

LIVINGSTON CLASSICAL ACADEMY

Student Handbook

“A Partnership in Responsibility”

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

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 and television stations. 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.

Dr. Steven Reagan, President
Dr. David Raney, Vice-President
Mr. Dan Smith, Secretary
Ms. Kalyndra Craven, Treasurer
Mr. Eric Sanborn, Member

SCHOOL ADMINISTRATION

Mrs. Lisa Gillon, Principal
Email: lisagillon@choiceschools.com
Phone: (734) 449-2052

Mrs. Niki Werden, Dean of Students
Email: nikiwerden@choiceschools.com
Phone: (734) 449-2052

MANAGEMENT COMPANY

Choice Schools Associates, LLC
5251 Clyde Park Avenue Southwest
Wyoming, MI 49509
Phone: 616-785-8440
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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 do state rights balance federal rights, and how do they work in conjunction with citizen's private rights?

THE CLASSICAL CURRICULUM
Lower School Course Plan

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Literacy	<i>Literacy Essentials:</i> Phonemic Awareness, Writing/Spelling, Primary Phonics Readers	<i>Literacy Essentials:</i> Primary Phonic Readers, Phonemic Awareness Oral/Awral with writing, Handwriting, Phonograms, Spelling/ Orthography	<i>Literacy Essentials:</i> Handwriting Lowercase Letters, Phonemic Awareness, Consonants/Vowels, Closed/Open Syllables, Writing/Spelling, Primary Phonics Readers,	<i>Literacy Essentials:</i> Handwriting Lowercase Letters (Manuscript & Cursive), Phonemic Awareness, Consonants/Vowels, Closed/Open Syllables, Segmenting/Blending, Sounds into words, Two- Letter Phonograms, Writing/Spelling, Prefixes/Suffixes , Primary Phonics Readers	<i>Literacy Essentials:</i> Orthography, Root, Affixes	<i>Literacy Essentials:</i> Orthography, Root, Affixes	
Literature	<i>Core Knowledge:</i> 3-5 Poems per month	<i>Core Knowledge:</i> 3-5 Poems per month, Aesop's Fables, Fairy Tales, Folktales	<i>Core Knowledge:</i> 2 Poems per month	<i>Core Knowledge:</i> 2 Poems per month	<i>Core Knowledge:</i> Anne of Green Gables, King Arthur, Robin Hood, Johnny Tremain, Treasure Island, The Legend of Sleepy Hollow	<i>Core Knowledge:</i> Tales from Shakespeare, Secret Garden, Alice's Adventures in Wonderland, Wind in the Willows, Adventures of Tom Sawyer, Narrative of the Life of Fredrick Douglass an American Slave, Sherlock Holmes	<i>Core Knowledge:</i> "If" Poem, Classical Mythology, Children's Homer, Scarlet Pimpernel, Prince and the Pauper , Count of Monte Cristo

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Grammar/ Writing	<p><i>Voyages:</i> Nouns, Verbs, Pronouns, Contractions , Synonyms, Antonyms, Frameworks of Writing, Sentence Writing,</p>	<p><i>Voyages:</i> Nouns, Verbs, Pronouns, Adjectives, Contractions, Word Study, and Sentence Writing, Personal Narrative, Friendly Letter, "How To" Writing, Book Report, Research Report,</p>	<p><i>Voyages:</i> Nouns, Verbs, Pronouns, Adjectives, Adverbs, Contractions, Word Study, Study Skills, Sentence Writing, Personal Narrative, Friendly Letter Descriptions, "How To" Writing, Book Report, Research Report</p>	<p><i>Voyages:</i> Nouns, Verbs, Pronouns, Adverbs, Helping Verbs, Adjectives, Contractions, Word Study, Study Skills, Sentence & Paragraph Writing, Personal Narrative, Informational Paragraph, Persuasive Paragraph, Friendly Letter, "How To" Writing, Book Report, Research Report</p>	<p><i>Voyages:</i> Nouns, Pronouns, Adjectives, Verbs, Prepositions, Conjunctions, and Interjections, Four Kinds of Sentences, Principle Elements, Punctuation and Capitalization, Diagramming, Adverbs and Adjectives, Predicate Verbs, Nominatives and Adjectives, Subject Pronouns, Personal Pronouns, Possessive Nouns, Linking Verbs, Prepositional Phrases, Interrogative Pronouns, Relative Clauses, Person al Narratives, Formal Letters, How- to Articles Descriptions, Creative Writing, Persuasive Writing, Creative Writing: Fables. Expository Writing. Research Reports</p>	<p><i>Voyages/ Well Ordered Language:</i> Nouns, Pronouns, Adjectives, Verbs, Prepositions, Adjectives, Verbs, Prepositions, Conjunctions, and Interjections, Four Kinds of Sentences, Punctuation and Capitalization, Diagramming, Adverbs and Adjectives, Predicate Verbs, Nominatives and Adjectives, Personal Pronouns, Sensory Linking Verbs, Prepositional Phrases, Indirect Objects, Interrogative Pronouns, Relative Clauses, Personal Narratives, How- to Articles, Descriptions, Creative Writing, Persuasive Tall Tales, Research Reports</p>	<p><i>Voyages:</i> Principal Elements, Adverbs and Adjectives Predicate Verbs, Predicate Nominatives, and Predicate Adjectives, Prepositional Phrases, Personal Pronouns, Indirect Objects, Interrogative Pronouns and Interrogative Adverbs, Relative Clauses with Relative Pronouns, and Relative Adverbs, Appositives, Reflexive Pronouns and Intensive Pronouns, Adverbial Clauses and Phrases, Indefinite Pronouns, Participial Phrases, Gerund Phrases, Infinitive Phrases, Verbal Phrase Review, Noun Clauses, Informative Introductory, Narrative Introductory, Persuasive Introductory</p>

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Science	<i>Core Knowledge:</i> Push/Pull, Needs of Plants and Animals, Changing Environments, Weather, Our Five Senses	<i>Core Knowledge:</i> Sun, Moon, and Stars, Plants and Animals, Exploring Light and Sound, Simple Machines, Human Body Systems	<i>Core Knowledge:</i> Electricity and Magnetism, Exploring Land and Water, Human Cells and Digestion, Organisms and Their Habitats, Properties of Matter	<i>Core Knowledge:</i> Electricity and Magnetism, Exploring Land and Water, Human Cells and Digestion, Organisms and Their Habitats, Properties of Matter	<i>Core Knowledge:</i> Energy Transfer and Transformation, Investigating Waves, Structures and Functions of Living Things, Processes that Shape the Earth, Using Natural Resources for Energy	<i>Core Knowledge:</i> Investigation Matter, Energy and Matter in Ecosystems, Carl Linnaeus, Modeling Earth's Systems, Protecting Earth's Resources, Astronomy, Galileo	<i>Core Knowledge:</i> Plate Tectonics, Energy, Heat and Transfer, Astronomy, Human Body: Circulatory and Lymphatic Systems, Immune System and Diseases, Properties of Water
Math	<i>Singapore Dimensions:</i> Numbers to 100, Match, Sort, Classify, Shapes/Solids, Addition, Subtraction	<i>Singapore Dimensions Math:</i> Grouping and Sharing, Fractions, Numbers to 100, Addition and Subtraction within 100, Time/Money, Shapes, Ordinal Numbers, Length, Comparing	<i>Singapore Dimensions:</i> Numbers to 1000, Addition and Subtraction, Length, Weight, Multiplication and Division, Mental Calculation, Time/Money, Fractions, Capacity, Graphs, Shapes	<i>Singapore Dimensions:</i> Numbers to 1000, Addition and Subtraction, Length, Weight, Multiplication and Division, Mental Calculation, Time/Money, Fractions, Capacity, Graphs & Tables, Shapes	<i>Singapore Dimensions:</i> Numbers to One Million, Addition and Subtraction, Multiples and Factors, Multiplication and Division Fractions, Addition and Subtraction of Fractions, Multiplying a Fraction and a whole number, Line Graphs and Plots, Measurement, Area and Perimeter, Decimals, Addition and Subtraction of Decimals, Multiplication and Division of Decimals, Angles, Lines and Shapes, Properties of Cuboids	<i>Singapore Dimensions:</i> Whole Numbers, Evaluating Expressions, Multiplication and Division, Addition and Subtraction of Fractions, Multiplication and Division of Fractions, Measurement, Volume of Solid Figures, Decimals, Geometry, Data Analysis and Graphs, Ratio and Rate	Mathematics Structure and Method Course: Operations with Whole Numbers, Using Variables, The Decimal System, Geometric Figures, Number Theory, Fractions: Definitions and Relationships, Ratios and Proportions, Solving Equations, Percent, Areas and Volumes, Integers and Graphs, Statistics and Probability

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
History	<i>Core Knowledge</i> Exploring our World, Native Americans, Exploring and Moving to America, The Mount Rushmore Presidents, American Symbols	<i>Core Knowledge:</i> Continents, Countries, and Maps, Mesopotamia, Ancient Egypt, Three World Religions, Early Civilizations of the Americas, The Culture of Mexico, Early Explorers and Settlers, From Colonies to Independence, Exploring the West	<i>Core Knowledge:</i> Basic Geography and Maps, Ancient India, Ancient China, Modern Japan, Ancient Greece, Constitution, War of 1812, Westward Expansion, United States Geography, Civil War, Immigration and Citizenship, Geography of Central and South America	<i>Core Knowledge:</i> Basic Geography and Maps, World Rivers, Ancient Rome, The Vikings, The Earliest Americans, Exploration of North America, The Thirteen Colonies, Michigan	<i>Core Knowledge:</i> Exploring Maps and World Mountains, Medieval Europe, Early Islamic Civilizations and African Kingdoms, Dynasties of China, The American Revolution, The United States Constitution, Early Presidents and Social Reformers	<i>Core Knowledge:</i> Great Lakes of the World, Early American Civilizations, European Exploration and Trade, Renaissance, Reformation, Golden Age, Westward Expansion to 1860, Geography of the United States, Civil War, Native Americans, Westward Expansion after 1860	<i>Core Knowledge:</i> Deserts, Ancient Greece, Ancient Rome, Enlightenment, French Revolution, Romanticism, Industrialism, Capitalism and Socialism Immigration, Industrialization and Urbanization
Visual Arts	Art History & Appreciation	Art History & Appreciation	Art History & Appreciation	Art History & Appreciation	Art History & Appreciation	Art History & Appreciation	Art History & Appreciation
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Music	Music History & Appreciation	Music History & Appreciation	Music History & Appreciation	Music History & Appreciation	Music History & Appreciation	Music History & Appreciation	Music History & Appreciation

Upper School Course Plan (7th & 8th)

	Seventh Grade	Eighth Grade
English Language Arts	Core Knowledge Selections	Core Knowledge Selections
Grammar	<i>Get Smart</i> By Elizabeth O'Brien	1 st Year: <i>Get Smart</i> by Elizabeth O'Brien 2 nd Year: <i>Stay Smart</i> By Elizabeth O'Brien
History	Core Knowledge	Core Knowledge
Science	Core Knowledge	Core Knowledge
Math	Pre-Algebra	Algebra I
Foreign Language	Core Knowledge	Core Knowledge
Music	Latin I	Latin I
Art	Core Knowledge	Core Knowledge

Upper School Course Plan (9th – 12th)

	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English Literature	Classical Literature (Greece/Rome)	British & Medieval Literature	American Literature	Modern Literature Senior Thesis and Research
History	West Civilization I Classical (Greece & Rome)	West Civilization II Med-Ren 1 st /Reformation 2 nd /Enlightenment	American Hist. (1 st /Col & Rev 2 nd /19 th Cent)	*Modern Eur History, 1789-present
Science	Biology I	Chemistry I	Physics I	Advanced Science Anatomy & Physiology
Math	Geometry	Algebra II	Pre-Calc	Calculus or Statistics Accounting
Comp, Civics, Philosophy	Composition	Elective P.E. Requirement Logic and Rhetoric Introduction to Philosophy	1: Am Gov't 2: Moral Phil Government Economics	1: American Hist, 20th Cent. 2: Econ (1 sem.)
Foreign Language	Latin	Latin or Modern	Latin or Modern	Language or Elective
Electives	Music, Art, P.E., or Other	Music, Art, P.E., or Other	Music, Art, P.E., or Other	Music, Art, P.E., or Other

** 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](#).

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.

Beginning in the 2019-2020 school year, third grade students will be assessed to determine promotion to the fourth grade. If a child is reading one year behind grade level on the state reading assessment (M-STEP), parents will be notified in writing that their child will not be promoted to fourth grade unless the student qualifies for an exemption.

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

English Language Arts (ELA) Core courses: Classical Literature (2 semesters), British Literature (2 semesters), American Literature (2 semesters), Modern Literature (2 semesters) - Proficiency in State Content Standards for ELA (4 credits) - Senior Thesis and Research (1 credit)	5 credits
Mathematics In addition to meeting the credit requirement, students must successfully complete Geometry (2 semesters) and Algebra II (2 semesters) - Proficiency in State Content Standards for Mathematics (3 credits); and - Proficiency in district approved 4 th Mathematics credit options (1 credit) (must have a math experience in final year of high school.)	4 credits
Science - Proficiency in State Content Standards for Science (3 credits); or - Proficiency in some State Content Standards for Science (2 credits) and completion of a Department approved formal Career and Technical Education (CTE) program (1 credit). In addition to meeting the credit requirement, students must successfully complete -Biology (2 semesters) and Chemistry or Physics (2 semesters)	3 Credits
History Core courses: Western Civ I (2 semesters), Western Civ II (2 semesters), American History to 1900 (2 semesters), Modern European History (2 semesters), American History 20 th Century (1 semester)	4.5 credits
Government Core course: American Government (1 semester)	.5 credits
Economics Core course: Economics (1 semester)	.5 credits
World Language In addition to meeting the credit requirement, students must successfully complete one of those credits in Latin (2 semesters)	3 credits
Composition Core course: Composition (1 semester). Depending upon the student's readiness for the standard course, some students may be required to take as a prerequisite a one-semester basic composition.	1 credit
Intro to Philosophy/Logic Core course: Intro to Philosophy (1 semester) Core course: Logic (1 semester)	1 credit
Online Learning Experience*	
Physical Education* Core course: May vary (1 semester)	.5 credits
Health Core course: Michigan Health (1 semester)	.5 credits
Visual Performing & Applied Arts	1 credit
Elective	3.0 credits
Total Required for Graduation	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. While some courses may be completed during middle school (such as Algebra I), graduation credits are only earned in high school.

ACADEMIC PROGRAMMING

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

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

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

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

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

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

Honor Roll

Honor Roll recognitions will be presented to students in the classroom every January and June.

- 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).

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

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

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

Latin Honors

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

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

Latin Honor System

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

ASSIGNMENT OF STUDENTS TO CLASSES

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

PROMOTION

Lower School (Grades K-6)

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

Upper School Students (Grades 7-12)

It is our goal for parents, teachers, and students to work together during the year to ensure that students are developing responsible work habits and attaining a sufficient level of understanding in their courses. Students who make a “C” in a single class may retake that class with the approval of the principal. A “D” in a single class may be a passing grade and may be awarded credit at the discretion of the principal, or the student may be required to retake that class. Failing a core course will require the student to retake the class. A student who fails an elective course may retake that course with the approval of the principal.

HIGH SCHOOL TRANSCRIPT REQUEST

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

FIELD TRIPS

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

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

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

TESTING

Livingston Classical Academy administers 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.

SPECIAL EDUCATION

Livingston Classical Academy provides appropriate educational programs for children who are identified with disabilities and who have an approved Individual Educational Plan. 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 principal.

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.

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.

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.

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. 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 may be asked to attend an orientation meeting before working in a classroom with children. 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.

PARTNERSHIP IN RESPONSIBILITY

The Code of Student Conduct is titled “*A Partnership in Responsibility*” in anticipation of parents, students, teachers, administration, support staff, and board of directors forging a strong bond on behalf of the children of Livingston Classical Academy. The partnership is based on mutual respect, responsibility, and results

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. A child becoming six years of age before December 1 must be enrolled in school on the first day of the school year in which the child's sixth birthday occurs or must satisfy one of the exceptions stated in law. A child must remain in school until their sixteenth birthday.

Attendance

Regular school attendance is of the utmost importance to your child's adjustment to school and contributes to the realization of the importance of education. When they are not in school, students also miss valuable instruction and fall behind academically and socially. 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-6 Attendance Policy

Tardy- After 8:01 AM

Unexcused Absence- no call/email from parent/guardian

Excused Absence- call/email from parent/guardian

Present Excused Late Arrival- arrives late to AM/PM class 10 minutes to 2 hours with call/email from parent/guardian

Present Unexcused Late Arrival- arrives late to AM/PM class 10 minutes to 2 hours NO call/email from parent/guardian

Present Early Dismissal Absence-leaves class early 10 minutes to 2 hours

Present Early Dismissal-leaves AM class at 1130am or PM class at 230pm

7-12 Attendance Policy

Tardy- After 8:01 AM

Unexcused Absence- no call/email from parent/guardian

Excused Absence- call/email from parent/guardian

Present Excused Late Arrival-arrives 11 minutes to 25 minutes late with call/email from parent/guardian

Present Excused Late Arrival >10-arrives with 10 minutes or less left in class with call/email from parent/guardian

Present Unexcused Late Arrival-arrives 11 minutes to 25 minutes late WITH NO call/email from parent/guardian

Present Unexcused Late Arrival >10-arrives with 10 minutes or less left in class WITH NO call/email from

parent/guardian

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

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

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

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

Late Pick-Up Policy:

At 3:20PM (1:20 PM on Fridays) LCA will assess a late pick-up fee:

- Offense #1 = \$1.00/minute per child
- Offense #2 = \$5.00/minute per child
- Offense #3 = \$10.00/minute per child

Fees may be paid by cash or check made payable to: *Livingston Classical Academy*.

Unpaid fines will result in the following:

- Field trip permissions being suspended
- PowerSchool account locked
- Progress reports & report cards held in office
- Student will not receive a class schedule (placement) in the fall of the consecutive school year

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. Excessive early dismissals will be viewed similarly to tardies.

Vacations

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

Make-Up Work For Absence From School

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

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

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

Make-Up Test Policy

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

Visitors

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

Unauthorized persons must not loiter in the school use area. Any person, who comes into the school area and

does not properly sign in at the office, will be considered a trespasser. The person will be asked to leave the school area immediately. Failure to leave the school area will be reported to the Police Department for action.

Messages To Students And Staff

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

Emergencies

Most emergencies involve the weather. 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. 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 or school secretary.

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

Revised August 2022

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 the child's illness or 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

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

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

Nutrition is taught in each class and we believe it should be reinforced in the child's home environment. Children should be encouraged to help pack their own lunch using food from the four major food groups, thus learning the importance of nutrition in their daily diet. Please pack items your child likes. This is not the time to introduce new foods. Always keep in mind how big your child's appetite really is and pack accordingly.

Revised August 2022

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

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

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

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

Snacks

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

Birthday Snacks And Holiday Parties

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

TELEPHONE USE

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

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

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

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

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

1. Teacher
2. Principal
3. Superintendent
4. Management Company
5. Livingston Classical Academy Board President

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

of Student Conduct.

Livingston Classical Academy Newsletter

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

MEDICATIONS/IMMUNIZATIONS

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

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

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

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

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

Individuals who administer medications will receive in-service training on policies and procedures related to this responsibility. An individual medication administration log will be kept in the student's permanent record until one year after graduation from high school.

Any adverse reaction to medication, as described on the physician's written instructions, and/or any errors made in the administration of medications shall be reported to the child's parent/guardian immediately. State law and the local County Immunization Code requires all students entering the Livingston Classical Academy to provide evidence of having received the required immunizations for Diphtheria, Tetanus, Pertussis, Polio, Measles, Rubella, Mumps, Hib shot, Hepatitis B, and Chicken Pox or a signed statement that a child has not been immunized because of religious or other reasons. State law and local County Immunization Code prohibit the Livingston Classical Academy from admitting children without the required immunizations.

Illness

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

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

Children should report all illnesses and injuries occurring in Livingston Classical Academy to their educator or supervisory personnel. Only immediate and temporary care will be given in 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.

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

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

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

ASBESTOS MANAGEMENT PLAN

As per AHERA (40 CFR 763.80) Rule, the Livingston Classical Academy is required to notify all students, staff, legal guardians, outside contractors and community members of the availability of the AHERA Management Plan for their inspection and review. A copy of this plan is available at the school office for your review during normal business hours. Periodic (6 month) inspections are performed by properly trained staff members. At this time there are no planned asbestos abatement activities for the upcoming year. Should the need for abatement arise, all building occupants and their legal guardians will be notified in writing in advance.

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

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behaviors are modeled and taught to students' multiple times throughout the school year.

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

Any excessive contact between students is not permitted.

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

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

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

Consequences

We work to help children recognize disruptive behavior and develop self-control out of respect for self and others. Disruptive students may be removed from the classroom temporarily until the teacher and or principal is confident the student is ready to return to class as a responsible participant. A conference with parents and the 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. The Code of Conduct explains discipline procedures, including suspensions and appeals.

Suspensions And Expulsions

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

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

Playground Behavior

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

Children are expected to maintain the same level of respect on the playground as in the classroom. Respect for self, others and materials is essential. Students who disregard this will lose the privilege of recess until the next day where they have a chance to make a different choice. Recess is an important part of the total curriculum. When recess is held outside, **ALL STUDENTS ARE EXPECTED TO GO OUTSIDE**. A student may be excused from recess for one day with a note from the parent/guardian. Extended excuses will be honored upon receipt of a physician's note. Parents are responsible to see that their child is dressed appropriately for the weather.

While on the playground, students are expected to:

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

Lunch Behavior

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

Cafeteria Rules

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

LIVINGSTON CLASSICAL ACADEMY SOCIAL MEDIA GUIDELINES

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

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

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

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.

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.

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

Livingston Classical Academy will not tolerate bullying of any kind, including cyber bullying, on its school grounds, during school-sponsored activities/events, or off-campus. Livingston Classical Academy Board of Directors revised anti-bullying policy has been included as an addendum to Student Code of Conduct. You are

encouraged to read the policy, understand that it is based upon law, and encourage your child to refrain from bullying activities and report incidents observed at school.

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 working and learning environment based on dignity and respect, free of harassment or intimidation. All those associated with Livingston Classical 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).

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 Livingston Classical 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 Livingston Classical 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 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 Grievance Officer.
2. Upon receipt of the written complaint, the sexual harassment Grievance Officer will investigate the matter. The complaint should be as specific as possible, including names, dates, times, places,

witnesses, and specific words or action which were experienced as offensive. In cases involving students, the student's parents 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 Grievance Officer 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 Grievance Officer, 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 Grievance Officer may interview all parties and witnesses to the alleged harassment.
4. In cases of alleged student harassers, the Grievance Officer 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 Grievance Officer will report the facts of the alleged harassment and will determine if these facts constitute harassment. The Grievance Officer 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 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 Livingston Classical Academy.

The Grievance Officer will make complete records of all sexual complaints, facts, steps taken, determinations, and resolutions, and those records will be kept in a central file in the principal's office for a period of 60 years.

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 of the 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

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

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

INTERROGATION BY POLICE AND OTHER OUTSIDE AGENCIES

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

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

SUMMARY OF REGULATIONS PERTAINING TO STUDENT RECORDS

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

AMENDMENT OF RECORD

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

CONFIDENTIALITY OF RECORDS

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

NOTIFICATION OF RIGHTS UNDER FERPA AND PPRA

STUDENT RECORDS

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students over eighteen (18) years of age certain rights with respect to the student's education records. The principal is responsible for the supervision of student records in the school. Each student's records will be kept in a confidential file located at the student's school office. The information in a student's record file will be available for review only by the parents or legal guardian of a student, an adult student and those authorized by State and Federal law and Board policy/guidelines.

State and Federal law permits access by school officials who have a legitimate educational purpose. School officials for purpose of the Board's policy include a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or company with whom the Board has contracted to perform a special task (such as an attorney, auditor, insurance carrier or medical consultant); a contractor, consultant, volunteer or other party to whom the Board had outsourced a service otherwise performed by Board employees (e.g. a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers). An individual will have a "legitimate educational purpose" if the record is necessary in order for the school official/employee to perform an administrative, supervisory, or instructional task, or to perform a service or benefit for the student or the student's family.

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

1. to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled.
2. to authorized representatives of the Federal Government, or State and local educational authorities,

such as the Michigan Department of Education. Disclosures under this provision may be made, subject to the requirements of 34 C.F.R. 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs.

3. in connection with financial aid for which the student has applied or which the student has received.
4. to organizations conducting studies for, or on behalf of, the school, in order to: (1) develop, validate, or administer predictive tests; (2) administer student aid programs; or (3) improve instruction.
5. to accrediting organizations to carry out their accrediting functions.
6. to parents of an eligible student if the student is a dependent for IRS tax purposes.
7. to comply with a judicial order or lawfully issued subpoena.
8. to State and local officials or authorities in the juvenile justice system as it pertains to the
9. system's ability to effectively serve, prior to adjudication, the student whose records were released.
10. to appropriate officials in connection with a health or safety emergency.
11. information the school has designated as "directory information," as defined in the "Notice of Directory Information and Opt Out Form" and subject to the restrictions explained below.
12. to an agency caseworker or other representative of a State or local child welfare agency, or tribal organization as defined in Federal law, who has the right to access a student's case plan as determined by the agency or organization, when such agency or organization is legally responsible for the care and protection of the student provided the education records and personally identifiable information will not be unlawfully released to third parties.
13. to comply with a court order when a parent is a party to a court proceeding involving child abuse and neglect (as defined in section 3 of the Child Abuse Prevention and Treatment Act) or dependency.

A Parent Or Adult Student Has The Right To:

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

Specific Events/Activities

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

surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys.

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

LIVINGSTON CLASSICAL ACADEMY

Code of Student Conduct

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

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



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A PARTNERSHIP IN RESPONSIBILITY

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

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

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

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

Beliefs

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

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



10. That disciplinary measures should be progressive, corrective, and preventive, unless the safety of students is an issue.
11. That disciplinary measures should be firm, consistent, and fair.
12. That the disciplinary measures of the school should be a problem-solving process and should focus on the causes of the infraction and learning acceptable behaviors.
13. That the assigning of disciplinary measures should be reasonable.
14. Students who commit criminal acts, should be administered measures that are severe and swift when the safety of the general school population is at issue.

School Jurisdiction

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

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

Student Expression

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

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

RESPONSIBILITIES

Student Responsibilities

Environment

1. Assist the principal and his/her staff in the operation of a safe and orderly school, where all students can learn and develop socially.
2. Be clean and dress in compliance with school rules of sanitation and safety in a fashion that will not disrupt classroom procedures and in a manner, which conforms to ~~the~~ Livingston Classical Academy's dress guidelines.
3. Obey school rules and/or the law concerning use, possession, distribution or sale of tobacco, marijuana, or controlled substances as defined under the Drug Control Act,



drug paraphernalia as defined by the State of Michigan, imitation controlled substances, nonprescription or prescription drugs, or alcohol on school property, on the way to and from school, or while attending school-sponsored activities.

4. Obey laws and regulations, which forbid supplying, handling, using, transmitting, or possessing any type of weapon on school property, on the way to and from school, or at any school-sponsored event.
5. Report to the principal or his/her staff incidents when your safety or the safety of others may be jeopardized.

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.

Attendance

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

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

Did you know?

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

WHAT CAN YOU DO?

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

- Have your doctor fax or email the school directly.
- Talk to your teacher or principal if you need additional help or resources

Parents are asked to call the school office (734) 839-6307 to notify the school of their child's absence or email lcaattendance@choiceschools.com whenever their child will be absent from school. Parents are encouraged to notify the office prior to 9:00 AM. Parents are to provide valid written documentation stating the cause of absence for the absence to be excused; otherwise, the absence will be considered unexcused.



Excused absences may be granted for the following reasons:

- a. Illness of the student. The principal may require a doctor's statement. A doctor's statement of illness must be presented if a student is absent more than three consecutive days or more than ten absences during a semester.
- b. Illness in the immediate family, which requires absence of the student from school.
- c. Death in the immediate family (should not exceed five days).
- d. Recovery from an accident.
- e. Required court appearance. Parents are asked to notify the school in advance.
- f. Professional appointments. Parents need to notify the school in advance of the appointment and are encouraged to have the child return to school after the appointment.
- g. Religious holidays regularly observed by persons of the student's faith, provided the parent has given written notice in advance of the absence.
- h. Absences for other reasons as approved by the principal upon request of the parent.

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

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

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

Student Arrival and Dismissal

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

Late Arrival

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

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

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

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

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

Early Dismissal

The student may need to leave school during the school day. Early dismissal requests need to be called into the school office at (734) 839-6307 or by emailing lcaattendance@choiceschools.com. Early dismissals are not permitted after 2:30 PM Mon-Thur or 12:30 PM on Friday's. Students will only be released to parents and adults designated by the parent/caretaker. In child custody situations, the custodial parent must properly inform the school of any limitations. Excessive early dismissals will be viewed similarly to tardies. Michigan law calls for students to receive 1,098 hours of instruction.

Expressions and Limitations

Students may exercise the right to freedom of expression through speech, assembly, petition, and other lawful means and have the right to advocate change of any law, policy, or administrative guideline. The exercise of this right may not interfere with the rights of others

nor may oral or written student opinions be used to present material that falls into one or more of the following categories:

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

Distribution of Literature by Students and Nonstudents

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

Search and Seizure

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



shall be given a receipt for any items impounded by school authorities, and parents shall be notified of any items impounded.

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

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

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

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

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

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

Anti-Bullying Policy

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

The board believes that a safe and nurturing educational environment in school is necessary for students to learn and achieve high academic standards. Therefore, it is the policy of Livingston Classical Academy to provide a safe and nurturing environment for all of its students. Appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of students, as well as administrators, faculty, staff, visitors, and volunteers.

Bullying and Cyberbullying are Prohibited

Bullying and cyberbullying of a student, whether by other students, staff, visitors, board

members, parents, guests, contractors, vendors and volunteers, is prohibited. All pupils are protected under this policy and bullying, and cyberbullying are prohibited without regard to its subject matter or motivating animus.

Definition of Bullying

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

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

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

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

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

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



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

Reporting and Investigating Reports of Bullying

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

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

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

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

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

1. Are initiated by the victim;
2. Are approved by the victim’s parent or legal guardian or, if the victim is at least 15, by the victim;
3. Are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the “restorative practices team”); and
4. Would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm,



such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these. The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

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

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

Confidentiality

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

Notification

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

Reporting

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

SECTION D: DISCIPLINARY ACTION

Definition of Discipline

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

The principal will carry out a positive behavior intervention program to help children, families, teachers and support staff, reflect upon their actions and be proactive instead of reactive to teach students self-discipline and acceptable social skills for school and career and college readiness. Positive discipline can be a powerful tool for teaching students to succeed. Intervention options need to consider disciplinary referrals as opportunities for learning, with exclusion reserved for the most serious offenses. The consequence must be reasonable in direct relationship to the seriousness of the misconduct or the pattern of misconduct.

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

Mitigating Factors to be Considered

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

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

Restorative Practices

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



Restorative practices may include victim-offender conferences that:

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

Mandatory Exclusion by Michigan Law

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

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

Behaviors Warranting Disciplinary Action

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

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



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

1. Absenteeism
2. Appropriate Dress and Grooming
3. Appropriate Use of Electronic Communication Devices
4. Alcohol and Drugs
5. Arson or attempted arson
6. Assault (or attempted assault) and Battery
7. Bullying
8. Cheating/Academic Misconduct
9. Defacement of Property
10. Destruction of Property
11. Disorderly Conduct
12. Extortion
13. Failure to Serve Assigned Detention
14. False Fire Alarm or Bomb Threat
15. False Identification
16. Felony
17. Fighting
18. Fireworks
19. Forgery
20. Fraud
21. Gambling
22. Gang Activity
23. Harassment/Intimidation
24. Hazing
25. Improper, Negligent, or Reckless Operation of a Motor Vehicle
26. Insubordination/Unruly Conduct
27. Interference with School Authorities
28. Public Display of Affection
29. Leaving school without Permission
30. Loitering
31. Microaggressions that are commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults
32. Possession of Inappropriate Personal Property
33. Physical Assault
34. Profanity and/or Obscenity toward Students
35. Profanity and/or Obscenity toward Staff
36. Robbery
37. Sexual Assault and Battery or Other Illegal Behavior
38. Sexual Misconduct that is indecent/consensual, amorous kissing or similar displays of affection, indecent exposure, or of a sexual nature
39. Sexual harassment (Level 1)



40. Sexual Harassment (Level 2)
41. Smoking or Use of Tobacco Products, or Electronic Cigarettes
42. Tardiness
43. Technology Abuse
44. Theft or Possession of Stolen Property
45. Threat/Coercion
46. Trespassing
47. Truancy
48. Weapons: Dangerous Instruments
49. Weapons: Dangerous Weapons
50. Weapons: Use of Legitimate Tools as Weapons (including, but not limited to, pens, pencils, compasses, and combs)
51. Weapons: Look-a-Likes
52. Any violation of this code, policies of the board of directors, administrative guidelines, or local, state or federal law
53. Any other conduct considered by the principal or teachers to be disruptive, disrespectful or disobedient.

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

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

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

1. Arson or attempted arson, including setting fire to anything on school property
2. Assault and/or battery of an employee or student
3. Possession, use, or sale of a firearm or dangerous weapon
4. Manufacturing, growing, distribution, and/or sale of drugs and/or drug paraphernalia
5. Extortion, attempted extortion, robbery, and/or larceny
6. Immoral conduct
7. Hazing
8. Unlawful assembly and/or riot
9. Possession, use, distribution, sale, lighting, or discharge of explosive devices
10. Students found guilty or not innocent of a crime that resulted in or could have resulted in injuries to others, regardless of where the crime occurred

Discipline Procedures

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

Disciplinary Actions

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

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

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

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

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

1. A conference with the student and/or the parents
2. A verbal and or written reprimand
3. Consultation with behavior interventionist, social worker, counselor, and outside agencies
4. Entering into Individual Student Behavior Plan between student, parent, and principal



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

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

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

Incorrigible Behavior

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

Patterns of Behavior

1. Parents send and don't support their children at school:
 - a. Parent's low expectations: academic and behavior
 - b. Parent's reluctant to take responsibility for their own actions
 - c. Parent's bad-mouthing school and staff
 - d. Parent's being disrespectful to staff
 - e. Parent's failure to check in properly, disruption of classrooms, and assaulting employees
 - f. Parent's not volunteering and not having school's interests at heart
 - g. Failure of parents to cooperate with school in behavior improvement plan



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

Definitions

1. Out-of-school suspensions are considered in the following classifications:
 - a. **Short-Term:** Short-term suspensions occur when a student is suspended for one school day, up to and including five school days. The student's rights and privileges of attending school, including extra-curricular and co-curricular activities, are suspended. The principal or designee must provide the student and the parent/guardian with oral and/or written notice of the misbehavior and an explanation of the situation. The parent shall be notified in writing of the action taken. The principal can suspend a student for more than ~~up to~~ 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 readmission conference with the principal or designee
3. The student will not be allowed to participate in classroom and school activities during the suspension period
4. The student is not to go on school property



5. Appeal procedures shall be clearly stated in detail

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

First Notice and Invitation to Meet

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

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

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

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

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

Students with Disabilities

Students with an Individualized Education Program (IEP) are responsible for following the Code of Student Conduct. Students with disabilities may be suspended for inappropriate behavior. In

making decisions concerning inappropriate behavior by students in Special Education, the teacher and the principal are to consult with the student's Special Education resource room teacher to ensure consistency with the student's IEP. The principal is responsible for consistency with specific special education procedures.

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

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

Appeal Procedures

In-school Disciplinary Actions

Should a parent disagree with disciplinary action of the school **other than out-of-school suspensions or expulsions**, the parent may appeal the decision as follows:

1. Appeals should be made to the principal by arranging an appointment or by writing to the principal.
2. If the parent is dissatisfied with the result of the appeal to the principal, the parent may appeal to the principal's supervisor. Appeals must be filed, in writing, within three school days of receipt by the parent of the principal's notice of disciplinary action. The principal's supervisor's decision is final.

Out-of-School Suspension (five days or fewer)

Should the parent disagree with a suspension of five days or fewer, the parent may appeal the decision of the principal as follows:

1. Appeal requests must be made in writing by the parent to the principal. Such written requests must be filed with the principal within three school days of the notice of suspension or the right to review and appeal is waived.
2. If the parent is dissatisfied with the Principal's decision, he or she may appeal the decision to the principal's supervisor. Such written requests must be filed with the



principal within three school days or the right to review and appeal is waived. The principal's supervisor's decision is final.

In cases of immediate appeal, if the principal determines that the student's presence at school does not create a continuing danger to persons or property or an ongoing threat of disruption, the student may be allowed to continue in school on a regular basis until the appeal is considered. A favorable decision will allow the student to continue in school, whereas a decision supporting the principal will require the student to serve the full suspension beginning the next school day after receiving notice of the decision. In situations where the student is excluded during the appeal process and the appeal is ultimately favorable to the student, opportunity will be provided for the completion of make-up assignments.

Long-Term Suspensions (more than five and up to ten days)

A student may be suspended for more than five school days and up to ten school days with approval of the principal's supervisor. The same appeal procedures for short-term suspensions apply to suspensions of more than five and up to ten school days, with the exception that if the parent is dissatisfied with the decision of the principal's supervisor, he or she may appeal the decision to the board of directors by filing a written request of appeal within five school days or the right to further appeal is waived.

Expulsions and Long-Term Suspensions (more than ten days)

Long-term suspension of more than ten days and expulsion occurs when the board of directors terminates the student's rights and privileges to attend school, including extra-curricular and co-curricular activities. Long-term suspension is for a specific period of time, while expulsion is for an indefinite period of time. Reinstatement processes are outlined in board policy.

Following the principal's recommendation for long term suspension of more than ten days or expulsion, the board of directors, or its designated representative, will hold a hearing within the ten days suspension period to determine whether to impose a long-term suspension or expulsion. The student and parent/guardian must be notified of the allegation, the recommended disciplinary action, the time, date, and location of the hearing, and of their right to attend and participate in the hearing. Prior to the hearing, families will be given an opportunity to review all evidence as well as a list of all persons scheduled to testify.

Following a hearing, should the parent disagree with the board designee's decision to suspend a student for more than ten school days, the parent may appeal the decision to the Board of Directors as follows:

1. 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 representative's decision shall be in writing and contain the reason the designee's decision should be reviewed or reconsidered. The designee may



be an individual or a discipline committee of two board members.

2. The parent/guardian of the student may petition the board of directors to request the student's reinstatement to schools, as permitted by law. Within ten school days, the board must appoint a committee to review the petition and any supporting information provided by the petitioner. The committee has ten days to review the petition, including documents provided by the petitioner and principal, and submit a recommendation to the board of directors.

All appeals of decisions by board designated representatives to the Board Appointed Discipline Committees shall be considered by the board of directors at its next regularly scheduled meeting. The board must decide to reinstate the student, to reinstate the student conditionally, or to deny reinstatement.

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.

SECTION E: 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.



OPT-IN AGREEMENT FOR REGULAR SCHOOL COMMUNICATIONS

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

Parent Signature: _____ Date: _____

Print Name: _____



STUDENT, PARENT, AND TEACHER COMPACT

STUDENT AGREEMENT

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

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

Signature: _____ **Date:** _____

PARENT/GUARDIAN AGREEMENT

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

- See that my child is punctual and attends school regularly.
- Supply a nourishing breakfast and a healthy lunch and snack each day
- Support the school staff with maintaining proper discipline
- Encourage my child to be respectful of diverse cultures
- Have a time and place for my child to do his/her homework, and I will check the homework for accuracy providing assistance as needed
- Have on-going communication with my child’s teacher and school
- Read to my child and let him/her see me reading every day
- Provide a library card for my child and see that he/she gets to the library to check out books
- Encourage my child’s efforts to do his or her best.
- Encourage positive attitudes.
- Stay aware of what my child is learning.
- Attend parent-teacher conferences and other school functions.
- Provide volunteer hours to support the school.

Signature: _____ **Date:** _____



TEACHER AGREEMENT

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

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

Signature: _____ **Date:** _____

ACCEPTABLE USE POLICY

STUDENTS – GRADES PreK - 12

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

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

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



- b. Adversely affecting the ability of a pupil to participate in, or benefit from, the educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress;
- c. Having an actual and substantial detrimental effect on a pupil's physical or mental health; or
- d. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

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

- 6. If you misuse the Technology Resources, your access to the Technology Resources may be suspended and you may be subject to other disciplinary action, up to and including expulsion. Misuse includes, but is not limited to:
 - a. Accessing or attempting to access material that is "harmful to minors." Material that is "harmful to minors" includes any picture, image, graphic image file, or other visual depiction that (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole lacks serious literary, artistic, political, or scientific value as to minors.
 - b. Accessing or attempting to access material that is unlawful, obscene, pornographic, profane, or vulgar.
 - c. Accessing or attempting to access material that is inappropriate for minors.
 - d. Bullying (as defined in paragraph E).
 - e. Sexting, which includes, without limitation, possessing, sending, or distributing nude, sexually explicit, or sexually suggestive photographs, videos, or other visual depictions of yourself or another person.
 - f. Vandalism, which includes, without limitation, any malicious or intentional attempt to harm, steal, destroy, or disrupt user data, school material, or school hardware or software.
 - g. Hacking, which includes, without limitation, gaining or attempting to gain access to, modifying, or obtaining copies of, information belonging to others or information you are not authorized to access.
 - h. Unauthorized copying or use of licenses or copyrighted software.
 - i. Plagiarizing, which includes the unauthorized distributing, copying, using, or holding out as your own, material that was written or created by someone else, without permission of, and attribution to, the author/creator.
 - j. Posting or distributing confidential or inappropriate information meant to harass, intimidate, or embarrass others.
 - k. Allowing someone else to use your account or password or not preventing unauthorized access to Technology Resources when leaving them unattended.
 - l. Using or soliciting the use of or attempting to use or discover the account information or password of, another user.



- m. Attempting to or successfully disabling security features, including technology protection measures required under the Children’s Internet Protection Act (“CIPA”).
 - n. Misusing equipment or altering system software without permission.
 - o. Commercial for-profit activities, advertising, political lobbying, or sending mass mailings or spam. However, you may contact a public official to express an opinion on a topic of interest.
 - p. Using the Technology Resources in any way that violates any federal, state, or local law or rule, or the District’s Code of Conduct and/or building Handbook
7. You must promptly disclose to your teacher or other school employee any content you view or receive over the Technology Resources that is inappropriate or that makes you feel uncomfortable, harassed, threatened, or bullied, or that contains sexually explicit content. You should not delete such content until instructed to do so by a staff member.
8. It is the policy of the District, as a recipient of certain federal funds, to monitor the online activities of its minor students and provide technology protection measures on its computers with Internet access designed to prevent minors from accessing visual depictions that are (1) obscene. (2) child pornography; or (3) harmful to minors.
9. It is the policy of the District to prohibit its minor students from (1) accessing inappropriate matter on the Internet; (2) engaging in hacking or other unlawful online activities; and (3) accessing materials that are harmful to minors. It is also the policy of the District to educate students about cyberbullying awareness and response, and about appropriate online behavior, including disclosing, disseminating, or using personal information, and safely and appropriately interacting with other individuals in social networking websites, chat rooms, by e-mail, and other forms of direct electronic communications.
10. The District does not guarantee that measures described in paragraphs H and I will provide any level of safety or security or that they will successfully block all inappropriate material from the District’s students. You agree that you will not intentionally engage in any behavior that was intended to be prevented by paragraphs H and I.
11. The District does not warrant or guarantee that its Technology Resources will meet any specific requirement, or that they will be error free or uninterrupted; nor will the District be liable for any damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the Technology Resources.
12. You are responsible for the proper use of the Technology Resources and will be held accountable for any damage to, or replacement of, the Technology Resources caused by your inappropriate use.



STUDENT AGREEMENT

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

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

Student Signature _____

Date _____

PARENT AGREEMENT

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

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

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

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

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

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

Parent Signature _____ **Date** _____