office and on the Academy's website.

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

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.

INTERSCHOLASTIC ATHLETICS CODE OF CONDUCT

Participation in school-sponsored extracurricular activities is a privilege. Students who choose to participate represent the school and are expected to demonstrate good character, responsibility, and respect at all times.

Student Expectations

Students participating in extracurricular activities are expected to:

- Demonstrate respect for teammates, sponsors, coaches, staff, officials, opponents, and spectators.
- Display good sportsmanship, integrity, and self-control during all school-sponsored activities.
- Follow all school rules, policies, and behavioral expectations.
- Maintain satisfactory academic progress and classroom behavior as determined by school administration.
- Attend practices, meetings, rehearsals, and events regularly, arriving on time and communicating any absences in advance.
- Care for all school-issued equipment, materials, or uniforms and return them in good condition.
- Refrain from the use or possession of alcohol, tobacco, vaping products, illegal drugs, or other prohibited substances.
- Use social media responsibly and in a manner that reflects positively on themselves and the school.
- Treat fellow participants with dignity and respect. Bullying, hazing, harassment, or intimidation will not be tolerated.

Performance-Enhancing Drugs and Compounds

The use of performance-enhancing substances is prohibited and may affect a student's eligibility to participate in athletics and extracurricular activities. The current list of prohibited substances published annually by the Michigan Department of Health and Human Services (MDHHS) is included in the Athletics and Extracurricular Code of Conduct and is incorporated into this handbook by reference.

Parent Expectations

Parents and guardians play an important role in supporting extracurricular programs. Families are expected to:

- Encourage respectful behavior and positive sportsmanship.
- Support attendance and punctuality.
- Communicate concerns respectfully with the program sponsor or coach.

- Allow students to take primary responsibility for communicating with sponsors or coaches whenever appropriate.
- Follow the school's chain of communication if concerns arise.

Participation

Participation in extracurricular activities may be limited or suspended when a student:

- Violates the Student Code of Conduct.
- Fails to meet academic or behavioral expectations.
- Repeatedly misses required practices, meetings, or events without approval.
- Engages in conduct that negatively reflects on the school or the extracurricular program.

The school administration reserves the right to determine appropriate consequences based on the nature and severity of the violation.

Acknowledgement

Participation in school-sponsored extracurricular activities indicates that students and parents have read, understand, and agree to follow this Code of Conduct.

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.
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.

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
- 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:** _____

STUDENT AND PARENT AGREEMENTS FOR SIGNATURE

VERIFICATION OF PARTNERSHIP AGREEMENT

Students and Parents

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

STUDENT: I have received and attempted to review the Family and Student Handbook & Code of Student Conduct with my parents or guardian and accept my responsibilities.

Student Signature:_____Date: _____

Print Name:_____ Grade: _____

PARENT/GUARDIAN: I have received the Family and Student Handbook & Code of Student Conduct and have or will review it with my child and understand my responsibilities in the partnership.

Parent Signature: _____Date: _____

Print Name: _____

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

Teacher Signature: _____Date: _____

Principal 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 the Academy at all times.

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:

FERPA Notice of Directory Information and Opt Out Form

The School 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 this form to the Academy. The primary purpose of directory information is to allow the School to include this type of information in certain school publications.

The following list of uses are those that the Academy would commonly disclose a student's directory information. Please check the ones in which you do NOT give the Academy permission to use your student's directory information:

__Playbill – showing student's role in a play or music production
__Annual Yearbook
__Honor roll or other recognition
__Graduation Programs
__Sports and Activity Sheets
__Sharing my student's directory information with colleges or post high school institutions.
_____(Academy specific)
_____(Academy specific)
_____(Academy specific)

Directory information, which is information that is 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 or adult students have advised the Academy that they do not want their student's information disclosed without their prior written consent. Please indicate which **Directory Information items** that you do NOT give permission for release to third parties:

Student Information	Opt Out – "X"
Student's names, addresses, telephone numbers, email addresses	
Parents' names, addresses, telephone numbers, email addresses	
Student's date and place of birth	
Participation in officially-recognized extra-curricular activities/sports	
Height and weight, if a member of an athletic team	
Dates of attendance and grade designation	
Date of graduation	
Current and previous educational institutions attended	
Achievement awards or honors received; honor rolls	
Scholarships	
Photographs or videos of students participating in school activities, events or programs, their artwork on webpages, or school social media accounts.	

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.

Print Name of Student: _____

Print Name of Person Signing and State Relationship: _____

Or state if student is an adult and signing on his/her own behalf

Signature of parent/guardian/adult student: _____

Date Received by School: _____Staff Signature: _____

TECHNOLOGY ACCEPTABLE USE AGREEMENT

Students K-12

Livingston Classical Academy provides technology resources to support teaching, learning, communication, research, and school operations. Technology resources include, but are not limited to, school-owned computers, tablets, networks, internet access, software, cloud-based applications, email, digital communication platforms, and other electronic devices or services provided by the Academy.

Use of the Academy's technology resources is a privilege, not a right. All users are expected to use technology responsibly, ethically, safely, and in accordance with this Agreement, the Student Code of Conduct, Board policy, and applicable local, state, and federal laws.

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. Before being granted access to Academy technology resources or a school-issued email account, students and their parent or guardian must also sign the Academy's Acceptable Use Agreement. 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 technology privileges, disciplinary action in accordance with the Student Handbook, and/or legal consequences. Students will receive instruction on the responsible use of Academy technology resources and must sign the Academy's Acceptable Use Agreement before accessing Academy technology resources or receiving a school-issued email account. Parents and guardians are encouraged to discuss responsible technology use with their children and reinforce the expectations outlined in this policy. Students should make choices that reflect both their family's values and the Academy's standards.

The Academy's technology systems, including student use of wireless communication devices (WCDs) 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.

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 Principal, 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.

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 Principal 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 Principal within 5 school days of the incident. During the appeal, temporary supervised access may be granted at the discretion of the Principal and must be documented in writing.
2. The Principal 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 Principal and will be reviewed by an independent panel with representatives from staff, parents, and administration.

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)

Student Acceptable Use of Technology Policy Acknowledgment Form

By signing below, I confirm that I have read, understand, and agree to follow the Student Acceptable Use of Technology Policy for Choice Schools Associates. I understand that this policy governs my use of all Academy Information & Technology Resources, including but not limited to computers, networks, internet access, devices, AI tools, and personal communication devices (PCDs) while on school property or when connected to Academy systems.

I understand and acknowledge the following:

- I am responsible for all activities conducted under my Academy account and for the proper care and use of any technology resources assigned to me.
- I will use Academy technology tools, applications, and platforms only for approved academic purposes, and I will not use them for personal entertainment, unauthorized communication, or illegal activities.
- I understand that my use of school technology resources may be monitored and that I have no expectation of privacy when using Academy devices or networks.
- I will not attempt to bypass content filters or monitoring systems, and I will report any inappropriate, harmful, or suspicious online behavior or content to a teacher or administrator immediately.

- I will comply with all rules governing the use of Artificial Intelligence (AI) tools, including obtaining required permissions and properly citing any AI-generated work.
- I understand that any unauthorized use of AI tools, attempts to access prohibited content, or violations of this policy may result in loss of access privileges, disciplinary action, and possible legal consequences.
- I understand that parents/guardians may request content monitoring logs or opt out of student use of AI tools, and that approved alternatives will be provided when appropriate.
- If I have a Section 504 plan or Individualized Education Program (IEP), I understand that I may be entitled to modifications in how I access and use technology based on the accommodations outlined in my IEP or Section 504 plan. I agree to follow the policy with any documented accommodations.
- I understand that violating this policy, including copyright infringement, cyberbullying, or unauthorized sharing of personal information, may result in disciplinary action as outlined in the Student Handbook and applicable laws.

Student Name (Print): _____
Student Signature: _____
Date: _____
Grade Level: _____

Parent/Guardian Name (Print): _____
Parent/Guardian Signature: _____
Date: _____