



Student Handbook 2025-2026

Livonia Transition Program
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[Livonia Transition Program](#)

WE ARE...The LTP

Table of Contents

1. Mission /Vision statement
2. General Information
3. Guidelines
4. Policies

Welcome LTP Students and Families!

We are thrilled to welcome you to the Livonia Transition Program (LTP) and are looking forward to an exciting and successful school year ahead! With great anticipation and high expectations, we begin this year ready to grow, learn, and achieve together. This student handbook is designed to provide helpful information about our program and what you can expect throughout the year.

At LTP, we take great pride in the strong foundation that has been built, and I am committed—alongside our dedicated staff—to continuing that legacy of success. We believe that strong partnerships with families, students, staff, and community members are essential to creating a thriving learning environment. Your perspective matters, and I welcome open communication and collaboration as we work together to support our students.

This year, we will continue to use data to guide instruction, while focusing on improving student outcomes—especially in the areas of transition assessments and postsecondary planning. We are also committed to enhancing our school-wide Positive Behavior Intervention and Support (PBIS) program, offering experiences that promote a safe, respectful, and engaging school environment.

Our team is passionate about supporting every student academically, socially, and emotionally. Together, we will cultivate a positive school culture where all students are encouraged to reach their full potential.

I look forward to a fantastic year ahead!

Warm regards,

Lauren Feigel

Principal, Garfield Skills Center & Livonia Transition Program

NOTICE OF NONDISCRIMINATION

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status- Title IX Coordinator- Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at (734) 744-2566. The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at (734) 744-2524.

PREFACE

LTP Administration advises that this handbook is not intended to be all-encompassing, that it does not create a contract between the school and parents or students, and that school officials may revise the handbook to implement the education program and ensure student wellbeing. School officials are responsible for interpreting the handbook and, if a situation is not specifically addressed, the school will make decisions based upon staff discretion, applicable board policies, and state and federal statutes and regulations, consistent with the school's best interests.

MISSION STATEMENT

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VISION STATEMENT

Empowering students within the Livonia community through individualized vocational training, life skills education, and meaningful community partnership, our program prepares students for independence, confidence, and success in the workplace and beyond.

Program Hours

Livonia Transition Program Full Day: 7:34 a.m. - 2:26 p.m

Half Day: 11:13 am

Office Hours: 7:00 - 3:30 p.m.

General Information

The Livonia Transition Program (LTP) serves students ages 18 to 26 with special education needs who have exited high school with a certificate of completion. This blended program combines classroom instruction with real-world job training. Students spend half of their day in a classroom setting, where they focus on developing daily living skills, job readiness, and individualized transition goals. The other half of the day is spent at job sites, gaining hands-on experience and learning valuable employment skills in authentic workplace environments.

While at job sites, students work to demonstrate proficiency in *Universal Work Skills*—core competencies essential for success in the workforce. All training experiences adhere to Department of Labor guidelines. A Livonia Transition Program teacher facilitates the partnership between schools and more than 20 local businesses that provide work-based learning opportunities for our students.

The program is supported by a coordinator who offers related instruction, consultation, evaluation, and advisory services. Currently, Livonia Transition Program classrooms are located at Schoolcraft College, as well as at various satellite locations within partnering businesses.

Age of Majority

Except as noted below, policies and procedures set forth in the student handbook will apply to all students, regardless of their attainment of the age of majority.

Students 18 years and older may:

- Have the same privilege to access their student records as their parents/guardians.
- Represent themselves during disciplinary conferences and have progress reports mailed to them

Note: All school attendance standards continue to apply to students regardless of age.

Focus of the Program

Our program's focus is to maximize each student's ability to function as independently as possible in all areas of adult life. To help our students to mature into well rounded adults, we teach skills in the following domains:

Social skills
Daily Living Skills
Interpersonal Skills
Leisure and Recreation
Pre Vocational Skills
Functional Academics
Career Awareness
Work Experience

With input from families, caregivers, advocates and from the students, specific goals and objectives are identified during the student's Individualized Educational Program Team meeting (IEP). Growth within these areas is evaluated quarterly. The performance review highlights achievement, individual strengths and areas needing improvement.

Individualized Educational Plans

Every student at LTP will have an annual IEP. The student, family members or caregivers and any other important people in the student's life are encouraged to attend. At this meeting, the student's current performance, strengths and areas of need are discussed. Progress that the student has made on instructional objectives during the previous year is evaluated and discussed. Input from all IEP team members is welcomed as goals and objectives for the upcoming year are established.

Progress Reporting

Teachers communicate regularly with students and parents/guardians regarding a student's progress. Early communication allows students and parents/guardians to respond constructively while there is sufficient time to address concerns. Teachers communicate this information through several arranged methods, i.e. Remind, emails, phone calls, letters, written notes, etc.

Procedural Safeguards

As a student with a disability, he/she has certain rights based on both Federal and State laws. This document will help the student understand his/her rights related to getting an education and other key issues. The student should always speak to his/her teacher and parents first if they need further information or are having a problem with asserting any of the rights listed here. If additional help is needed, check with his/her teacher/school social worker for agencies to contact.

[Procedural Safeguards 2018](#)

School Records

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 eligible persons (students 18 years of age or older) have the right to examine the official school records directly related to the student. Specifically, this act mandates the right to:

- Prohibit the release of records to non- eligible agencies, institutions, or persons without prior consent
- Be informed of the release of records to all eligible agencies, institutions or persons
- Challenge the accuracy and fairness of records; and
- Have due process in matters related to student records

School records are open to review by parents/guardians or by adult students. Access to records by outside agencies is limited to school policy, and requests to review records must be submitted to the school administrator with parent/guardian permission. When a student prepares to enroll in another school, Livonia Transition Program will forward the records directly to the new school.

Student Code of Conduct

The Livonia Transition Program believes that the best discipline is self-imposed and that students should learn to assume responsibility for both their behavior and its consequences. The Livonia Transition Program requires each student to:

- Conform to reasonable standards of socially acceptable behavior;
- Respect the person, property and rights of others;
- Preserve the degree of order necessary to the educational program in which they are engaged;
- Respect authority and obey those who hold authority.

Student Rights and Responsibilities

We recognize that the Livonia Transition Program and the Livonia Public School District have the responsibility to assure all students the legal rights that are theirs by virtue of guarantees in the federal and state constitutions and statutes. Among these rights are the following:

- The right to a free and appropriate public education (FAPE).
- The right to equal educational opportunity and freedom from discrimination.
- The right to free inquiry and expression.
- The right to privacy as defined by law.

With rights come responsibilities. Students' responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. It is the responsibility of each student to respect the rights of all who are involved in the educational process.

We are committed to ensuring that all students have the opportunity to demonstrate the knowledge, creativity and skills necessary to promote self-worth as independent, contributing members of society. We believe students must be committed to respecting the school environment, thus allowing an environment that encourages knowledgeable, responsible, caring citizens.

Student responsibilities include:

- Proper attendance in school.
- Review all school rules and regulations and conduct themselves accordingly.
- Comply with state and local laws.
- Respect school property and the property of others.
- Dress and groom in a manner not distracting or disruptive to the school atmosphere.
- Express ideas in a manner that will not offend or slander others.
- Conduct themselves in a manner that promotes a safe and healthy school atmosphere.

Transition Planning

A transition plan is written for every student 16 years of age and older. This is a legal component of the IEP and is updated annually. The transition plan defines skills the student is learning to help him/her achieve maximum independence as an adult. It also outlines future planning steps that the family is encouraged to complete to prepare for their student's school completion at age 26.

Including future planning tasks and identifying the individuals responsible for completing them, helps the IEP team prioritize what needs to be done to ensure that the student has the skills and

community agency connections necessary for a smooth transition into the world of adult services. Individuals responsible for completing a task could be the student, parents/caregivers, school staff members or community agency representatives.

Guidelines

Attendance

Attendance guidelines and procedures are designed to promote good attendance in a guidance-oriented manner. The effectiveness of these guidelines depends upon parent/guardian, students and school staff working together to promote more responsible citizens. Absences are excused when a student is ill or involved in a family emergency. Absences are unexcused for: missing the bus; babysitting; vacations; refusing to come to school, etc.

Good attendance is one of the most important single factors that contributes to greater levels of student achievement. Livonia Public Schools utilizes a team approach to ensure student attendance within our programs. This team approach includes working with families that are experiencing obstacles hindering their student's school attendance. The assistance of outside agencies may be incorporated into the plan,

To identify and address unexcused absences, the school administrator will review with the student, parents/guardians or others who may have information regarding the student's lack of attendance. Supportive services will be provided as needed. Arrangements will be made to continue a student's educational program if a student is incapable of attending school due to medical or psychological/psychiatric reasons, as documented by a physician.

1. Parents /guardians will be contacted by the caseload teacher when a student acquires three (3) consecutive days of unexcused absences.
2. Upon reaching ten (10) cumulative days of unexcused/excused absences, the student and parent/guardians will be notified verbally and in written form.
3. Upon reaching thirty (30) cumulative days of unexcused/excused absences, the student and parent /guardians will be notified verbally and in written form. A parent meeting and/or supporting documentation of the absences may be requested.
4. Exempt Absences include:
 - Long term or chronic illness, and injury, or medical emergency

- Placement outside of the home such as Day Treatment Centers and Hospitalizations
- Funeral/Bereavement
- Court Appearances

It is the responsibility of the parent/guardian/student to:

- Notify transportation that the student will not be attending school.
- Call the school office and report student absence at 734-744-2810.

Change in Classroom Assignment

It may become necessary for your student to change classrooms/worksites during the school year. This change could be made for a variety of reasons. Our first concern is for your son/daughter. We want to make sure that each student is in a classroom/worksites that best meets his or her needs. Teachers, support staff and administrators discuss classroom/worksites placement options that would better fit the needs of the student. Parents are always informed before a classroom/worksites change is made. An IEP does not have to be called, since placement and eligibility remain the same.

Community Mental Health: Agency Support for your student

Purpose: To use the person centered planning process to determine services, needs, dreams and wishes for people who have developmental disabilities.

Detroit Wayne Integrated Health Network (DWIHN) 1-800-241-4949; <https://www.dwihn.org/>

Services are determined through the person centered planning process and can include respite, psychiatric/psychological assistance, case management, and other services. The cost for any services are reviewed by the community mental health agencies involved. Please contact the following agencies to request assistance regarding obtaining services:

- DWIHN 1-888-490-9698: is the number to call if you or your family is wanting to appeal , file a grievance or make a recipients rights claim
- Wayne Center in Detroit, Michigan and ask for assistance: 1-313-871-2337
- Community Living Services and ask for assistance: 1-734-467-7600
- Psygenics 734-313-340-4442

Please contact the LTP school social worker/transition specialist, Jazmin Garcia, at Livonia Transition Program if you have any questions or concerns.

Discipline Procedures/Interventions

If a student behavior is such that it interferes with the safety of himself/herself and/or others, staff may respond by utilizing one or more of the following interventions:

- Verbal/Visual redirection
- Earned Reward Incentives
- Alternate learning location / Break
- Physical control/management, Nonviolent Physical Crisis Intervention
- Restorative Practices
- Sensory Room

When a student's physical behavior escalates this may require other students to be evacuated from the classroom. In imminent danger it may be necessary to physically guide a student to a safe location. Staff is trained and re-certified yearly in nonviolent physical crisis intervention techniques developed by Crisis Prevention Institute.

Dress Code

All students must maintain a reasonable standard of cleanliness and personal hygiene. The spirit of the Livonia Public Schools dress and grooming standards is best reflected in the following excerpt from the Board of Education policy: "Dress or grooming which is distracting to or disruptive of the educational process is prohibited." These guidelines are offered as general statements so that students and parents/guardians can select and purchase clothing appropriate to the school environment.

Early Dismissal

We are unable, by law, to release students to people other than the parents, except with written permission. If you need to have someone else pick up your student, please notify the office in advance in writing. They will have to show proper photo ID at the time of pick up. All students must be "signed out".

*All of these procedures help us provide a "smooth" school day for the students. Your cooperation is greatly appreciated.

Emergency Cards

In accordance with Livonia Public Schools policy, emergency cards must be filled out completely and returned to the office by the start of the school year. It is important to make sure the advisory teacher is aware of any allergies/medications. During the year, if your address or phone numbers

change, please give us the new information as soon as you have it available. We must have accurate emergency contacts. If your son/daughter is injured or needs medical attention, we must have a way to contact you or a person of your choice if you cannot be reached.

This system is also now online. Please verify your information in ParentConnect and update prior to the start of the school year.

Health Related Issues

In order to protect other students, we ask that parents keep students home who exhibit any of the following symptoms: fever of 100.4 degrees or higher, running nose, ear aches, rashes, sore throat, red or watery eyes, bad cough, upset stomach, or diarrhea. ***It is imperative that students do not return to school until there has been no elevation of temperature for 24 hours and/ or there are no signs of vomiting or diarrhea for 24 hours.***

At the end of any extended illness or after a surgery, it is our policy to contact the parents/guardians and/or physician to determine any limitations our students may have. We may also request specific information to help us support a positive recovery process. ***If your child is having surgery, please let us know in advance, if possible, so we can give you the required form that the doctor will have to sign before your child can return to school.***

Medications

It is recognized that certain medications may be necessary and must be prescribed at certain times of the day. There may be instances when medication must be administered to your student during school hours. When medication is necessary during school hours:

- It may be necessary and appropriate for a parent or guardian to administer medication to his/her student. Please contact the school office to make appropriate arrangements.
- If school personnel will be administering medication, the accompanying Medication Authorization form must be completed by the student's physician and parent or guardian and returned to the school office before administration of medication. This authorization is valid for the current school year only.
- "As needed" medication requires a physician's statement specifying dosage limits.
- All medications to be administered at school must be in an original appropriately labeled container. (Must specify student name, medication name, frequency, and dosage to be given.)
- Both prescription and nonprescription medications require a completed physician and parental/guardian authorization form.

- All medications that are to be administered by school personnel must be brought to school by parent/guardian and immediately turned into the school office. Inhalers or medication for life threatening situations may be maintained by the student or in other locations as approved by the building administrator.
- All controlled-substance medications (defined as drugs regulated by the Federal Controlled Substances Acts, including opiates, depressants, stimulants, and hallucinogens) will be counted and recorded upon receipt with the parent/guardian.
- Medication left over at the end of the school year, or after the student has left the district, shall be picked up by the parent/guardian. If this is not done, the individual who administers the medication will dispose of the medication and record this disposal on the medication log.
- Individual exceptions to these procedures must be approved by the building principal.

Other School Events

Students are subject to the school code of conduct at school sponsored events on or off school property. If there is a violation of the school code of conduct students are subject to disciplinary action. If your child has a Behavior Intervention Plan within the school setting, then a parent/guardian must remain with the student for the duration of the school event.

Personal Possessions

Personal possessions are the student's responsibility. Livonia Public Schools cannot be responsible for items lost or stolen at Livonia Transition Program. We suggest that students bring only that which is necessary for the center program. Identification, money, notes and other small personal items should be carried in a wallet or purse.

Radios, CD players, ipods and similar equipment should not be brought into the center. Should these items be disruptive to the educational process, they will be confiscated and kept in the office until the end of the school day. Parents will be notified for repeat offenders and may be requested to pick up the equipment.

Reporting Accidents

Staff are required to report all accidents to the office. We are also required to report any injury the student comes to school with. Staff will fill out an Accident/Incident Report and parents may be called.

If any accident requires professional attention, a parent or guardian will be called and asked to take the student to a medical facility. If a student must be transported to the hospital by ambulance, a staff member will accompany the student until a parent arrives at the hospital.

Tobacco-Free Schools

The Livonia Board of Education, Michigan law and a Livonia City Ordinance prohibit the use of tobacco products and e-cigarettes on school district property of Livonia Public Schools.

Truancy

After 30 consecutive days of non-attendance the student will be unenrolled. Prior to this the school will contact parents, meet with parents to create a plan, create visuals, and connect family to CMH or another agency for support.

Worksite Opportunities

Students are provided daily instruction in the community. Parents/guardians will be required to sign a form acknowledging that their student will be transported outside the building during the school day for Community Based Instruction using a school bus. This acknowledgment will cover the entire school year's outings. You will receive a new form annually.

Building Procedures

Bad Weather/School Closings

In the event of bad weather or a mechanical problem, we may have to cancel school. Livonia Public Schools will make an automated announcement. In addition, local television stations, and social media outlets will make the broadcast. No matter what school district you live in, when Livonia Schools are closed, Livonia Transition Program is also closed. When your resident district is closed, there normally is no bussing to LTP even if Livonia Public Schools are open.

Fire, Tornado and Crisis Drills

Each year, schools are required by law to conduct practice crisis/lock down drills. These help to familiarize our students with emergency procedures.

School-Wide Positive Intervention Behavior Support

Today, more than ever, schools are faced with the challenging task of providing the best possible educational experience to a socially, emotionally, and cognitively diverse population of students. Among the greatest challenges in accomplishing this goal at Livonia Transition Program is student behavior. If our students are not safe, respectful, and responsible in their behavior, the learning and socialization process for them and others can be dramatically impeded. Positive Behavior Support creates opportunities to teach and practice safe, respectful, and responsible behavior.

PBIS is a data-driven system that focuses on addressing behavior issues at a school-wide level. The goals of PBIS are consistent with those found in other educational initiatives/laws, such as “Education YES” and “NO Child Left Behind.” On September 12, 2006, the Michigan Department of Education instituted a Positive Behavior Intervention Support Policy requiring each school district in Michigan to implement a system of school-wide positive behavior intervention support. The LTP PBIS program meets the requirements of these initiatives, laws and policies.

The main components of an effective school-wide PBIS system involve:

- Clearly defining and teaching a set of positive behavioral expectations (The Matrix)
- Consistently acknowledging and rewarding appropriate behavior (relative to behavioral expectations)
- Constructively addressing problematic behavior (relative to behavioral expectations)
- Effectively using behavioral data to assess progress and to problem-solve

What can parents/guardians do to support the LTP PBIS program?

- A PBIS brochure will be available for parents/guardians. This will provide an overview of Livonia Public Schools PBIS program.

Observations

Observations: All student observations must have prior written approval from the parent/guardian. In addition, the teacher and school administrator must be notified of the date/time of the observation and it should last no longer than 30-45 minutes. In addition, they must contact the principal and complete the form at the following link prior to coming into a classroom:

[iCHAT Request](#)

Policies

Nondiscrimination

It is the policy of the Board of Education that Livonia Public Schools School District will not discriminate against any person on the basis of sex, race, color, national origin, religion, height, weight, marital status, handicap, disability, sexual orientation, sexual identity, or transgender status. The following person has been designated to handle inquiries and grievances for: race, color, religion, sex, national origin, age, height, weight, and marital status - Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at (734) 744-2566. The following person has been designated to handle inquiries and grievances for: handicap or disability - Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at (734) 744-2524.

Bullying

The Board of Education believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. It is the policy of the District to provide a safe educational environment for all of its students. All forms of bullying toward a student, whether by students, staff, or third parties, including Board members, parents, guests, contractors, vendors, or volunteers, is strictly prohibited.

This policy equally protects all students from bullying behavior regardless of the subject matter or motivation for such impermissible behavior. This policy applies to all activities in the District, including activities in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at any school-sponsored, school-approved or school-related activity or function whether or not it is held on school premises, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. This policy also applies to conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the telecommunications access device or the telecommunications service provider is owned by or under the control of the District. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

"Bullying" is any written, verbal, psychological, physical act or electronic communication, including but not limited to cyberbullying, that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:

- a. Substantially interfering with education opportunities, benefits, or programs of one or more students

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

"Cyberbullying" is any electronic communication that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:

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

Bullying includes a person willfully and repeatedly exercising power or control over another with hostile or malicious intent (i.e., repeated oppression, physical or psychological, of a less powerful individual by a more powerful individual or group) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Bullying can be physical, verbal, psychological, written or a combination of all four. Some examples of bullying are:

- a. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- b. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- c. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- d. Written - graphic or electronically transmitted.

Any student, whether victim or not, who believes s/he has been or is the victim of bullying, or who is aware of another student who has been or is the victim of bullying, should, and every staff member must, report the situation to the building principal or his/her designee. Complaints against

the building principal should be filed with the superintendent or his/her designee. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator.

The building principal (or his/her designee) shall investigate, as promptly as the circumstances permit, and document all complaints about bullying (as defined in this policy) and other behavior which may violate this policy. If the investigation finds an instance of bullying has occurred, it will result in appropriate consequences.

The individual responsible for conducting the investigation shall notify the parents/legal guardians of the victim, as well as of the perpetrator, of the verified incident(s) of bullying as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of this contact, or attempt to notify, shall be noted.

The individual responsible for conducting the investigation shall document all reported incidents which are prohibited, and report all verified incidents of bullying or other behavior which violates this policy, as well as any remedial action taken, to the superintendent or his/her designee.

The superintendent, or his/her designee, shall submit a compiled report to the board on an annual basis. The superintendent is responsible for implementation of this policy. This policy will be publicized by being placed on the school district's website and in student handbooks. Retaliation, or making a false accusation against a target of bullying, a witness, another person with reliable information about an act of bullying, or any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited. Such retaliation shall be considered a serious violation of board policy and independent of whether a complaint is substantiated. Suspected retaliation or false accusations should be reported in the same manner as bullying behavior. Making intentionally false reports about bullying behavior for the purpose of getting someone in trouble is similarly prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the district reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program. This policy is published in the student handbook annually, which is accessible on the school and district websites.

Confidential Hotline - 734.744.2545

Livonia Public Schools has a confidential hotline to assist parents and students who need to give information to the district that they feel is important but who may wish to remain anonymous.

Electronic Communication Devices (iPods, cell phones)

Students are permitted to bring cell phones and other electronic communication devices to school but they must be turned off and kept OUT OF SIGHT at all times, except during non instructional times as permitted by the teacher/administrator. This privilege may be forfeited by any student who violates this rule. Violators are subject to discipline and having the cell phone confiscated.

Confiscated electronics will not be returned to the student, a guardian will need to come to the school to get the confiscated item. The student is responsible for taking care of the electronic device. At no time shall the District be responsible for loss, theft or damage to the device. Student use of personal electronic devices (PEDs) in instructional areas will be at the discretion of the teacher supervising the classroom or administrator.

We understand that there are tracking devices used for your student's safety when used as a GPS. However, these devices have the capability to record sound which is not allowed in the classroom. According to the Livonia Public Schools, Board Policies and Administrative Procedures (Students Code of Conduct - Recording without permission), a student shall not record by any means (i.e., audio, video, or digital, etc.) any administrator, teacher, or other School District employee without the expressed permission of the person recorded for the particular communication recorded. The device can be used as a GPS, but the audio option must be turned off.

Consequences for Inappropriate Use of Electronic Devices

Violation of the appropriate use of electronic devices, as described above:

- Students may be required to turn the device over to school personnel and/or the parent or guardian may be required to pick up the device from the Main Office at the end of the school day.
- It may be determined that the student will not have access to electronic devices throughout the school day.

The misuse of electronic devices includes, but is not limited to:

- Making or answering phone calls during school hours.
- Picture taking, audio recording and video recording are strictly prohibited, unless approved by staff.

Livonia Public Schools Student LivNet Access Policy (11/12/18)

Students in the Livonia Public Schools will be provided, with parent or guardian approval, access to network resources and electronic equipment and communications (hereinafter called LivNet) for educational purposes.

This access to LivNet is designed to assist in the collaboration and exchange of information, to facilitate personal growth in the use of technology, and to enhance information gathering and communication skills. The use of LivNet includes limited access to the internet using their own personal device or a District device.

Students must comply with the following acceptable use of LivNet for Livonia Public Schools:

1. The use of LivNet at school is a privilege and may be revoked by the administrators of LivNet at any time.
2. The district reserves the right to monitor and review at any time any type of use or information accessed, used, stored, sent, received, or downloaded on district computers or equipment.
3. Any misuse of LivNet may result in disciplinary action as a violation of Board Policy JD, Prohibited Acts, B{1}, F{2}, G{3}, and I{4}. Misuse of LivNet shall include, but is not limited to, the following:
 - a. Use of LivNet for discriminatory acts, hacking or unlawful online activities, or to access, use, store, send, receive or download material, which is harmful to minors, including but not limited to hate mail, harassment, profanity, obscenity, vulgar statements, or pornography.
 - b. Illegal installation or use of copyrighted software.
 - c. Intentionally seeking information on, obtaining copies of, or modifying files, other data or passwords belonging to other users, and the unauthorized disclosure of personal identification information of minors.
 - d. Disrupting the operation of LivNet through abuse of the hardware or software.
 - e. Use of Livnet for any commercial-for-profit purpose.
 - f. Use of LivNet for non-educational/non-district-related communications.

{1} JD, B: A student shall not intentionally cause, or attempt to cause, damage to school property or steal, or attempt to steal, school property.

{2} JD, F: A student shall not fail to comply with instructions and directions of teachers, student teachers, substitute teachers, teacher aides, principals, other school personnel, or persons acting in chaperon or supervisory capacity.

{3} JD, G: A student shall not commit, or participate in, any conduct or act defined as a crime by state law or local ordinance.

{4} JD, I: A student shall not commit, or participate in, any conduct or act prohibited by a school building's rules and regulations.

A student shall not violate or attempt to violate District policies, procedures, or school Student Handbook regulations regarding the use of district computers, personal computers, networks, and telephone systems. Violations of any of the rules and responsibilities of the LIVNET policies may result in a loss of access and privileges to technology devices and computer usage and may result in other disciplinary actions.

Curriculum

The LTP postsecondary curriculum follows the guidelines as established with the re- authorization of the Individuals with Disabilities Act, 2004 (IDEA). As the result of IDEA each state is required to develop a plan. A portion of the plan relates directly to transition. Transition is the provision of coordinated services and activities designed to prepare students for positive postsecondary outcomes and to enable students with disabilities to lead productive and independent adult lives.

Students at the postsecondary level receive instruction that directly relates to transition within the following domains:

Education/Training: functional math, functional reading, functional writing, finance, time management and communication.

Career/Employment: career development, employment foundations, personal management, problem solving in a work environment, teamwork, and communication in a work environment.

Independent Living (Community): safety, eating out, shopping, mobility/travel, transportation and community services.

Independent Living (Self-Management): dressing, eating/nutrition, food preparation, grooming/hygiene, housekeeping, physical maintenance (well-being), alternatives to conflict, problem solving and interpersonal skills.

Students have opportunities both within the school and in the community to enhance their skills.

Zones of Regulation

The Zones of Regulation is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete-colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. By addressing underlying deficits in

emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behavior impacts those around them, and learn what tools they can use to manage their feelings and states.