



Livingston Classical Cyber Academy Handbook
September 2016

LIVINGSTON CLASSICAL CYBER ACADEMY

FAMILY HANDBOOK 2016-2017

September 2016



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I. GOVERNANCE

A. BOARD OF DIRECTORS (BOD)

Livingston Classical Cyber Academy (“LCCA” or the “School”), also doing business as Livingston Classical Academy (“LCA”), is governed by its Board of Directors (the “Board” or “BOD”). The BOD will operate in accordance with its bylaws. The Board has entered into a Charter Agreement with Whitmore Lake Public Schools. The bylaws and Charter Agreement shall be available on the School’s website, www.livingstonclassicalacademy.org.

B. BOARD RESPONSIBILITIES

The Board is the governing body of the school and is responsible for overseeing the effective, faithful execution of the mission.

The Founding Board has created Livingston Classical Academy specifically to implement a traditional, classical, liberal arts education according to the following mission:

“To train the minds and nurture the hearts of young people through a rigorous classical education in the liberal arts and sciences with instruction in the principles of moral character and civic virtue.”

The Board oversees budgeting and spending, community outreach, charter fidelity, compliance with applicable laws and regulations, and development to support the program.

More specific responsibilities of the Board include but are not limited to:

Advocacy

- Serving as ambassadors for the school by clearly protecting and articulating the school’s mission and goals and by garnering support of the community.

School Leader Support

- Providing input and feedback to the school leader on campus-specific issues and concerns (e.g. school culture, discipline policy, student recruitment, etc.)
- Supporting the Principal by ensuring that he/she has the moral and professional support he/she needs to further the mission statement of the school.

Fiscal Accountability

- Overseeing the budgeting process each year, providing advice and feedback to the Principal. The final budget is approved by the Board each year.
- Monitoring the management of financial resources by approving the annual budget and ensuring that proper financial controls are in place.
- Financial reporting of the Treasurer to the Board as required in the bylaws to ensure the Board is “hands-on” as it relates to fiscal controls and responsibility.
-



Development/Fundraising

- Assuring that there are adequate resources for the school to fulfill its mission by raising funds from the local school community.

Compliance

- Monitoring regulatory statutes and other local, state, and federal laws by regularly reviewing school policies, programs, and practices.
- Reviewing school data against charter and charter goals with the vision, strategies, and objectives identified herein.

Other

- Serving as the Grievance Board for parent and staff concerns that are unable to be resolved by the school leader.
- Actively recruiting new board directors and Advisory Council members as needed.
- Serving as the final hearing panel on all student discipline matters.

In summary, the Board is accountable for the academic, financial, legal, and operational performance of the School. The Board places responsibility for implementing its policies with the Principal, but the Board remains accountable.

C. CORE PRINCIPLES HELD TO BE NON-NEGOTIABLE BY THE LCCA BOARD OF DIRECTORS

1. Role of Principal

- The Principal will implement a traditional, classical, liberal-arts curriculum.
- The Principal makes final decisions on curriculum, subject to the approval of the Board of Directors. The Principal will ensure that all skill areas in the K-8 Core Knowledge Sequence are taught at some point in grades K-8.
- The Principal, while chiefly the academic leader, is also responsible for the discipline, moral culture, operations, and financial priorities of the school.
- The Principal is responsible to implement the Guidelines for Student Behavior policy, and may develop further guidelines consistent with this policy after informing and receiving the approval of the BOD.

2. School Culture

- Employees will uphold and encourage students to uphold the school's core virtues: courage, courtesy, honesty, perseverance, self-government, and service.
- LCCA is an open enrollment school with no enrollment criteria outside of statutory and contractual requirements.
- LCCA practices require a closed campus for all grades.
- The Principal is accountable for the well-being of every student
- Students and employees will adhere to a dress code.
- Discipline policies are designed to prevent interruption of teaching and learning as well as reinforce the core virtues.



- We ask that parents who wish to observe any class would extend the School the courtesy of waiting until after October 1, as that will give teachers and students time to make the many adjustments that are always necessary at the beginning of a school year. Arrangements must be made through the Principal's office any time a parent would like to visit a classroom. Classrooms will be open for observation at any time by parents.

3. Academics

- Our educational policy is expressed in the writings of E. D. Hirsch, Jr., essays by T. O. Moore, and James Kilpatrick's *Why Johnny Can't Tell Right from Wrong*.
- Student Support and Special Education provide services for all students with academic and behavioral needs. Interventions utilized to achieve LCCA's expectations are targeted and specific to each individual.
- LCCA resists grade inflation and social promotion. Mastery of core subjects always takes priority. Latin is taught. Successful completion of a senior thesis is a requirement for graduation.
- Students will be academically prepared to pursue multiple post-secondary options. Although the majority of graduates will go on to college, students who do not intend to attend college will always be welcome at LCCA.
- Literacy is taught through an explicit phonics program. Math is taught conceptually. Teachers employ the Socratic method of discussion.
- Standardized tests do not drive the curriculum.

4. Teachers

- The Principal employs teachers based on their mastery of an academic discipline, their ability to convey knowledge to young people, and their capacity to maintain order and decorum in the classroom. Highly Qualified Certification is a condition of employment in Michigan.
- LCCA teachers are treated as professionals. The principal shall coordinate their professional development by having them participate in certain required training sessions at the end and the beginning of each school year.

5. Parents and Students

- Parents' support of the school's academic and moral mission is essential. Parents are encouraged to learn more about the school's philosophy and curriculum in order to help support and guide their students.
- To thrive at LCCA, students must be polite and attentive in class and have a strong work ethic and willingness to learn.

6. Fiscal Responsibility

- Our budgeting is conservative. We do not expend funds until we know they are in our possession. When budgeting, first priority is given to instructional materials,



then faculty salaries, then other areas of the school deemed important by the Board and administration.

D. CONFLICT OF INTEREST POLICY

Board members will confirm annually that they have no inappropriate conflicts that would preclude them from faithfully serving LCCA with fidelity. A conflict of interest means "...a conflict of interest on the part of a Board member of LCCA in respect to a contract with LCCA that is of such substance as to induce action on his/her part to promote the contract for his/her own personal benefit." No Board member shall engage in or have financial interest in any activity that conflicts or raises a reasonable question of conflict with his or her duties and responsibilities. If a Board member is involved in the contracting process and is employed by or under contract with a business enterprise with which LCCA is considering entering into a contract, or knows that he/she has a family member who has an ownership interest or is employed by that business enterprise, the Board member, administrator, or employee is required to disclose this information to the LCCA Board at a public meeting before the LCCA Board members enter into the contract. The LCCA board is required to vote at the public meeting on whether or not it considers the relationship to be a conflict of interest. A "family member" means "...a person's spouse or spouse's sibling or child; a person's sibling or sibling's spouse or child; a person's child or child's spouse; or a person's parent or parent's spouse, and includes these relationships as created by adoption or marriage." Determination of the existence of a conflict of interest does not prohibit the Board from entering into the contract (taken from *Michigan State Board of Education "Model Policy Conflict of Interest."*)

Board members shall keep on file and update at least annually the Conflict of Interest disclosure forms as required by the Michigan Department of Education.

E. ADHERENCE TO LAW

1. Charter Agreement

Livingston Classical Cyber Academy is a cyber-designated charter school and meets all requirements for charter and cyber schools in the state of Michigan. LCCA's curriculum will be blended with all grade levels (K-12), and students will receive instruction from a teacher within the school as well as have online class requirements. All students will have access to a computer, both in and out of school, as well as internet access, and all classrooms will be equipped with technology components. LCCA will have a daily schedule of classes similar to other conventional schools; however, the online cyber component will allow students to complete coursework outside of school hours. All online coursework will be determined by the LCCA Board of Directors.



2. Open Meetings Act

The Board will adhere to the Michigan Open Meetings Act. The Board will:

- Establish a set schedule of meetings. The Open Meetings Act requires public bodies to publish notice of their regularly scheduled meetings within ten days of the first meeting in each calendar or fiscal year.
- Post meeting dates in a conspicuous location (date, time, location).
- Public notice shall be posted at least 18 hours before the meeting in a prominent and conspicuous place at the Principal's office. (The time is calculated according to when the notice is accessible to the public). It shall be posted at least 18 hours on the website of LCCA. It will be posted on a page fully accessible to the public.
- Provide specific agendas for meetings to advise the public of the matters expected to come before the Board. Matters outside the agenda can be addressed if they were not anticipated before the meeting by amending the agenda.
- Keep minutes of all Board meetings, including members present, description of motions or proposals, and a record of votes.

3. Community Comments at Public Meetings

The Board welcomes public comments at each board meeting. Community comments are limited to 3 minutes per speaker. No participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard. Participants shall direct all comments to the Board and not to staff or other participants. All statements shall be directed to the presiding officer; no person may address or question Board members individually. Tape or video recordings are permitted during open session only, provided the person operating the recorder has contacted the Board Liaison Office prior to the Board meeting. The Board will not verbally respond to any public comments at the time of the meeting, but may refer comments to appropriate personnel for follow up or respond itself in a time efficient manner. Those in attendance at this meeting are reminded that this is a meeting of the Board of Directors in public for the purpose of conducting academy business. It is not considered to be a public meeting.

4. Executive Session

Pursuant to the Michigan Open Meetings Act, the Board may enter closed session in compliance with the law.

5. Freedom of Information Act of Michigan

The Board is subject to, and will comply with, the requirements of the Michigan Freedom of Information Act.

6. Privacy and the Family Educational Rights Privacy Act (FERPA)



The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives the request for access. Parents or eligible students should submit to the school principal or appropriate school official a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or an eligible student may ask the school to amend records that they believe are inaccurate or misleading. They should write the school principal or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or 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 or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:



Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

7. Personally Identifiable Information (Pii) Policy

Pii is defined as a person's name in association with any information that can be used to distinguish or trace an individual's identity, such as social security number, date of birth, place of birth, mother's maiden name, driver's license number, passport number, or any biometric, medical, educational, financial, or employment records. It is the policy of LCCA that Pii shall not be sent in a plain text email or other unencrypted means. In general, Pii should not be disseminated electronically. If electronic transmittal is unavoidable, then Pii must be encrypted. Acceptable means of encryption include password protected files from versions of Excel, WinZip, and Adobe Acrobat (2010 or newer). The IT Director will determine whether an encryption method is suitable or not. Physical Pii (e.g. paper copies of records) must be kept in secure locations (locked file drawers in lockable rooms), and access to these records must be limited to authorized individuals only in connection with official, school-related duties.

8. Student Information Release

Certain "directory information," including the student's full name, address, and telephone number, will not be released without parental consent. Authorization for inclusion in the directory is on the enrollment form. Students' names, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school. In addition, classroom activities and events sponsored by schools occasionally are photographed or videotaped by representatives of the news media for publication in newspapers or broadcast on television. If for any reason you DO NOT wish to have your student(s) photographed or videotaped for these purposes, you must notify the office in writing. Student names will not be listed with their pictures on the school website or in LCCA advertising publications. The newspaper may list your student's name with a photo only with parent signed consent. No identifying information regarding a student will be given via any avenue of communication without parent permission, unless required by law.

F. POLICY MAKING

The Board shall be solely responsible for adopting, repealing, or amending policies for LCCA. Action by the BOD shall be accomplished as set forth in the bylaws.

G. FINANCE & CASH MANAGEMENT



The Board shall maintain and publish its policy for Finance & Cash Management.

H. FUNDRAISING

Fundraising is the responsibility of the BOD, and in accordance with the bylaws, the BOD will maintain a Fundraising Committee.

Fundraising activities must not undermine the mission and philosophy of the School. All fundraising must be coordinated through the chair of the Board's fundraising committee. Students of LCCA will not engage in door-to-door sales of any kind.

All requests of monetary donations and fees for the parent body must be approved by the BOD.

I. PARENT GRIEVANCES

1. Grievance Related to the Classroom

This School firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the following chain-of-command: Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

- a). The Teacher: Parents should schedule a meeting with the teacher through the office. Under no circumstances is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own.
- b). The Principal: If the grievance cannot be resolved with the teacher, and the matter regards discipline or academics, the parent should discuss the matter with the Principal.

If resolution is not achieved by the foregoing process, two other options are available:

- d). The grievance can be submitted to the BOD in writing.
- e). Parental concerns and grievances may also be raised during the community comments portion of the Board of Directors meeting. The concern or grievance must be submitted in writing, and no more than 3 minutes will be granted. Grievances or discussions involving specific personnel will not be entertained at a public meeting. It is recommended that the concern or grievance be addressed in one of the aforementioned steps before using this option.

2. Grievance Related to an Administrator

Grievances regarding an administrator should be directed to the individual first, then in writing to the BOD.



3. Importance of Following the Chain-of-Command

The practice of following the chain-of-command in communications with the School on matters concerning particular students encompasses far more than grievances. It refers to parents' communication of any kind that seeks or requires an action on the part of the School regarding their students. LCCA understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to building a positive school culture and accomplishing the mission of LCCA.

Our preference is that such communication be expressed initially to the teacher or teachers of the child. If further communication is warranted, the parent should consult the Principal. If further communication is warranted after seeing a principal, then the parent may go to the Board.

The BOD is not the first point of contact and therefore will refer communications that seek response or action to the appropriate members of the administration for resolution with a report to the Board of any such resolution.

The reason for this chain-of-command is that the teacher invariably has the most direct knowledge of the child and can usually do more to remedy or mitigate a situation than can a principal or board member. We understand that some parents are "conflict adverse" and do not want to bring up a potentially difficult issue with a teacher. Nonetheless, the teachers are eager to help each child in whatever way possible.

Some situations, admittedly, seem by their very nature to warrant a discussion with a principal initially. For example, parents may have questions or concerns about the overall homework load or a particular way of teaching, such as the Socratic method. As a result, it is easier and more expedient to speak to the Principal first. In these cases, however, it is always better for the parent to have as much specific information from the teacher prior to meeting with the Principal. General comments such as "LCCA is really hard" may be true but cannot be acted on as effectively as specific comments about the nature of the coursework or the teaching. The BOD will refer to the appropriate school leader communications that seek a response or action.

II. ACADEMIC POLICIES

A. EDUCATIONAL PRIORITIES

The BOD desires that all students receive a classical liberal education. To this end the BOD has determined the following educational priorities:

- Basic cognitive skills and academic fundamentals: reading/writing/mathematics;



- Core Subjects: English language and literature; history, geography, and government; physical and biological sciences; mathematics;
- Other classical subjects: music; art; Latin;
- Auxiliary subjects: foreign languages; P.E.; performing arts; other social sciences; and
- Extracurricular activities as defined by the Principal.

K-8: The K-8 curriculum will follow the Core Knowledge Sequence modified by Hillsdale College and in a consistent manner with the Michigan Merit Curriculum, which is mandated by law. Occasionally, the School will diverge from the Core Knowledge Sequence in order to raise the standards in teaching a particular skill or subject. The BOD and Principal will determine these instances. The Principal will ensure that all skill areas in the K-8 Core Knowledge Sequence are taught at some point in grades K-8.

9-12: The High School will feature an advanced arts and sciences curriculum. The objective of the high school curriculum is to explore issues and texts intensively rather than to offer a superficial “covering.” The humanities program will be centered on a coordinated Western Civilization sequence. In all humanities courses priority will be given to original sources and great works as opposed to textbooks. Mathematics and the sciences will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and the scientific method. *In all subjects textbooks will be used as a resource, not as the basis of the curriculum.*

Teachers must develop their courses under the direction of the Principal, who is the chief academic leader and accountable to the BOD.

You will receive a copy of your child’s class schedule at the beginning of the year. There are some guiding principles to our scheduling. In general:

- English and math are best scheduled in the morning when students are most alert.
- In the elementary grades, English literacy subjects are normally taught at the beginning of the day. When reading groups are in place in the early grades (mainly 1 & 2, and possibly 3), it is best to have them at the beginning of the day so that parent volunteers may participate right after they bring their own children to school.
- In the elementary grades, “Reading” means the students read the practice reading books in the ability-grouped circles. “Literature” means the teacher is teaching a work of literature to the students.
- A common math block across all elementary grades permits ability groups of the students.
- The “specials” (Music, Art, PE, Modern Foreign Language) normally meet every other day.
- With a school of several hundred students, daily opening activities (attendance recording, pledge of allegiance, recitations, announcements) are best done in the classroom.
- In the elementary school, if necessary, lunch is staggered somewhat to prevent overcrowding of the lunchroom and playground.
- Recesses and restroom breaks are scattered through the schedule to accommodate the younger students.



- For grades 7-12, there are eight daily class periods plus study hall. There is no single lunch “period” which is not also used for class periods, but instead two or three of the mid-day periods will also host lunch.
- For grades 7-12, so that students can consult with teachers, begin homework, and receive remedial reading instruction if needed, there should be a common study hall at the end of the day lasting approximately 30 minutes.
- Cyber courses are in addition to this schedule which represents seat-time coursework.

The following is a general synopsis of curriculum taught at LCCA:

Elementary School Course Plan

	K	1 st	2 nd	3 rd	4 th	5 th	6 th
Language Arts	Lang. Mastery Riggs Institute Read-a-louds Poetry Centers	Lang. Mastery Riggs Institute Skill Strand & Listen & Learning Strand	Lang. Mastery Riggs Institute Skill Strand & Listen & Learning Strand	Sentence Diagramming Skill Strand & Listen & Learning Strand	Sentence Diagramming & Core Knowledge Grammar, Morphology, Spelling, Vocabulary <i>Robinson Crusoe Pollyanna, King Arthur</i>	Core Knowledge Grammar, Morphology, Spelling, Vocabulary <i>Tom Sawyer</i>	Core Knowledge Fiction & Drama Classical Mythology
History & Geography	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge
Science	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge
Math	Singapore Essential Math	Singapore Primary Math, U.S. Edition	Singapore Primary Math, U.S. Edition	Singapore Primary Math, U.S. Edition	Singapore Primary Math, U.S. Edition	Singapore Primary Math, U.S. Edition	Singapore Primary Math, U.S. Edition
Language	French or Spanish	French or Spanish	French or Spanish	French or Spanish	French or Spanish	French or Spanish	Latin French or Spanish
Visual Arts	Art History & Appreciation	Art History & Appreciation	Art History & Appreciation	Art History & Appreciation	Art History & Appreciation	Art History & Appreciation	Art History & Appreciation
Music	Music History & Appreciation	Music History & Appreciation	Music History & Appreciation	Music History & Appreciation	Music History & Appreciation	Music History & Appreciation	Music History & Appreciation
Phys. Ed.	A variety of activities at the discretion of the P.E. teacher	A variety of activities at the discretion of the P.E. teacher	A variety of activities at the discretion of the P.E. teacher	A variety of activities at the discretion of the P.E. teacher	A variety of activities at the discretion of the P.E. teacher	A variety of activities at the discretion of the P.E. teacher	A variety of activities at the discretion of the P.E. teacher

Middle School Course Plan



	Seventh	Eighth
English	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 Atkins Published by Bates	Algebra I Atkins Published by Bates
Music	Core Knowledge	Core Knowledge
Language	Latin I	Latin I
Art	Core Knowledge	Core Knowledge
Health	Curriculum developed to meet the MDE GLCE's	Curriculum developed to meet the MDE GLCE's
Phys. Ed.	Curriculum developed to meet the MDE GLCE's	Curriculum developed to meet the MDE GLCE's
Technology	Integrated Learning Experience	Integrated Learning Experience

High School Course Plan



	<u>Ninth</u>	<u>Tenth</u>	<u>Eleventh</u>	<u>Twelfth</u>
English	Classical Lit. (Greece/Rome)	British Lit.	American Lit.	Modern Lit.
History	West Civ I Classical (Greece & Rome)	West Civ II Med-Ren 1 st /Reformation 2 nd /Enlightenmt	American Hist. (1 st /Col & Rev 2 nd /19 th Cent)	*Modern Eur History, 1789-present
Science	Biology I	Chemistry I	Physics I	Bio II, Chem II, or Physics II
Math	Geometry or higher	Algebra II or higher	Pre-Calc or higher	Calc or Prob/Stat
Comp, Civics, Philosophy	Composition	Technology ¹ (1 sem.) Phys Ed ¹ (1 sem)	*Am Gov't (1 sem.) Moral Phil (1 sem.)	*Am Hist, 20th Cent. (1 sem.) Econ (1 sem.)
Language	Latin	Latin or Modern	*Latin or Modern	Health ¹ (1 sem.) Career/College Readiness ¹ (1 sem.)
Elective	Visual/ Performing/ Applied Art ¹	Nutrition ¹	Elective	Elective ¹

*Exceeds Michigan Required Course

¹Cyber Course

GRADUATION REQUIREMENTS

English Core courses: Classical Literature (2 semesters), British Literature (2 semesters), American Literature (2 semesters), Modern Literature (2 semesters)	4 credits
Math In addition to meeting the credit requirement, students must successfully complete Geometry (2 semesters) and Algebra II (2 semesters)	4 credits
Science	



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In addition to meeting the credit requirement, students must successfully complete Biology (2 semesters) and Chemistry (2 semesters)	4 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
Foreign 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 pre-requisite a one-semester basic composition.	1 credit
Moral Philosophy Core course: Moral Philosophy (1 semester)	.5 credits
Technology* Core course: Technology Literacy (1 semester)	.5 credits
Physical Education* Core course: May vary (1 semester)	.5 credits
College/Career Readiness* Core course: May vary (1 semester)	.5 credits
Health/Nutrition* Core course: Michigan Health (1 semester)	.5 credits
Arts Core course: Visual/Performing/Applied Arts (2 semesters)	1 credit
Total Required for Graduation	25 credits
Elective	3.0 credits

*Course may be offered in a cyber format.

All students are required to complete the core courses. If a student fails a course, the course must be re-taken in lieu of an elective provided the total number of credits earned during the student's high school tenure does not fall below the state minimum credit requirement for graduation.

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 full-time, 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.

Seniors will be required to complete a senior thesis.

B. HOMEWORK & CLASSWORK

Homework is a fundamental part of our general academic program. It prepares students for high school and college and for entry into the working world upon graduation. It also helps develop a strong work ethic and habits of organization. Homework's immediate educational purpose is:

- to reinforce skills and concepts and knowledge learned in class;
- to develop good skills and habits of study;
- to practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom;
- to work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention;
- to prepare for the following day's work so that the most can be made of class time; and
- to inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each younger child to read, or be read to, at least three times a week and preferably every day. As cited in *A Nation at Risk*, "the single most important factor for determining whether children will go to college is being read to as a child." Going to college is not necessarily a goal for everyone, but becoming a thoughtful reader should be if one hopes to be knowledgeable, wise, insightful, and competitive throughout one's lifetime. We believe that becoming a competent reader is critical to being a good student and the first step to being able to explore the world. Reading to a child encourages the child's growth and also elevates and informs conversation within the family. In the upper grades, the extra reading time (roughly half an hour) allows for the increasing length of great works of literature.

The expected homework time allotment for each grade is as follows:

Kindergarten	10 minutes plus family reading time
Grade 1	10 minutes plus family reading time
Grade 2	20 minutes plus reading time
Grade 3	30 minutes plus reading time
Grade 4	40 minutes plus reading time
Grade 5	50 minutes plus reading time
Grade 6	60 minutes plus reading time



Grade 7	70 minutes plus reading time
Grade 8	80 minutes plus reading time
Grades 9-12	2 hours plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, the varying abilities of the students, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load (followed by a break, fortunately). Nonetheless, teachers will make every effort to give assignments well enough in advance, and students will be encouraged to work on those longer assignments steadily, so that students are able to manage their homework along with other activities and adequate sleep. In the upper school, students will often have the opportunity of taking a study hall, thus reducing the amount of time at home that must be devoted to homework.

Weekends and breaks will, for the purposes of homework, be considered one day rather than two or more.

For poor or incomplete work, teachers may require students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. So-called "passes" that allow students not to do homework for a day will not be entertained at LCCA.

C. GRADING POLICY

Grading is not the be-all and end-all of education. If anything, some students put more emphasis on grades than their teachers do. The grade a student receives in a class is subordinate to the knowledge the student acquires. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular subject. Therefore, grades will be assigned in all classes and subjects. LCCA will assign grades in order to reflect accurately the range between true mastery and insufficient knowledge of a subject. Grade inflation will be discouraged. In relation to the student's performance, the following letter grades have these meanings:

A	Mastery
B	Proficiency
C	Sufficiency (Competence)
D	Insufficiency
F	Failing

In addition to these general parameters, LCCA uses a 4.0 grading scale. The letter and numerical grades for this system are listed below:



A+	98-100	4.0
A	93-97	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.00

The grading scale as defined above is utilized for all students with the exception of kindergarten and first grade, where the scale will reflect A, B, C, and Needs Improvement. Incompletes will only be given under special circumstances and must be approved by the Principal. Parents and students should be regularly informed of the student's progress.

"Extra credit," whether to make up for work not turned in or to increase a student's grade, will be discouraged at LCCA.

D. METHODS OF PUPIL ASSESSMENT

Assessment Plan Overview

The LCCA assessment plan aligns the written, taught and tested curriculum. The plan's objectives are to improve academic achievement of all LCCA students, align to state standards and provide information to parents, teachers, administrators and other stakeholders for the purpose of reporting and improving student achievement.

Assessment Tools

LCCA will implement an assessment process that is aligned with the Common Core Curriculum Standards for ELA and Math, Michigan Grade Level Content Expectations, and applicable Michigan Statutes, Michigan Revised School Code, and other federal and state laws.

LCCA will focus on formative assessments and summative assessments based on grade level, and will follow Michigan's schedule for MSTEP or other mandated assessment programs.

Grades K-3

Formative Assessments

Summative Assessments



<ul style="list-style-type: none"> • Daily Observations • Teacher Questioning and class discussions • Quizzes • Classwork • Homework • Written summaries and reflections based on readings • Evaluation of rough drafts using rubrics and exemplar papers 	<ul style="list-style-type: none"> • Riggs and Core Knowledge Sequence Assessments in grades K-3 (weekly) • End-of-unit tests • Singapore Math placement tests (beginning of the year) and end-of-unit tests • MSTEP Grades 3 – ELA, Math, Science and Social Studies (Spring of each academic year)
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Grades 4-8

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Daily Observations • Teacher Questioning and class discussions • Quizzes • Classwork • Homework • Quarterly and unit pre-assessments • Prewriting activities (e.g., outlines, notes, graphic organizers) • Annotations and notes based on close readings of texts • Written summaries and reflections based on readings • Evaluation of rough drafts using checklists, rubrics and/or exemplar papers 	<ul style="list-style-type: none"> • End-of-unit tests from instructional programs • Final drafts of formal writing assignments, evaluated a minimum of once a month • End-of-quarter and semester exams • Singapore Math placement tests and end-of-course tests • MSTEP 4-8 – ELA, Math, Science and Social Studies (Spring of each academic year)

High School

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Daily Observations • Teacher Questioning and class discussions • Quizzes • Classwork • Homework • Quarterly and unit pre-assessments 	<ul style="list-style-type: none"> • End-of-unit tests • Final drafts of formal writing assignments, evaluated at least monthly with common, school-wide rubric selected by staff for grades 10, 11, and 12 • End-of-quarter and semester exams



<ul style="list-style-type: none">• Prewriting activities (e.g., outlines, notes, graphic organizers)• Annotations and notes based on close readings of texts• Written summaries and reflections based on readings• Notes, summaries and written reflections based on lectures and discussions• Evaluation of rough drafts using checklists, rubrics, and/or exemplar papers	<ul style="list-style-type: none">• Singapore Math placement tests and end-of-course tests (for grade 9 if required for remediation)• SAT PLUS Writing and Work Keys (or SAT as determined by the State)
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Resources and Administration

The Administrators and teachers of LCCA will be well-trained and knowledgeable of the assessment instruments as well as the procedures for administering these assessments. Particularly, those administering the exams will be licensed school employees. Substitute teachers, volunteer community members, unlicensed staff, etc. will act as proctors only and will not be left alone with students who are testing. Tests will be administered in the classrooms at Livingston Classical Cyber Academy.

Reporting

The Administration will ensure the confidentiality and security of testing materials, and all of these reports shall be sent to the Department of Education in a timely manner. Particularly, examinations and grading materials will be stored in an area that is secure from misuse, allowing only those who need these materials to have access to them. Additionally, employees, students, parents, and any other volunteer or member of the community shall not make or distribute copies of test questions or answers without receiving prior authorization from the publisher of the exam and the Department of Education. The Annual Education Report shall include the school-wide and grade level results in each subject area and shall be issued to the general public via posting on the academy's website.

E. TEACHERS' CONFERENCES

Parent/teacher conferences are scheduled in the fall and spring semesters, generally between 4 – 8 p.m. Arrangements for additional conferences may be made with your child's teacher before or after school hours.

F. ACADEMIC TEXTBOOKS AND SUPPLIES

Students will receive a variety of books and materials. All books will have an LCCA barcode on the back in the upper right-hand corner. The resource room will use two different barcodes. The



first barcode will start with a “TB” followed by 6 digits. TB stands for “textbook.” These items should be returned to the school at the end of the year. Other books, mainly literature and workbooks, will be labeled with a barcode that begins with “SB” which signifies a student book. Once checked out to the individual student, SBs become the property of the child (meaning that our students will be building their own collection of the classics).

Materials that are loaned or given to students are to be treated appropriately. Students are responsible for these materials. It is expected that materials given or loaned to a student which are lost or damaged must be replaced at the student’s cost.

G. REPORTING

For students to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their student’s academic progress:

- Soon after the beginning of the year, teachers will send home an initial evaluation of the students’ progress.
- If a student is determined to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.
- Mid-term Reports: Mid-term reports are sent home half-way through each quarter to students with a C minus grade or lower in any subject.
- Once a semester (after the first and third quarters), parent-teacher conferences will occur to discuss the students’ academic progress. Parents will receive report cards at the conference.
- Semester report cards will be mailed home.
- Grades will be posted within 7 business days after the due date unless otherwise notified by the teacher on the syllabus.
- Final report cards will be mailed approximately two weeks after the end of the school year.

H. SCHEDULE CHANGES

There will be no class schedule changes during the semester unless it is deemed in the best interest of the student as determined by the Principal.

I. PLAGIARISM

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a student turns in is his/her own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and constitutes a form



of theft of others' ideas and labor. Plagiarism is defined as the *appropriation of another's ideas or words in order to present them as one's own*. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation and, when in doubt, the student has the responsibility to ask how an author should be used in an assignment. Whenever a student has been caught intentionally plagiarizing, the following process will be followed:

- The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work.
- The teacher will discuss the matter with the student.
- The teacher will inform the Principal of the plagiarism.
- Either the teacher or the Principal will inform the student's parent of the plagiarism.
- The student will receive an F on the assignment if it is the first offense.
- For a second offense, the student will fail the entire course, and further disciplinary action, to include suspension or expulsion, may be instituted.
- High school students found guilty of academic dishonesty or similar serious offenses may lose their class rank, and where applicable, the status of valedictorian or salutatorian.
- Instances of plagiarism may be placed in the student's permanent record.

J. CHEATING

Like plagiarism, cheating will not be tolerated by any teacher in any subject. *Cheating occurs when a student uses someone else's work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing his/her own work*. Cheating comes in many forms. One student copying off another, a student using a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as his own are examples of cheating. The same process outlined for plagiarism should be followed for instances of cheating. A student who allows others to copy his work will also be held accountable in the same fashion.

A disciplinary referral will be issued if plagiarism or cheating has occurred. High school students found guilty of academic dishonesty or similar serious offenses may lose their class rank and, when applicable, their status as valedictorian or salutatorian.

K. PROMOTION: LITERACY

Promotion Criteria for Kindergarten, First and Second Grade

Literacy is the foundation of all learning. Without the ability to read well, a student cannot advance in English, history, the sciences, the arts, and even mathematics. Since language is the basis of all human interaction, a person cannot thrive independently in the world if the person is not literate. The ability to read, particularly in the early elementary grades,



will therefore be a requirement for promotion. The School will follow the criteria of reading competency set forth in a modified Riggs program which will exceed the Michigan Merit Curriculum. Since students in kindergarten and first grade will advance in literacy over the course of the year and all will be given explicit phonics instruction throughout the year, the inability to read at the outset should not be a cause of concern. Parents will be told well in advance if their child may need to be retained.

L. PROMOTION: GRADING

1. Kindergarten through Sixth Grade

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 by not only knowing the material but 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 their grade level will be retained. "Borderline" cases will be decided by the teacher and the Principal.

2. 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. *A student must attain a 1.7 GPA in core courses (English, history, math, science) to pass to the next grade level.* 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 teacher and 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.

M. SPECIAL EVENTS AND PARTIES

Special events held during the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum.

Any special event must be approved by the Principal a minimum of two weeks prior to its planning. Approval for one year does not carry over to the next.

LCCA recognizes that birthdays are a special day for our students. We must also ensure that parties and celebrations do not disrupt the instructional day or interfere with the health and safety of all of our students. *Parents, visitors, staff, and students may not bring food into the*



school to share with students with the exception of two parties per year: a winter break party and an end-of-the-year party.

To clarify, parents and visitors may not bring in birthday cupcakes, donuts, or other treats to share with children on their child's birthday. Parents are encouraged to eat lunch with their child on his/her birthday and to read a book to the child's class in honor of the birthday.

N. SPECIAL EVENTS – GUEST SPEAKERS IN THE CLASSROOM

Guest speakers presenting during the school day must speak on topics covered in the course or grade. If possible, the students should be studying the given topic at the time of the presentation.

Guest speakers must be approved by the Principal prior to the invitation being extended. Approval must still be obtained for guest speakers used in the previous school year. Approval for one year does not carry over to the next.

Guest speakers who cover controversial topics must be screened by the Principal. The screening may include an interview of the guest by the Principal or designee. Parents must be notified prior to guest speaker presentations on controversial issues, including religions covered in the Core Knowledge sequence. Parents may have students excused from such presentations, in which case the student will be supervised in a silent study hall. Teachers will provide permission slips to parents as notification of a guest speaker covering controversial issues during curriculum time and indicate an option on the permission slip for their student to be excused.

O. SPECIAL EVENTS – FIELD TRIPS

In general, field trips should be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the Principal or designee two weeks prior to planning. The field trip planner will work with the administration and staff to ensure that all procedures are followed.

P. EXTENDED FIELD TRIPS

Extended trips include any trips that require an overnight stay or are further than fifty miles from the school.

All extended field trips require Board approval a minimum of 90 days (180 days outside the U.S.) prior to the trip. All students attending the extended field trip must have the approval of the administrators of LCCA. All extended field trips must have liability insurance protecting all the trip attendees and the school. Any liability insurance not covered by the school's policy must be paid for by the fees charged to trip participants. Any increases in the costs of extended field trips (due to inflation, changes in exchange rates, etc.) must be paid for by increases in fees of trip participants. The field trip planner will work with the administration and staff to ensure that all procedures are followed.



Q. ELIGIBILITY FOR SPORTS AND EXTRACURRICULAR ACTIVITIES (K-12)

Students are ineligible for extracurricular activities if they have two D's or one F in any subject(s). Academic eligibility will be determined with quarter-ending grades. Ineligible students will remain ineligible for the remainder of the following quarter. Two disciplinary referrals in one quarter or three in one semester will render a student ineligible for any extracurricular activities for the remainder of that quarter. Four disciplinary referrals will render a student ineligible for all extracurricular activities and functions for the remainder of the school year. A Principal may deem a student ineligible for the following season or for off-campus field trips based on repeated misconduct.

R. PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES BY NON-ENROLLED STUDENTS

Only enrolled students may participate in LCCA extra-curricular activities.

S. TEACHING CONTROVERSIAL ISSUES

Controversial issues are defined as contemporary problems, subjects, or questions of a political or social nature where there are entrenched differences of opinion and passions run high. Controversial issues will be explored only when emanating from some part of the curriculum in grades 9 through 12. When these subjects come up, teachers will present an impartial view of both sides of the issue without proselytizing. Contemporary controversial issues will not be discussed in the elementary school even in part of the Core Knowledge sequence without Principal approval. No part of the curriculum will be used to undermine core values of LCCA, such as the nobility of America's experiment in liberty and self-government under the rule of law.

T. TEACHING EVOLUTION

LCCA embraces a rigorous program in the natural sciences. In biology, the school will teach the theory of evolution as found in the standard high-school biology textbooks and as also taught at the college level. The theory of evolution is largely misunderstood today by the general public. Much of what constitutes the teaching of evolution concerns adaptation of species to their environment and change over time. A great many of these phenomena are observable. A very small percentage of evolutionary theory deals with the more controversial issue of the origins of life. This latter aspect of evolution, to the extent it is taught, will be introduced to students briefly with a great deal of circumspection; it is not a central part of the theory. Furthermore, the study of science will be confined to the investigation of the physical world. It is not the place of science to make metaphysical claims nor to confirm or deny the validity of religion or the existence of God.



LCCA recognizes a clear distinction between *science* and *scientism*. Science is the continued research into the natural world in order to find the most plausible explanations for natural phenomena. Scientism is the belief – and it is a belief – that science is the *only* means of understanding our world, thus excluding other ways of interpreting the world, such as through literature or religion. Keeping in mind this distinction, the teachers at LCCA will leave matters of faith up to students and their parents. The role of a teacher in a public school is neither that of preacher nor of skeptic. Rather, teachers of history, when called upon by the curriculum, will teach the history of religion without either advocating or undermining religion in general or any specific faith. Likewise, science teachers will teach science, without comment on religion. Teachers, students, and parents must realize that a biology class has a particular purpose and is not the proper venue for a philosophical or theological discussion of the existence of God or claims relating to the activity of God or absence thereof in the natural world.

U. ROLE OF PARENTS AND SCHOOL IN RELATION TO HUMAN SEXUALITY

We agree with the Michigan Legislature when it stated in MCL 380.10:

It is the natural, fundamental right of parents and legal guardians to determine and direct the care, teaching, and education of their children. The public schools of this state serve the needs of the pupils by cooperating with the pupil's parents and legal guardians to develop the intellectual capabilities and vocational skills in a safe and positive environment.

We believe parents own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also encompasses morality, spirituality, and the emotions. Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity, in compliance with state law.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it for both children and parents.

V. TEACHING HUMAN SEXUALITY

We will teach the Core Knowledge Sequence in the fifth grade, which includes a discussion of the reproductive organs, reproduction, and the menstrual cycle. The class will be taught in a gender-separated environment. Parents will have the opportunity to preview the materials the class will be reading, on which the discussion is based. Parents will also have the opportunity to attend a meeting with the teacher(s) prior to the section on sexuality. Sexual intercourse will only be discussed in the context of a monogamous relationship between two people of opposite sexes. Depending on the general maturity level of the 5th grade boys, LCCA may decide that this



curriculum is too much information and less necessary for boys at this stage of development and therefore delay these lessons for a later time.

Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

In the upper school, themes that deal with sexuality may emerge from the reading of a serious text, such as *Anna Karenina* or *Brave New World* or *The Scarlet Letter*. When these topics do emerge from the curriculum itself, teachers will engage the material in a serious way.

In the higher grades, students may be involved in discussions concerning sexuality and sexual restraint as these issues affect their living a moral and responsible life. Such discussions will always be led by the Principal or a faculty member who has the full confidence of the Board of Directors in these matters. Moreover, parents will always be notified of these discussions before they take place in case parents wish their children to opt out. Sex education via the health class will be taught in an online environment.

As mandated by the state, “dangerous communicable diseases, including, but not limited to, human immunodeficiency virus infection, and acquired immunodeficiency virus infection must be taught in the high school. Subject to subsection (3) and subsection 1507b, the teaching under this section shall stress that abstinence from sex is a responsible and effective method of restriction and prevention of these diseases and is a positive lifestyle for unmarried young people” (MCL 380.1169).

According to MCL 380.1170, the following points are applicable:

- (1) Instruction shall be given in physiology and hygiene, with special reference to substance abuse, including the abusive use of tobacco, alcohol, and drugs, and their effect upon the human system.
- (2) Comprehensive health education programs shall be developed as prescribed by Act No. 226 of the Public Acts of 1969, being sections 388.381 to 388.385 of the Michigan Compiled Laws.
- (3) A child upon the written statement of parent or guardian that instruction in the characteristics or symptoms of disease is in conflict with her or her sincerely held religious beliefs shall be excused from attending classes where such instruction is being given and no penalties as to credit or graduation shall result therefrom.

Character education is an integral part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject.

Employees will not discuss their personal lives on such matters with students.



W. VIDEO VIEWING POLICY

From time to time videos or other media may be used to support the lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Principal in order to show a video. Teachers are responsible for previewing videos to ensure that they are appropriate.

X. STUDENT AGENDAS POLICY

Organization is an important part of self-government and is woven into our curriculum. To help students manage their assignments, we shall issue them a “planner” or agenda. This planner will allow students to write down assignments and encourage teachers and parents to communicate regularly. The planners should go home every night and provide parents with a convenient method to monitor their student’s work. In grades 7-12, the planner may serve double duty as a hall pass. All students must have a planner. If lost, the replacement cost is \$5.00.

III. SCHOOL LIFE & ENVIRONMENT

A. ATTENDANCE

Regular attendance is important to ensure achievement in school. We discourage vacations and trips taken during the school year. We also discourage doctors’ and other appointments when avoidable. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades. It is helpful to both student and teacher to make prior arrangements to meet that requirement.

	School Day Begins	School Day Ends
Elementary (K-6)	8:25 a.m.	3:40 p.m.
Upper School (7-12)	8:25 a.m.	3:40 p.m.

Students who arrive after 11:00 a.m. will be considered absent for the day. Students who depart before 1:00 p.m. will be considered absent.

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

B. TARDINESS

Students who arrive after the beginning of the school day will be considered tardy. Students must make it not only to the school but to class on time to avoid being tardy. Students who are either tardy or returning to school from an appointment must be signed in at the front desk. The



student will be issued a tardy slip (red) or a returning slip (green), and the student will be required to deliver this slip to their teacher when they enter the classroom. In the upper school, tardy students may be held out of class for the period affected to keep from disrupting the class. Repeated tardiness may affect a student's "seat time" and therefore his/her eligibility for promotion. Tardiness will be considered an unexcused absence for that class.

C. ABSENCES (EXCUSED/UNEXCUSED)

The following will be considered excused absences:

- Absences for medical reasons;
- 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).

For every day absent, the student will have one day after coming back to school to make up the work missed. The school may require suitable proof of excused absences, including written statements from medical sources.

Other absences will be considered unexcused absences.

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

- Participate in school field trips;
- Attend school dances;
- Receive student-of-the-quarter or honor or high honor roll awards;
- Serve on student government;
- Participate in extra-curricular activities and programs;
- Participate in school sports.
-

D. LCCA'S GUIDELINES FOR STUDENT BEHAVIOR

1. General

Student self-government and a sense of purpose develop from application and accomplishment, from consistent expectations in the school climate and culture, and from the habitual practice of the virtues.

The aim of LCCA is to teach students. "Student" derives from the Latin word *studere*, which means "to apply oneself to," "to strive after," "to pursue," "to desire." Students, then, are by definition diligent in, attached to, zealous for, their studies. We simply expect



students to live up to their name. The teachers of LCCA will work hard to prepare their lessons. These lessons are designed to teach students nothing less than who they are and what the world offers them. Students must in turn take fullest advantage of these lessons and make the best use of this time of their lives given to preparing their minds for the opportunities and challenges that await them. All policies regarding student conduct and discipline flow from this general principle: students must fully engage themselves in the education LCCA offers them.

Therefore, students will:

- Be polite and attentive both in and outside of class.
- Attend school consistently, be punctual, and take responsibility for making up any work promptly when absent.
- Be prepared for class.
- Follow directions.
- Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others, and property.
- Cooperate with and demonstrate respect for the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working at the school.
- Communicate in a respectful tone of voice using an acceptable choice of words.
- Follow lunchroom, playground, field-trip, lab, and individual classroom rules.
- Follow school rules when participating in school-related events.
- Adhere to the uniform policy.
- Not use threats or intimidation against any other person.
- Respect the health and safety of others, safety rules, and not bring tobacco, alcohol, or any illegal substances to school.
- Be dismissed by the teacher, not the bell or the clock.
- Not leave the school premises without signing out in the main office.
- Not bring CD players, radios, pagers, gaming devices, etc. to school.
- Not bring anything to school that could be used to harm another or that is illegal.

Cell phones will be turned off and stored in the students' lockers or other appropriate place. A cell phone used during the school day will be confiscated and held by the Principal until the end of the day, at which time a parent may pick up the phone. No recording, videos or photographs are permitted without prior approval.

School employees (usually administrators) may conduct searches of property or persons when they have reason to suspect that the health, safety, or welfare of students or staff may be endangered.

LCCA is not responsible for loss, theft, or breakage of items brought to school. Fines will be levied on parents for vandalism or theft committed by their students. Fines will also



be levied for lost or damaged school property. Students may also be required to make restitution as deemed necessary by LCCA.

2. Bullying (adopted from Whitmore Lake Public Schools Policy)

“Bullying” is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, telephone or cell phone, person digital assistant (PDA), or wireless hand-held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly. It is the policy of LCCA to provide a safe and nurturing educational environment for all of its students.

This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes: written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all “at school” activities at LCCA, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or athletic events where students are under the School’s control, and where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in LCCA and discussed with students, as well as incorporated into any school handbooks. State and Federal Rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the



investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, **confidentiality** will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or results of the investigation.

Implementation

The Principal is responsible to implement this policy, and may develop further guidelines inconsistent with this policy and informing the BOD.

This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, LCCA reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

Procedure

Any student who believes he/she has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the Principal should be filed with the Board president.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

The Principal (or other administrator as designated) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit after a report or complaint is made.

3. Discipline

The activity of learning requires students to be attentive and polite. Students are expected to adhere to the School's high expectations for behavior and core virtues lest they compromise their own learning and interfere with the learning of others. Minor infractions or disruptions will largely be handled in the classroom in a way suitable to the age of the student. Whenever a student misbehaves repeatedly or flagrantly, the



consequences for the infraction will be immediate, relevant, and effectual. Rather than allow misbehavior to fester in the classroom, teachers will send disruptive students to the office, normally to the Principal.

In accordance with this policy, LCCA has adopted the following procedure for disruptive behavior that requires an office referral:

The teacher issues the student a Discipline Referral Form (a.k.a. pink slip), and the student is required to visit the Principal. The following actions will be taken according to the number of referrals. Referrals are cumulative throughout the school year.

- First infraction: Student removed from class, sees Principal or designee. Parents must sign Discipline Referral Form, and the student must return it to the Principal.
- Second infraction: Student removed from class, sees the Principal, and they call a parent. Again, the pink slip must be signed and returned.
- Third infraction: Student removed from class, sees Principal, calls home, leaves that day, and may not return without parent attending school with the student for the entire day, as scheduled by the Principal.
- Fourth or more infractions: Automatic two-day suspension for each referral. Student will be suspended from attending any school field trips in grades 7 to 12. Elementary students may attend if accompanied by an adult.

Students who have been suspended will not be on the honor roll for that quarter. Students may be suspended for reasons other than receiving the fourth pink slip.

Students' misbehavior will not be used to "teach" the class a lesson.

At no time will a student's disciplinary record be discussed with another student or parent. However, other students or parents may be consulted regarding an incident in order to discern the truth.

4. Suspension and Expulsion

A Principal or designee has the authority to suspend students as appropriate. Suspensions last from one to nine days depending on the severity of the infraction. All suspensions will require a conference between the parent(s) and Principal. A remedial student discipline plan will be created during this conference. The conference will occur before the student is readmitted to class. *The Principal may require the parent to attend a full day of class with the student upon return. Suspensions will be treated as an unexcused absence; thus students will not be able to make up the work missed during the period of suspension.* The loss of class time due to repeated suspensions may be grounds for retaining a student at the current grade level for the following year.



For especially serious violations of school order and safety or for habitually disruptive behavior, LCCA will pursue long-term suspensions or expulsion.

Serious violations include, at minimum, the following:

- Bringing or using a dangerous weapon;
- Physical assault at school against another pupil;
- Sale or distribution of a drug or controlled substance;
- The commission of an act which, if committed by an adult, would be considered a criminal act.

E. STUDENT UNIFORM AND DRESS CODE POLICIES

1. Uniforms and Grooming

At LCCA it is expected that parents will provide uniforms for their children. Uniforms are required to eliminate distractions, to level the playing field, and to remind ourselves that we are doing important work.

The spirit of the uniform policy is that students will dress and groom themselves in a manner that is traditional, not distracting, and not obstructive.

Students must be in uniform in order to attend class. Students not in uniform will be sent to the office and must call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home. These absences are not excused.

The uniform and dress code policy is that students will dress according to the mandatory and optional items listed below:

Livingston Classical Academy – Girls' Uniform Guidelines

Item	Color	Specifications
Collared Polo or Buttoned Blouse	White, Navy, or Burgundy	May be short or long-sleeved. No more than the top button may be left undone. Shirts must be kept tucked in at all times. Blouses may include Izod layered-look top (navy) and ribbon and bow blouse (French Toast)
Cardigans	White, Navy, or Burgundy	An approved collared uniform shirt must be worn underneath. No hoods or sweatshirt material are permitted. No longer than fingertip length.
Skirts/Skort Jumpers	Navy or Beige/Khaki Or French Toast Plaid Burgundy Jumper and Skort	Pleated Jumpers or V-Neck Jumpers; Kick-pleat Skirts, Pleated Skirts, or Pleated Tab Skirts. No higher than 2" above the knee when standing. Skirts & jumpers must be worn with shorts, tights, or leggings underneath.



Slacks and Shorts	Navy or Beige/Khaki	No Skinny Pants. No jeans. No cargo pants. Hem of the slacks must reach the top of the foot and/or cover the ankle. Knee-length shorts permitted only in September-October and May-June.
Shoes	White, Black, Brown, Navy, Burgundy.	Shoes must cover the bridge of the foot and have a closed toe and heel. No sandals, crocs, moccasins, boot, or high-tops. No light-up shoes or shoes with wheels. No suede. No heels higher than an inch.
Belt	Solid colors only: Black or Brown	Recommended for K-1 st grade. Required for grades 2 and up, wearing pants or shorts. Belts should fit appropriately and not dangle.
Leggings, Tights, and Socks	Solid colors only: White, Navy, Beige, Black or Burgundy.	Leggings and socks must cover the ankle bone. Knee socks are permitted. Socks are required with leggings or shorts.
Undershirts	Solid white only.	Recommended under uniform shirts, especially if white. Undergarments must not be visible.
Jewelry	n/a	Modest jewelry is allowed. An object that has a purpose other than jewelry cannot be worn (i.e. chains or collars). No more than 2 necklaces at a time. One earring per ear on the earlobe, and no larger than a quarter. Not dangling lower than 3/4 inch from lobe. No stretched piercings (gauge) or holes may be visible. No piercings other than the ear.
Make-up	n/a	Must look natural. Nail polish: solid colors /non-distracting colors. Black nail polish and lipstick are not acceptable.
Hair	Only natural colors.	Hair must be styled traditionally, clean, and neat. No unusual or radical hairstyles.
Head Coverings	Solid colors only: White, Navy, Beige, Burgundy	Head coverings may be worn for religious purposes. These must be plain in appearance without patterns or embellishments.
Blazers	Navy	Recommended but at this point not required.
Other	n/a	All permanent or temporary body art must be covered and not visible. Hats, scarves, or bandannas are not permitted in school. Undergarments must not be visible.
Uniform Brands		Uniform items may be purchased online at FrenchToast.com; however, other manufacturers with similar shirt styles and colors (burgundy, navy, and white) may be purchased.

Livingston Classical Academy – Boys’ Uniform Guidelines

Item	Color	Specifications
Collared Polo or Buttoned Oxford Shirt	White, Navy, or Burgundy Buttoned Down Oxfords: white or light blue*	May be short or long-sleeved. No more than the top button may be left undone. Shirts must be kept tucked in at all times. <i>*Please try to purchase the light blue shirts from IZOD to maintain color fidelity.</i>
Cardigans	White, Navy, or Burgundy	An approved collared uniform shirt must be worn underneath. No hoods or sweatshirt material are permitted. No longer than fingertip length.
Sweater vests	Navy or Burgundy	French Toast V-Neck Sweater Vest



Livingston Classical Cyber Academy Handbook
September 2016

Slacks and Shorts	Navy or Beige/Khaki	No Skinny Pants. No jeans. No cargo pants. Hem of the slacks must reach the top of the foot and/or cover the ankle. Knee-length shorts permitted only in September-October and May-June.
Shoes	White, Black, Brown, Navy, Burgundy.	Shoes must cover the bridge of the foot and have a closed toe and heel. No sandals, crocs, moccasins, boot, or high-tops. No light-up shoes or shoes with wheels.
Belt	Solid colors only: Black or Brown	Recommended for K-1 st grade. Required for grades 2 and up, wearing pants or shorts. Belts should fit appropriately and not dangle.
Socks	Solid colors only: White, Navy, Beige, Black or Burgundy.	Socks are required and must cover the ankle bone. Knee socks are permitted. Socks are required with shorts.
Undershirts	Solid white only.	Recommended under uniform shirts
Jewelry	n/a	No earrings. Necklace must be worn under collar for safety and should not be visible.
Make-up	n/a	None
Hair	Only naturally occurring hair colors.	Hair must be styled traditionally, clean, and neat. No unusual or radical hairstyles. Hair styles or arrangements which are distracting are not permissible.
Head Coverings	Solid colors only: White, Navy, Beige, Burgundy	Head coverings may be worn for religious purposes. These must be plain in appearance without patterns or embellishments.
Blazers	Navy	Recommended but at this point not required.
Other	n/a	All permanent or temporary body art must be covered and not visible. Hats, scarves, or bandannas are not permitted in school. Undergarments must not be visible.
Uniform Brands		Uniform items may be purchased online at FrenchToast.com; however, other manufacturers with similar shirt styles and colors (burgundy, navy, and white) may be purchased.

- Students may wear their own outerwear (coats, sweaters, vests) to school and on the playground. If they are cold in the classroom, they should wear one of the long sleeve uniform items, or one of the uniform outerwear items.
- All shirts must be tucked in with the exception of the upper grade girls' (beginning with 5th grade) ¾ length sleeve over-blouses.
- Girls may wear gym shorts underneath their skirt on P.E. days.
- Students may use any backpack as long as it is clean and tasteful.
- Tattoos must be covered at all times.
- No hats or sunglasses in class. Hats include visors and bandannas. Religious headgear is authorized.
- Non-marking tennis shoes are required for P.E. class and/or sports in the gym. K-4 students will not change for P.E.; upper grades will dress according to the approved uniforms given by the P.E. teacher. From time to time, the school will have students wear their normal uniforms for P.E. class.
- Good personal hygiene is required at all times. This includes wearing neat, clean clothing. Strong/offensive body odors or excessive use of perfumes or cologne is inappropriate.



2. Uniforms and Financial Assistance

The School will not allow financial need to limit access to LCCA, and this includes access to uniforms. At minimum, the School will fund one complete uniform set for children whose families qualify for financial assistance.

3. Used Uniform Store

When it is practicable, the School will facilitate a used uniform store.

4. Toileting

All students of LCCA must be independent in toileting unless they have special physical problems, which prevent them from being so. On occasion students may have “accidents.” When an “accident” occurs, it is the responsibility of the parent to assist the child and to provide clean clothing.

If there are repeated “accidents,” a meeting with the parents and Principal will be held to evaluate the situation. Appropriate action will be taken based on what is in the best interest of all students and the School.

F. LOCKERS

LCCA provides lockers (as available) for students in 7th grade and higher. The lockers and locks (if issued by the School) are school property. Students may be issued a lock and a combination. Students who misplace their lock will be expected to pay \$5 for its replacement if the locks are issued by the School.

LCCA has the authority to search lockers when deemed necessary, even if it requires removal of the lock.

LCCA is not responsible for lost or stolen items. Valuables such as tablets, iPods, compact discs, pagers, and video games are NOT to be brought to school. Problems with lockers should be reported to the office.

Students must observe the following rules:

- Students are not allowed to decorate the inside of lockers.
- Lockers must be kept neat and orderly at all times. Locker checks will occur each semester.
- Lockers must be kept closed when not in use to maintain the integrity of the fire corridors and avoid careless accidents. Items left outside lockers or on the floor may be removed or disposed of. We strongly discourage students from sharing their locker combinations with others, as that may lead to conflicts should items go missing.



G. STUDENT PUBLICATIONS POLICY

Student publications must uphold LCCA's mission, philosophy, core virtues, and board policies. The purpose of such publications is to inform the LCCA community of school-related events, achievements, and business. Additionally, student publications are a way for students to learn and to practice responsible writing and journalism. Student editorials are permitted in the student newspaper subject to prior review of the Principal. Employees of the school or parents may not use student media to proselytize their own views on controversial issues. The Principal acts as the final editor in all cases.

H. HEALTH AND MEDICINE

1. Wellness Policy

As required by the USDA National School Lunch Program, the Board of LCCA recognizes that good nutrition and regular physical activity affect the health and well-being of the academy students, and LCCA will seek to implement the following:

- A. With regard to nutrition education, LCCA shall:
 - Include nutritional education in the sequential, comprehensive health curriculum in accordance with the curriculum standards and benchmarks established by the State.
 - Ensure nutrition standards and benchmarks are age-appropriate and culturally relevant.
- B. With regard to physical activity, LCCA shall:
 - Provide a sequential, comprehensive physical education program for students in accordance with the standards and benchmarks established by the State.
 - Integrate physical activity and movement, when possible, across the curricula and throughout the day.
- C. With regard to other school-based activities, LCCA shall:
 - Provide at least 20 minutes daily for students to eat.
 - Provide attractive, clean environments for the students to eat in.

The Principal is the individual charged with operational responsibility for verifying that LCCA meets the goals established in the policy. He/she will report on the school's compliance with this policy when requested to do so by the Board.

2. Medicine Administration

The Health Coordinator or designated staff person administers medications ONLY when the following specific requirements are met:



- Parent/Guardian authorization for each medication is in writing.
- Parents/Guardians have completed the “Parental Request for Administration of Prescribed Medication” form. (Additional forms are available in the office).
- All prescription medications brought to school are stored in the office with a signed form. (We do not allow the student to self-medicate, except and to the extent the law permits use of an inhaler to alleviate asthma or epinephrine to treat anaphylaxis).
- Doctor’s permission is in writing. (For prescription medicine, the pharmacy label serves as the doctor’s permission).
- The medication is in its original container.
- The label states:
 - ✓ student’s name
 - ✓ name of drug
 - ✓ physician’s name
 - ✓ directions for use
 - ✓ dosage
 - ✓ expiration date of a time-dated drug

The school does not issue any form of medication to students, including over-the-counter drugs, such as aspirin or Tylenol.

Parents/Guardians may sign a permission slip giving the school the right to administer Syrup of Ipecac to induce vomiting in case of accidental poisoning.

The school does its best to follow the medication instructions given to us, but it cannot be held responsible for forgetting or delaying the administering of medicine.

3. Student Medical Records

Student health records will be maintained in locked or password-protected files in order to maintain confidentiality. All health records will be managed by the Principal and any appropriate, designated staff and will only be released to service providers as allowed and dictated by LCCA and state regulations.

4. Medical Operations

Parents will be informed when a student reports to the office with a fever or has been injured seriously. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a fever will not be allowed to remain in the classroom and must be picked up by a parent or designee. If a head injury is sustained,



or any injury requiring medical attention, the parent will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

5. Medical Records and Enrollment

In order to complete the enrollment process, parents should submit all documentation required by the Enrollment Packet.

6. Parent/Guardian Obligations

Parents shall, at all times, ensure that the School has updated medical information on file. It is the parent's/guardian's responsibility to keep this information updated.

It is the parent's responsibility to notify the office if a child has been injured at home and may need special consideration at school.

7. Food Allergies

LCCA is not a peanut-free school. The School will, however, establish a peanut-free zone. Teachers/monitors will ensure to the best of their ability that this peanut-free zone is enforced.

8. Sick Children

Sick children should not be in school. Any child who has a fever or is contagious (i.e. with pink eye, strep, the flu) should be kept home.

I. STUDENT FEES AND SUPPLIES

From time to time, the School may charge fees to its families for the purpose of funding expenses related to athletics, transportation, classroom supplies, band, orchestra, art, elective courses, activities, field trips, etc. All charges and fees must be authorized by the Board of Directors.

J. OFF-SITE EXTRA-CURRICULAR ACTIVITIES

The logistics of all LCCA's off-site extra-curricular activities must be approved by the Principal. All adults helping with these activities must be registered LCCA volunteers. A list of all sanctioned LCCA off-site extra-curricular activities will be maintained and updated by the Principal, and copies will be made available for LCCA parents.



K. CHAPERONE POLICY

LCCA will conduct field trips and off-site events and in so doing will welcome and enlist the aid of parent chaperones. The number of chaperones for a field trip or off-site extra-curricular event will be established prior to the occurrence of the event. This number will be strictly adhered to. No siblings or individuals other than assigned chaperones may attend the event. Fees for the event must also be paid by the chaperone and are due at the same time as the student's fee for the event. If fees are not submitted by the date due, another chaperone will be chosen to fill the vacancy. Chaperones must attend to assigned duties and must model the LCCA core virtues. Violators of this policy will not be allowed to chaperone any future events.

IV. PARENTS AND THE COMMUNITY

A. PARENT BOOSTER CLUB/Parents Helping LCA (PhL)

LCCA'S Parent Booster Club/PhL is to support the school's mission, and its teams and activities will be designed to help the School flourish in and beyond the classroom. Largely, the Parent Booster Club/Parents helping LCA consists of task-oriented teams whose purpose is to marshal parent volunteerism in achieving defined goals that improve the life of the School. The Parent Booster Club/PhL operates under the LCCA Board's oversight and control and is required to comply with all Board policies.

The Parent Booster Club/PhL may serve as a fundraising arm of the School. All monies raised by the Parent Booster Club will be allocated to a specific line item on the LCCA Budget controlled by the Board.

The BOD reserves the right to create, remove, or dissolve Parent Booster Club teams and leadership in accordance with immediate priorities and the long-term flourishing of the School.

All volunteers will be required to complete the Volunteer Waiver & Release Form that can be picked up at the office.

B. REQUIREMENTS FOR VOLUNTEERS

The administration will maintain accurate records to confirm that the following requirements are met:

1. Waiver and Release Form

Parents and members of the community who volunteer for the School will be required to complete a Waiver & Release Form before they serve with our students.

2. Background Checks



Volunteers who work with students will submit to background checks in the same way that our employees are required to do so.

2. Training

The Principal may require volunteers to complete training before serving in the classroom.

C. GENERAL RULES FOR VOLUNTEERS

Volunteers often inadvertently have access to sensitive material. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential.

If a volunteer has a concern involving something that is witnessed, observed, or overheard, he or she should address the concern with a faculty member, the Principal, or a member of the BOD – in that order. If a volunteer disregards this policy, the privilege of volunteering may be revoked.

Any grievance or concern a volunteer has with a classroom or a teacher will be handled by the procedures defined in the following section of this handbook. Under NO CIRCUMSTANCES is it ever acceptable for a volunteer to confront a teacher about an issue when students are present.

D. PARENT COMMUNICATIONS WITH PRINCIPALS, FACULTY & STAFF

LCCA values the conversation that takes place between parents and teachers about the education of children. Nonetheless, this conversation must follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents may use any of the following ways to contact or communicate with Administration, Faculty, and Staff of LCCA:

- E-mail
- Message left with the school secretary
- Voice mail
- Face-to-face meeting (This must be scheduled using one of the means above).

LCCA employees will not use social media to communicate with parents or students.

During the school day and both immediately before and after school, teachers have their minds on teaching or impending meetings and extra-curricular activities. Parents should schedule in advance a phone call or meeting with a teacher rather than communicating through an impromptu “five-minute” chat. Parents who are in the building for another reason should not use their access to faculty in order to circumvent the normal means of contacting a teacher unless that teacher clearly invites such a conversation. This policy applies to parents who are themselves teachers or other employees at the school.



LCCA teachers and administrators will respond to parents as quickly as possible. In general, parents should expect to hear from a teacher or principal within twenty-four hours of contacting the school, barring weekends and holidays. While a teacher's schedule may not permit an actual meeting within that time, the teacher will attempt to make contact in some way.

E. EXPECTATIONS FOR PARENTS

We believe parents own the fundamental responsibility for their children's education and that the School's role should be viewed as a supportive one. The School expects parents to:

- Model good character and insist that their children cultivate good habits and virtues;
- Help their children develop effective study skills;
- Read to their children, especially those in the early grades;
- Oversee regular reading and writing and mathematics skill development;
- Stimulate discussion and exploration of ideas and events with students;
- Support the School goals through familiarity with the Handbook and parts of the website devoted to the mission and philosophy of the school, homework review, getting children to school on time, and holding high expectations and aspirations that contribute positively to the student's success.

For any parents who may have children involved in the Title I program, a handout guide will be given to you from the office. The handout will offer parents substantial and meaningful opportunities to participate in the education of their children via Title I.

V. ENROLLMENT POLICY

A. GENERAL

In accordance with the Charter Agreement, for the 2016-2017 school year, LCCA will enroll approximately two classes of 18 students per grade in Kindergarten, and approximately 25 students per grade in the 1st through 9th grades. Over the next 3 years (as our students advance from one grade to the next), LCCA will become a K-12 academy. As space permits, LCCA will seek to expand to at least two sections per grade.

LCCA will not discriminate on the basis of race, color, ethnic background, national origin, gender, disability, or age. In accordance with LCCA's charter, LCCA grants enrollment preference to the siblings of currently enrolled students, to the children and grandchildren of Board members, and of full-time employees.

The Board gives the Principal the autonomy to admit more than 25 students per grade (excepting Kindergarten) solely for the purpose of enrolling the children of our employees.



B. ADMISSIONS DURING THE CURRENT SCHOOL YEAR

The School will maintain a public wait list for each grade as required. If the Principal chooses to fill a vacant seat, he/she will draw from the first name on the wait list, moving down the wait list until the position is filled. If there is no wait list, vacant seats will be filled on a first-come, first-serve basis. No vacant seats will be filled after the lottery. A more detailed Lottery and Enrollment policy will be available at the school office.

C. ENROLLMENT FOR THE 2016-2017 SCHOOL YEAR

Open enrollment for the 2016-2017 school year will occur from March 5, 2016 – March 18, 2016. Interested families will complete an online or hard-copy “Intent to Enroll” form for students who will be in Kindergarten through 9th grade.

To the extent that demand exceeds the number of available seats for any given grade, the administration will conduct a public, grade-level lottery. The public lottery will take place on March 26, 2016.

In accordance with LCCA’s charter, LCCA will grant enrollment preference to the siblings of students, to the children and grandchildren of Board members, and of full-time employees.

Sibling preference refers to giving preference in the lottery to students who already have a sibling enrolled at the school. The lottery will be conducted on a grade-by-grade basis, and the results of the lottery for one sibling will have no bearing on the results of another sibling who is also participating in the lottery.

The result of the lottery for Kindergarten students will be a list of 36 “seated” students, plus a numerical wait list. The enrollment coordinator will establish procedures for completing the enrollment process that will include a series of administrative deadlines. The school will not fill all 25 seats immediately to make room for students who are retained and/or the students of to-be-hired full-time employees.

The result of the lottery for first grade students and above will be a numerical wait list.

D. ENROLLMENT OF EXPELLED STUDENTS

Students expelled from another school will be admitted to LCCA at the discretion of the Principal and BOD. The Principal and BOD will admit students who are being processed for expulsion and/or suspension on a case-by-case basis. In general, students facing suspension and/or expulsion for discipline problems related to drugs, alcohol, or violent behavior will not be admitted.

E. GRADE LEVEL PLACEMENT OF NEWLY ENROLLED STUDENTS



For students to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. If students new to the school are found to be reading more than one grade level behind their existing peer group, they may be required to enroll in the grade level deemed appropriate by the teacher and Principal. If the parent insists that the student be placed at a grade level higher than the one recommended, a signed document of this choice will become part of the student's permanent file.

F. RE-ADMITTANCE

Students who have left the school due to retention in a grade and later choose to re-enroll will be re-admitted (assuming the student is otherwise in line for the next available seat) based on the retention, not on the record from another school.

VI. OPERATIONS

A. EMERGENCY OPERATIONS PLAN

The administration shall maintain a stand-alone Emergency Operations Plan.

B. SECURITY CHECKS

The School may exercise its right to inspect all backpacks (if suspected of containing anything illegal and/or dangerous), packages, parcels, and closed containers entering and leaving the premises. School lockers are school property and may be subjected to searches at any time, with or without cause.

C. USE OF THE PRODUCTION COLOR PRINTER/COPIER

School resources, the resource room, and the equipment therein are to be used solely in support of the Principal and faculty.

D. CARPOOL/DROP-OFF/PICK-UP

The Principal and Assistant Principal will establish and communicate drop-off and pick-up (carpool) procedures, giving priority to the safety and security of all students. Parents are expected to cooperate fully to ensure that the process is safe and orderly. Children can be dropped off as early as 8:15 am and picked up no later than 3:55 pm.

E. PARKING & DESIGNATED SPACES

The School will communicate designated parking spaces. Employees and parents are asked to adhere to the parking plan.



F. COMMUNICATING WITH PARENTS WITH JOINT CUSTODY

The School will recognize and communicate with parents with joint custody upon review of a court order identifying them to do so. In the case of password protected school forms, the School encourages one of the parents to complete the forms so that the School does not receive conflicting information. Either parent can access school records unless a court order prohibits it.

G. ONLINE ORIENTATION FORMS

The School will maintain secure electronic information for the purpose of running the day-to-day operations of the school. Parents are expected to complete these online forms as a condition of enrollment. The School will make hard-copy forms available to parents/guardians without internet access.

H. MASS COMMUNICATION POLICY

A Principal or designee must approve all letters and bulletins, including e-mail (excluding class assignments or bulletins by teachers to their classes) from teachers or parents or other parties *to the entire school community*. Each communication must be submitted to the office in an electronic format, print-ready, three days prior to the date it needs to be communicated.

VII. INFORMATION TECHNOLOGY AND SECURITY

The School takes precautions to protect your information. When you submit sensitive information via the website, your information is protected both online and offline.

When we collect sensitive information (such as birthdates, addresses, credit card data), the information is encrypted and transmitted to us in a secure way. You can verify this by looking for a closed lock icon at the bottom of your web browser, or looking for “https” at the beginning of the address of the web page.

While we use encryption to protect sensitive information transmitted online, we also protect your information offline. Only employees who need the information to perform a specific job are granted access to personally identifiable information.