

**EXPECTATION OF EXCELLENCE IN
ACHIEVEMENT, ATTITUDE, ACTIONS**



TRIX ACADEMY

SCHOLAR/FAMILY HANDBOOK

2025-2026

20045 Joann Avenue, Detroit, MI 48205



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Welcome

On behalf of the administration, teachers, and staff of Phalen Leadership Academy (“PLA Network”), we welcome you to our network of schools. At the PLA Network, we believe that education is a partnership that thrives only with the support of every staff member, the involvement of every parent, and the commitment of every scholar.

We also understand that communication is of utmost importance in establishing a successful home-school partnership. In an effort to inform and educate our school community, we have created this handbook to inform you on important policies and practices of the PLA Network. Please take time to review and familiarize yourself with the information contained within the handbook, as it will serve as a valuable reference in seeking answers to commonly asked questions. Should you have a question or concern that is not addressed in this handbook, please contact the school Principal.

As the school year progresses, additional or updated information about school policies and procedures will be provided through e-newsletters and posted on the school website. Each family will be provided with a hard copy version of this handbook upon enrollment and an updated version each fall semester. Additional copies may be downloaded and printed from the Phalen Leadership Academies website. We look forward to a very rewarding and engaging school year.

Mission Of The PLA Network

The mission of the PLA Network is to ensure that each of our scholars meet high academic and social standards, and thrive as leaders at home, in their communities, and in the world.

Guiding Principles Of PLA at Trix Academy

- PLA has adopted a scholar-focused, learning-oriented environment.
- PLA will focus on the academic education of scholars within a safe environment.
- Our learning environment will be relevant and engaging. PLA will focus on assisting students in developing the following skills: cooperation, teamwork, research, problem-solving, the ability to work independently, and communication using technology effectively.
- PLA is committed to accountability and having meaningful metrics of success that demonstrate continuous improvement.
- PLA will provide Scholars with differentiated, personalized, rigorous opportunities for learning with an emphasis on developing 21st Century Skills.
- PLA will empower Scholars to shape and manage their future by encouraging prudent and intellectual risk-taking.
- PLA will work to develop processes to become knowledgeable of stakeholders’ needs and expectations.
- PLA will support parents and the community in their roles in the character education, moral education, and social education of Scholars.
- PLA will provide a variety of experiences to aid in the development of a total person, including physical, recreational, civic, and social activities



OUR CORE VALUES

Our drive to improve the lives of children is rooted in our core values.



Children First:

Work to ensure that all interactions & decisions put our scholars first

Respect:

Treat others as you would like to be treated

Determination:

With hard work and superior effort, we can achieve all things

Continuous Improvement:

Try to get better & better every day

Gratitude:

Demonstrate gratefulness for all that we have done & the opportunity to serve our scholars and communities



General Information

Enrollment

All scholars are eligible to enroll in a PLA Network school, as long as there are seats available per our charter or they reside in the attendance area of our innovation school. We welcome scholars who will be entering grades **K-8**. All interested scholars must submit an application form. An adult who is a non-custodial parent or does not have a legal guardianship and wishes to enroll a scholar in a PLA Network school must contact the School Enrollment Coordinator or designee for assistance to complete the enrollment process.

Parents must provide the following documents to the school during the enrollment process:

- Birth certificate,
- Court documents specifying parental rights, responsibilities or custody (if appropriate),
- Proof of residency,
- Dental and Medical Forms
- Proof of immunizations, and
- FERPA Statement

Note: The McKinney-Vento Act

The McKinney-Vento Act protects scholars from discrimination based on their lack of a permanent residence. Homeless Scholars are eligible to receive a variety of services including: transportation services, free meals under the school nutrition programs, limited English proficiency class, gifted and talented programs, and special education services based on a scholar's eligibility. **Homeless Scholars will not be denied enrollment based on lack of proof of residency. Please consult the McKinney-Vento Act Liaison if you need assistance.**

The McKinney-Vento Act Liaisons for the PLA Network are the Principals.

EEO Statement

PLA Network does not discriminate on the basis of age, race, color, religion, sex, sexual orientation, disability or national origin in any employment and/or educational opportunity. No person shall be excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination in any program or activity for which the PLA Network Board is responsible or for which it receives financial assistance from the U.S. Department of Education. PLA Network values diversity and the benefits of different perspectives and backgrounds.

Complaints of Discrimination should be directed to
humanresources@phalenacademies.org.

Attendance Policy 2025-2026

Trix Academy is committed to providing safe and supportive learning environments for all students which address their educational needs. We expect that all students attend school on a regular basis to maximize the learning opportunities provided. Our attendance policy aims to support parents and students to attend school every day. Students who are in class and on time daily have the best chance for school success!

Attendance Expectations

- Students are expected to attend all classes each day.
- Students are expected to be on time for each class during the school day. **Doors open at 7:45am daily.**
- Students are to remain in school the entire school day.
- **Students are expected to maintain a ninety-six percent (96%) attendance rate.**

The District complies with the Michigan Compulsory School Law, which states that all students between the ages of six (6) and eighteen(18) are to attend school during the entire school year.

Absences

- Notify the school regarding your child's absence.
 - Send a note regarding the reason for the absence when your child returns to school.
 - **A note should be received within three (3) days of your child's return to the school.**
 - Make sure that all make-up work is completed and returned to the teacher.
- Tardiness
- Students who arrive later than the beginning of the school day or after the start time of class without an excuse and/or pass are considered tardy.
 - **Excessive tardiness disrupts the learning process and negatively impacts the student's academic achievement.**

Truancy

- Scholars who have missed at **least 10%** of the school year are considered chronically absent/truant.

Consequences for Irregular Attendance

- Possible failure in class or grade level.
- Investigation by the Attendance Agent.
- Referral of scholars for Department of Health and Human Services ("DHHS") action.
- Referral of parents to the Wayne County Prosecutor for prosecution.

Levels of Chronic Absenteeism

- Scholars who miss 5% or less of total school days are considered to have satisfactory attendance. **(9 Days)**
- Scholars who miss 6%-10% of school days are at risk of becoming chronically absent. **(10-18 Days) (Chronically Absent Letter will go home and be recorded)**
- Scholars who miss 11%-20% of total school days are considered chronically absent. **(19-36 Days) (Chronically Absent Letter will go home, scholar/family will be put on Attendance Contract Mandatory meeting with school administrator.)**
- Scholars who miss 20% or more of total school days are considered severely chronically absent. (More than 36 Days) **(Chronically Absent Letter will go home, scholar/family will be put on Attendance Contract; Mandatory meeting with school administrator; will be referred to the Wayne County Truancy Office)**

Attendance Policy

The law in Michigan governing compulsory attendance requires a parent, legal guardian, or other person having control or charge of a *child age six (6) to eighteen(18) to send the child to school during the entire school year*, except under very limited circumstances specified in MCL 380.1561. The Board of Education (“Board”) as an agency of the State of Michigan is required to enforce the regular attendance of students. The Board recognizes that presence in the classroom enables students to participate in instruction, class discussions, and other related activities. Educators shall encourage regular attendance of students, maintain accurate attendance records, and follow reporting procedures prescribed by the Superintendent or his/her designees. As such, regular and timely attendance, and classroom participation are integral to instilling incentives for the student to excel. The classroom experience is of unique value and it cannot be duplicated by make-up work. Student interaction and the development of ideas through discussion are lost when a student is absent, tardy, or is dropped off late or picked-up early by a parent/guardian. A student's enrollment in a course is his/her commitment to attend all class sessions. Therefore, it is the intent of this policy to disallow students from being absent from class unless a situation exists which makes their absence absolutely necessary. The purpose of this attendance policy is to foster responsibility and reliability on the part of District students to attend all classes. Students will acknowledge greater emphasis on attendance at school because credit in their classes will be contingent upon their presence.

Attendance Defined

- A. **School Attendance** -Students are to be counted in attendance only if they are actually present for any portion of the school day or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student.
- B. **Class Attendance** -Students are to be counted in attendance if they are physically present in class for at least half of the class period, have been excused by the teacher

on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.

- C. **Tardiness** -A student is considered tardy if they are not present at the moment the school bell rings for the class assigned. NOTE: If a student is not present when attendance is taken but is present later in the school day, that student must be considered in attendance, but tardy, and the absence should be changed. A student who is tardy should never remain on record as being absent.
- D. **Early Sign-outs** –Early release is discouraged within the final thirty (30) minutes of the school day.

Attendance is required of all enrolled students during the days and hours that the school is in session.

The Principal or his/her designees shall require, from the parent or legal guardian of each student or from an adult student who has been absent for any reason, a written statement confirmation of the cause for such absence for excused reasons. The student's parent or legal guardian shall inform the school when a student will be absent for excused reasons as soon as possible. Failure to report and explain the absence(s) shall result in unexcused absence(s). The Principal shall have the final authority to determine acceptability of the reason for the absence(s). The Superintendent and his/her designee(s) reserve the right to verify such statements and to investigate the cause of each:

- single absence;
- prolonged absence;
- absence of more than two days duration;
- repeated unexplained full and partial day absences and tardies;
- repeated explained and unexplained early student pick-ups; and
- repeated explained and unexplained late student drop-offs.

The Superintendent or his/her designees shall report infractions of the law regarding student attendance for students below the age of eighteen (18) to the proper internal and external authorities.

Excused Absences, brief illness, appointments, and family business are considered absences for purposes of meeting attendance policy requirements. An absence will be considered an "excused absence" if a parent/guardian contacts the school, and provides a reason for the absence. The absence, as well as the reason for the absence, will then be documented in our attendance system. Excused absences may include, but are not limited to, the following:

- Personal illness of the student (**medical evidence may be required by the Principal for absences exceeding five (5) consecutive days**). The written statement must include all days the student has been absent from school. If a student is continually sick and repeatedly absent from school due to a specific

medical condition, s/he must be under the supervision of a health care provider in order to receive excused absences from school;

- Medically verified chronic illnesses –statement signed by physician;
- Family emergency;
- Recovery from accident;
- Legally documented court subpoena, a required court appearance, or placement in detention at a juvenile center in which the student continues his/her education; ● Professional appointments;
- Death in the immediate family;
- Observation or celebration of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service should be observed, or for pre-arranged religious instruction (documentation of the religious affiliation of the student may be required by school officials);
- Academic activity or school sponsored field trip directly related to the instructional outcomes of one (1) or more course;
- Approved student activities such as Student Council, National Honor Society, class meetings, and academic/athletic competitions;
- A short-term family commitment with prior notification of the absence being provided to the school administrator;
- College visits;
- Out of school suspension from school; and/or
- Other individual student absences beyond the control of the parent or student, as determined and approved by the Principal (requires support documentation).

Long-term absenteeism, including excused absences, may lead to the failure of a course, the necessity to repeat a course, the possibility of retention, and/or the filing of a truancy petition.

Chronic Absenteeism

Chronic absenteeism and habitual truancy are important predictors of school performance, including high school graduation. Average daily attendance rates often mask the number of students who are chronically absent -which equates to missing at least ten percent of the school year or approximately eighteen (18) school days for any reason.

Chronic absenteeism can be determined by comparing the number of absences in relation to the number of school days. Chronic absenteeism can be defined as excused, unexcused, and suspension days. These categories correlate to the multi-tier systems of support, and provide the recommended strategy to make positive impacts on chronic absenteeism.

Chronic absenteeism in the school district indicates the presence of a much larger salient issue. Thus, addressing chronic absenteeism will resolve other issues in the district as they relate to ensuring students have the resources to be successful, increasing student-family

engagement, data driven resource interventions, and enabling college-career readiness.

Scholar Attendance

It is imperative that Scholars be in attendance each school day. Learning is a result of active participation in classroom and other school activities that cannot be replaced by individual study. Scholar attendance hours are 8:05a.m. to 3:30 p.m. Scholars arriving after 8:45 a.m., leaving early, or being signed out for a portion of the instructional day that is less than 1/2 day, will be marked as tardy. Scholar truancy may trigger a referral in as few as 2 instances. Check the school website or contact the Principal to get the school's protocol for reporting absences and checking in late.

PLA strives for a 95% attendance rate. To meet this expectation, no scholar should exceed 9 absences per year. Unless previously notified of extenuating circumstances necessitating the frequent absences, the school may contact the parent once a scholar reaches the midway point of 5 absences. This communication will be by phone or letter. If your child has a chronic illness, we encourage you to contact the school nurse to avoid any attendance issues.

- **Missed School Work Due To Absence**

Following a return from absence, Scholars will have time equal to the length of their absence to complete their missed work. Please do not request homework in anticipation of a planned absence. If the request for homework is due to an illness, the request must be submitted by 10:00 a.m. Parents should call the Principal's office to request homework and to pick up books and materials at the end of the day.

Tardiness

Scholars are expected to be on time for all scheduled classes. Scholars will be considered tardy if not in the classroom at the assigned start time for that class. A scholar who enters the class after the bell has rung without an excused pass will receive an unexcused tardy. If a scholar accumulates 5 tardies in a week, scholars will serve a suspension day the following Tuesday. If the same scholar accumulates 5 the next week, they'll serve a 2-day suspension. If you are late to class 5 times per week for 4 consecutive weeks, you will have reached a maximum amount of 10 days suspension which may result in expulsion.

Scholars who arrive after 9:30 am, must be signed in by a parent or guardian.

Intent to Return/Continuing Scholars

Each spring, parents/guardians of current scholars must complete 'intent to return' paperwork and/or procedures to register their scholar for the following school year. It is believed that families who do not submit intent to return materials will be considered to have withdrawn from the Phalen Leadership Academies.

Withdrawing From School

Parents must contact the Front Office Administrator, if they choose to withdraw their child

from school. Parents must complete a withdrawal form and follow all My School DC Lottery Guidelines.

Classroom Assignments

The principal assigns scholars to his or her classroom and program. Any questions or concerns about the assignment should be discussed with the principal. Changes to an assignment of a scholar with an Individual Education Program (IEP/Special Education) can only occur through a case conference committee.

Dress Code - See policy on pages 45-46.

(Shorts are allowed from May - Oct. 31st)

Early Dismissal

No scholar will be allowed to leave school prior to dismissal time without parental permission. No scholar will be released to a person other than a custodial parent without a permission note signed by the custodial parent(s) or other legal authorization. The person picking up the scholar should have photo identification and present it to the school. There will be no early dismissals after 3pm.

Eligibility For Extracurricular Activities

Most activities conducted at PLA Network schools are in large part curricular. These activities are connected to the curriculum either academically or in the development of social or physical skills. Thus, it is important to the scholar's total development that he/she participates in these offered activities. If in the rare instance a scholar presents a discipline problem or disrupts an activity to the detriment of other scholars, the principal with input from the teachers, will decide whether to deny that scholar the opportunity to participate in certain school activities.

Physical Education

Physical Education classes have special dress requirements. Scholar dress for PE class must allow safe performance of all physical education activities. Scholars will be allowed to wear P.E. clothes. Scholars will be permitted to take their shirts or uniforms home on a regular basis to be washed. Every scholar must wear flat-soled athletic shoes that are not slip-ons. A doctor's statement will be required for three consecutive absences from physical education class in one grading period. A note from a parent will excuse a single week's absence from participation in physical education class.

Scholar Fundraising

The Principal will approve all fundraising activities for the school. Scholars are not permitted to sell items for personal gain or for organizations that are not affiliated with the school on school property.

Emergency Closings and Delays

In the event of severe or inclement weather or mechanical breakdown, the school may be closed or start at a later time. Information regarding school closing, delayed starting time, or early dismissal will be provided via our School Messenger system (phone and text alerts). Additionally, the school website will list delays and closings (www.phalenacademies.org). If weather closes the school, then all extracurricular activities including athletic practices and games will be canceled. The TV will also post cancellations via ABC, CBS, and NBC.

Address Change

All scholars must contact PLA if he or she changes his or her address. Parents and/or scholars must obtain change of address information from the principal's office or they can obtain the documents online at www.phalenacademies.org.

Board Meetings

A MECC Board of Directors governs PLA/MECC charter school. The board meetings are subject to Michigan's Open Door Law. Information regarding Board meetings will be posted on the school website and in specified locations throughout the school, within 48 hours of the meeting. The Board of Directors approves and authorizes all items in the school handbook.

The Pledge Of Allegiance

Each day, scholars could be provided with an opportunity to recite the Pledge of Allegiance. A scholar is exempt from participation in the Pledge of Allegiance and may not be required to participate in the Pledge if the scholar chooses not to participate or if the scholar's parent chooses to have the scholar not participate.

Visitors & Visitor Tags

Parents should not seek to confer with a teacher during the school day (e.g., between classes or during class) While we welcome every family's insight, perspective and participation, teachers must focus on instruction during the school day. We respectfully ask that you schedule a parent/teacher conference through the main office or the administrator's office.

Arranging A Conference

Parent teacher conferences are held after 5 weeks of every quarter to allow for parents and scholars to make academic adjustments prior to the end of the school year. These conferences are scheduled by classroom teachers/teams. Parents wishing to schedule an additional conference with a teacher/team or an administrator should contact the individual(s) involved to make arrangements. Please contact the teacher or administrator.

Guests who cannot respect this policy will be barred from entering the academic areas of the building and confine their business to the front office or they will be removed from our campus. In rare cases where visitor behavior causes a major disruption, visitors will be

asked to prearrange all visits *virtually* or through school officials and security.

All visitors are expected to check in at the office to obtain a visitor's tag. Please do not be offended if you are stopped if you do not have a visible visitor's tag displayed, as our Scholars' safety and security are of the utmost concern for all of us. Please consult the PLA Network Visitor's Policy regarding the steps for scheduling and/or obtaining permission to visit the school and classrooms. Parents /visitors can be denied access beyond the main office for any reason during school hours.

Loitering

PLA staff will supervise scholars throughout the day. Scholars may not loiter on school campuses. Scholars must leave school grounds within 15-20 minutes of dismissal, unless staying on campus for an approved and supervised event or purpose. Scholars staying after school for an extracurricular activity must be under the sponsor's supervision at all times.

Confidentiality

The Family Educational Rights and Privacy Act (FERPA) prohibits the PLA Network from disclosing personally identifiable information ("PII") from scholars' education records without the consent of a parent or eligible scholar. An eligible scholar is a scholar who has reached the age of eighteen (18).

Parents or eligible scholars have the right to inspect and review the scholar's records and request that PLA correct records which they believe to be inaccurate. PLA must obtain written permission from the parent or eligible scholar in order to release any information from the scholar's record. PLA may disclose records without consent under the following conditions.

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school; • Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

PLA may also disclose, without consent, information designated as "directory information", which includes a student's name, address, telephone number, date and place of birth, honors, awards, dates of attendance, scholar photos, and scholar work displayed at the discretion of the teacher. **Please read and sign the Notification of Rights under FERPA found on pages 49-51 and return to the Principal.**

School Fee Waivers

Trix provides textbooks, supplies, and equipment for all curricular activities at no cost to

the scholars attending Trix. This includes a reasonable number of pens, pencils, and paper. Scholars may voluntarily bring their own supplies for any curricular subjects. However, if a scholar loses or damages any textbooks, materials, or property owned by the school, the scholar will be charged the total cost of replacing those items. Trix may charge fees for extracurricular activities like sports, band, or school dances. Every effort will be made to accommodate students without the ability to cover the financial cost.

Cafeteria/Food Service

Every full day of school, breakfast and lunch will be available for scholars to purchase in the cafeteria. Scholars will be allowed to enter the cafeteria at 7:40 a.m. for breakfast. For scholars with paid or reduced lunches, the scholar prepays on his/her account and will be charged accordingly. Scholars who qualify for free lunch will use his/her account number to assist in record keeping for the Federal School Nutrition Program. Scholars with special dietary needs must provide a medical statement to substantiate the need for a food substitution. The medical statement must include an identification of the medical or other special dietary condition that restricts the scholar's diet, the food or foods to be omitted from the scholar's diet; and the food or choice of foods to be substituted. Medical statements for diet restrictions must be renewed every year to reflect the current dietary needs of the scholar. PLA bars scholars from bringing fast food for school lunch or events.

Fire, Tornado, and Safety Drills

Phalen Leadership Academies complies with all fire safety laws and will conduct fire drills in accordance with state law. Specific instructions on how to proceed will be provided to scholars by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building. Tornado drills will be conducted during the tornado season using the procedures prescribed by the state. The alarm system for tornadoes is different from the alarm system for fires, and scholars will be informed of the difference. Safety drills will be conducted once per school year. Teachers will provide specific instruction on the appropriate procedure to follow in situations where scholars must be secured in the building rather than evacuated. These situations can include a terrorist threat, a person in possession of a deadly weapon on school property, or other acts of violence.

Mandated Reporters

PLA Network school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child abuse or neglect immediately when they have reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed (physically, sexually, or through neglect) and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.

Animals

Live animals are permitted on school property only with advance permission of the

classroom teacher and Principal. For reasons of safety, animals must be caged and may not be transported on a school bus. For health reasons of individual scholars and teachers, some classrooms may not be able to have animal visitors.

Flowers and Balloons

Please do not have flowers or balloons delivered to school for birthdays or special holidays without prearranged approval.

Lost and Found

Scholars who find lost articles should turn them in to the Principal's office. Scholars who have lost items should check with the Principal's office to see if their missing items are in the Principal's office.

Birthday Recognition

Birthday's are celebrated on Friday. Arrangements must be made with made with homeroom teacher to bring (nut free) treats for the class. Additionally, in order to protect the feelings of all classmates, scholars are not permitted to pass out invitations at school even if inviting the entire class. PLA/MECC is not permitted to release scholar addresses or phone numbers.

Field Trips

PLA/Trix Academy may use bus transportation for field trips and during such trips scholars must comply with the following bus safety and conduct rules:

- Go immediately to the assigned seat and remain in the seat for the entire bus trip.
- Remain seated and facing forward while the bus is in motion.
- Talk in a quiet, reasonable tone of voice. Loud, boisterous, profane language or indecent conduct will not be tolerated.
- Scholars will not be allowed to tease, scuffle, trip, hold, hit or use their hands, feet, or body in any objectionable manner.
- Throwing items on the bus will not be tolerated.
- Food, drink, candy and gum are prohibited on the bus.
- Phones and electronic games are prohibited.
- Windows are not to be lowered below the designated mark and only with the driver's approval. Keep head, hands, and feet inside the bus at all times.
- Keep the aisle of the bus clear of all items, feet, legs, book bags, instruments etc.
- Scholars shall be respectful of the bus driver and follow all directions given by the driver.
- Treat all school property with respect.
- Observe the same conduct rules as expected in the classroom.
- Scholars must be completely quiet when bus stops at all railroad crossings.
- Girls sit with girls and boys sit with boys.
- Skateboards, scooters, etc. are prohibited on buses.

Immunization Requirements


Any scholar registering for school for the first time or entering 7th Grade must present a certificate of immunization or a statement of exemption* under section 9215 at the time of registration or not later than the first day of school. A scholar will not be permitted to enter or attend school unless a certificate indicates that a minimum of 1 dose of an immunizing agent against each disease specified by the Michigan Department of Health has been received and certified by a health professional or local health department. An enrolled scholar registered with only the minimum doses of immunizing agents must present an updated certificate of immunization within 4 months after initial attendance, showing that the immunizations have been completed as prescribed by the health department.

* Parents and guardians who decline vaccines must obtain a certified non-medical waiver from a local health department.



Vaccines Required for School Entry in Michigan

Whenever children are in group settings, there is a chance for disease to spread. Parents must follow state vaccine laws in order for their children to attend school. These laws are the minimum standard for preventing disease outbreaks in group settings. The best way to protect children from serious diseases is to follow the recommended vaccination schedule at www.CDC.gov/Vaccines. When following the recommended schedule children are fully protected and any school vaccination requirements are met.

	All kindergartners and 4–6-year-old transfer students	All 7th graders and 7–18-year-old transfer students
Diphtheria, Tetanus, Pertussis (DTP, DTaP, Tdap) ¹	4 doses DTP or DTaP 1 dose must be at or after 4 years of age	4 doses diphtheria and tetanus or 3 doses if 1 st dose given on or after 1 year of age 1 dose Tdap at 11 years of age or older upon entry into 7 th grade or higher
Polio ¹	4 doses or 3 doses if dose 3 was given on or after 4 years of age	
Measles, Mumps, Rubella (MMR) ^{1, 2}	2 doses at or after 12 months of age	
Hepatitis B ^{1, 2}	3 doses	
Meningococcal Conjugate (MenACWY) ¹	None	1 dose at 11 years of age or older upon entry into 7 th grade or higher
Varicella (Chickenpox) ^{1, 2}	2 doses at or after 12 months of age or current lab immunity or history of varicella disease	

¹Vaccines should be given at certain ages and at certain times (follow [CDC Immunization Schedule](#) for the recommended number of doses, correct spacing, and ages); this chart is based on Michigan school immunization requirements. We strongly encourage parents and providers to follow the CDC recommended schedule because school requirements are the minimum for protection. Follow this chart when assessing immunization status for school immunization requirements.² If the child has not received these vaccines, documented immunity/waiver is required. During disease outbreaks, incompletely vaccinated children may be excluded from school. Parents and guardians choosing to decline vaccines must obtain a certified non-medical waiver from a local health department. Read more about waivers at www.michigan.gov/immunize. The Michigan Department of Health and Human Services (MDHHS) does not discriminate against any individual or group on the basis of race, national origin, color, sex, disability, religion, age, height, weight, familial status, partisan considerations, or genetic information. Sex-based discrimination includes, but is not limited to, discrimination based on sexual orientation, gender identity, gender expression, sex characteristics, and pregnancy.



All injuries must be reported to a teacher or the Principal. If a minor injury, the scholar will be treated by the school nurse and returned to class. If additional medical attention is required, the school will follow the emergency procedures, and contact the scholar's parents. An accident report will be completed for significant head injuries and other serious injuries that occur in the school building, on the school grounds, at practice sessions, or any other events sponsored by the school.

These incidents must be reported immediately to the person in charge followed by communication to the principal's office for 24-hour follow-up of the injury. Parents will be notified of these injuries. A copy of the report will be kept in the school clinic file. Any scholar returning to school with crutches must obtain written permission from a physician

stating that the scholar is allowed to use crutches in school. The note should indicate how long the scholar will need the crutches and whether he or she should be excused from Physical Education class.

The parents should contact the school office if the child will be attending field trips or rides the bus regularly for temporary disability needs. The scholar should present the note to the school nurse upon arrival at school. The school nurse will issue a pass to leave class early and for scholar assistance including permission to use the elevator. The pass will remain in effect for the duration of the use of the crutches and/or medical treatment. Specific guidelines for use of equipment on school campuses will be discussed upon the scholar's return. Wheelchairs are available in the clinic and are only to be used to transport scholars or staff members who are ill or injured. In the event your child needs crutches or a wheelchair to attend school, the parent must make arrangements with your healthcare provider.

Prescription Medication Policy

If a scholar needs prescribed medication during the school hours, a parent may come to school and give the medicine. Scholars are not allowed to leave the building to go home to take medication and then return to school. A school administrator or designee will administer/dispense some medication with the proper forms .

All medicine must be in its original container. There will be no exceptions to this policy. Scholars may not have medication in their pockets, lunch boxes, lockers, etc. All medication brought to school must be turned in to a school administrator. This policy includes all field trips and extracurricular activities. Scholars may not possess or use prescription medications at school independently from a school administrator. Noncompliance may result in disciplinary action and possible expulsion from school. Scholars with an acute or chronic disease or medical condition are exempt from this prohibition. These scholars are allowed to possess and self-administer medication on an emergency basis. Parents of children, who self-administer medication, must submit their written authorization, on an annual basis. The authorization statement must include a statement from the scholar's physician indicating his or her approval for the scholar to self-administer the medication.

Over-The-Counter Medicine (OTC)

A parent/guardian must sign an OTC medication card to permit school personnel to administer OTC medication at school. The medication has to be provided by the parent/guardian and will be given according to the directions on the bottle and the dosage needs that are appropriate for the age and size of the scholar. OTC medication must be in the original container and only one medication per bottle. OTC medication must be kept in the school clinic. An OTC permission card must be renewed at the start of every school year. For OTC medications such as cough drops, cold medicine, Tylenol or Ibuprofen, a parent should list the medication on the OTC card to indicate a scholar may take this medication at school or send a note with the medication for the nurse to attach to the OTC card if it has already been submitted. Herbal and Homeopathic medications will not be administered at school.

Transporting Medications

PLA will not permit scholars to transport controlled substances, which includes narcotic pain medication, Sudafed, and some ADD/ADHD medications, even with a Medication Transport Release form on file, these medications must be transported by an adult. At the end of the school year, medications will be disposed of the day after the last day of scholar attendance unless the authorization form has been received to release medication back to the parent.

Hearing And Vision Screening

The Academy strongly recommends hearing and vision screening for students. If a scholar does not pass a screening, the examiner is required to refer the child for further testing. Hearing screenings should be performed in Kindergarten or grade 1st and grades 4th, and 7th Grades. The Department of Human Services provides these services for the Academy. It is important to remember that these tests are only screening tools.

Pediculosis (Head Lice)

The school nurse or designee will be responsible for all lice identification. All checks for head lice will be done in a confidential manner, to respect the scholar's right to privacy and to avoid embarrassment. The parent/guardian will be notified by telephone, if lice are detected or that there was exposure to someone infected with lice. If the parent/guardian is unavailable, the emergency contacts will be notified. An informational checklist will be given to parents/guardians of Scholars identified with live head lice. Educational information on treatment and prevention will also be distributed. In the event of discovery during a field trip, PLA will provide transportation back to the school. For a special needs scholar who is transported by school bus per the scholar's IEP, the school will continue to provide transportation.

Bed Bugs

The school nurse or designee will be responsible for bed bugs identification. All checks for bed bugs will be done in a confidential manner. If the nurse or designee suspects bed bug bites, the nurse or designee will contact the parent/guardian to discuss the possibility. If a live bug is found on the scholar, the scholar should have a fresh change of clothing to finish the school day and original clothes should be bagged and sent home. If a live bug is found on a scholar, book bag, etc, the bug will be collected and double bagged. It will be taken for positive identification from an exterminator.

Lost time in the classroom interferes with scholar learning, thus, classroom checks will not be conducted. The associates of scholars at the elementary, middle school and high school levels will be checked at the nurse's discretion. All siblings of the infested child will be checked if they are enrolled in a PLA Network school. Checks for the infested child and his/her sibling(s) will be conducted on Monday morning for four weeks after initial discovery to aid families with detection and treatment.

E. Academics

Grades And Grading

The PLA Network has established the following grade scales. The special area subjects include: art, physical education, SEL and technology.

Subject Achievement Scale

A+ 98-100%	<u>C+ 78-79%</u>
A 93-97%	<u>C 73-77%</u>
A- 90-92%	<u>C- 70-72%</u>
B+ 88-89%	<u>D+ 68-69%</u>
B 83-87%	<u>D 63-67%</u>
B- 80-82%	<u>D- 60-62%</u>
	<u>F 59% & below</u>

Honor Roll

An Honor Roll is published for K-8th grade scholars at the end of every grading period. To be on the Honor Roll a scholar must receive all A’s and B’s (no grade lower than B +). A scholar who receives all A's will be designated on the Honor Roll with an asterisk also known as High Honor Roll.

Homework

Homework is a planned activity that the teacher asks children to do outside of class hours. The homework activity will reinforce the classroom experience. At PLA/MECC we believe that homework assignments should take into consideration the fact that the scholar has a home life that is an important part of his/her total development.

Grades K - 1 homework will probably consist of reinforcement and drill activities. Grades 2 and 3 should not be assigned to do more than 30 minutes of homework per day. Grades 4 and 8 should not be assigned to do more than 1 hour of homework per day. Work not completed during the school day may have to be completed at home. A scholar will not be excluded from any specials classes because of unfinished class work.

School wide incentive based self-management system

PLA makes a strong effort to reward students who meet behavioral and academic expectations while ensuring that students who fall short of these expectations are provided with the proper time for reflection and correction. Using our school-wide behavior management system, scholars may earn money (Phalen Dollars) based on exhibiting “right behavior” or lose money for demonstrating inappropriate behavior. Each student begins the week with \$100(Phalen Dollars). Students who maintain a

weekly balance of \$80 and have no missing assignments will receive an incentive.

We must balance reward with accountability in order for our students to develop positive behaviors for success. Students who fail to meet behavioral and/or academic expectations will meet with the Dean of Climate and Culture to develop strategies to help improve scholar behaviors and academic success.

Bi-Weekly Progress Reports

In an effort to keep parents and scholars abreast of a scholar's performance, academic and behavioral progress reports are sent home every-other-Thursday. Throughout grading periods, parents or guardians should communicate with their children about grades and review homework, class work, and test papers. These three indicators are good measures of how your child is doing. If you feel that a conference to discuss your child's progress is needed, please call your child's teacher.

Parent-Teacher Conferences

While formal parent/teacher conferences take PLA/MECC in the fall, winter, and spring, all teachers and staff are strongly encouraged to hold conferences with scholars and parents whenever it appears useful and appropriate. Because teachers are responsible for scholar groups throughout the day, it is best to pre-arrange conferences by scheduling an appointment. (P-T-C are held at the midway point of each quarter)

Special Education

PLA/MECC believes in providing a free and appropriate public education (FAPE) to all scholars. FAPE mandates that school districts provide access to general education and specialized educational services. It also requires that children with disabilities receive support free of charge as is provided to non-disabled students. It also provides access to general education services for children with disabilities by encouraging that support and related services be provided to children in their general education settings as much as possible. PLA/MECC provides a variety of special education programs for Scholars identified as having a disability as defined by the Individuals with Disabilities Education Improvement Act (IDEIA). A scholar may receive special education services only through the proper evaluation and PLA/MECC procedure. Parent/Guardian involvement in this procedure is required. More importantly, the school encourages the parent to be an active participant. A parent or guardian who believes his/her scholar may have a disability that interferes substantially with the scholar's ability to function properly in school should review the special education link on the school website and/or contact the Special Education Coordinator.

• Educational Evaluations

PLA staff members are charged with monitoring scholar academics and behavior to identify scholars who may need additional support or interventions to achieve academic success. If a staff member notices a lack of improvement, the staff member may request staffing for the scholar. In that instance, a staffing committee is formed and may consist of the school principal, and/or assistant principal, the teacher, school psychologist, special education coordinator, special education teachers, parents/guardians, and other involved professionals. The staffing committee will make recommendations appropriate

for the scholar's needs.

- **Multi-Tiered System of Support**

If a determination is made that a scholar needs additional support, PLA will utilize its Multi Tiered System of Support process to determine the specific interventions needed by the scholar. In the MTSS process, a struggling scholar is provided with increasingly intensive instruction in his or her area of academic weakness. The scholar's progress is monitored, and if there is no positive response or improvement, the scholar will be referred to the special education interdisciplinary team to determine if an evaluation is appropriate to determine if a scholar is eligible for special education services.

- **Services Provided**

Scholars who are determined to be eligible for services, as a scholar with a specific learning disability will be provided services deemed appropriate as determined and recommended by the scholar's case conference committee. The recommendations may include a general interventional plan, a screening, or an educational evaluation that will be conducted according to IDEA/Michigan Administrative Rules for Special Education (MARSE) regulations. Scholars who do not qualify for services under IDEA/MARSE may be considered for Section 504 services under the Rehabilitation Act/Americans with Disabilities Act.

Child Find Process

"Child Find" is a legal requirement that schools find all children who have disabilities and who may be entitled to special education services. In Michigan, Child Find covers every child from birth through age 25. Schools must evaluate any that it knows or suspects may have a disability.

If a request is made verbally, the school district must support the parent in documenting this request. This is part of the district's Child Find obligation. To submit a request for evaluation, complete the [Request for Evaluation Form](#). You will be contacted within 10 instructional days as to the district's next steps in the Child Find process.

Child Find public awareness activities, screenings and evaluations are designated to locate as early as possible all children and youth with disabilities who are in need of early intervention and special education services.

Child Find Components More information in the Michigan Administrative Rules for Special Education (MARSE) With Related IDEA Federal Regulations:

- Public Awareness: Public agencies providing education are federally obligated to post annual notice of outreach efforts to identify, locate, and evaluate all children who are suspected to have a disability.
- Referral (ages birth to three): School districts and service areas must accept referrals from any source, including a doctor.
- Request for Initial Evaluation (ages 3-25 years): A parent or school district can request an initial evaluation.
- Notice: Before your child can be evaluated, the district must give you written information about the evaluation.

- Consent to Evaluate: The district must have your written signature of parental consent before they can begin to evaluate your child.
- Evaluation: If the district receives your written parental consent to evaluate, the district will complete an evaluation following the IDEA and the MARSE.

Title I

The purpose of Title I is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach at a minimum, proficiency on challenging state academic achievement standards and assessments. Scholars who participate in the Title I Program are provided with intensified instruction on the Michigan Academic Standards through an interdisciplinary, thematic curriculum.

Title III

Title III is specifically targeted to benefit Limited English Proficient (LEP) and Immigrant Students. The purpose is to help ensure that children who are LEP attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

Scholars identified as Limited English Proficient (LEP) and in need of placement in a language instruction educational program will be assessed for English proficiency using the Students Home Language Survey and scored on the level system according to Michigan's English Language Proficiency Levels:

- Level 1: Scholars performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to simple communication tasks.
- Level 2: Scholars performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.
- Level 3: Scholars performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.
- Level 4: Scholars performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.
- Level 5: Scholars performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Scholars speak, understand, write, and comprehend English without difficulty and display academic achievement comparable to native English-speaking peers. To attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

The Language Instruction for Limited English Proficient and Immigrant Students program increases a child's English proficiency using small group instruction and

modifications to classroom assignments. A child may participate in this program until he/she is reclassified as Level 5 or Fluent English Proficient (FEP) according to the State's existing guidelines and it is determined that a language instruction educational program is no longer needed. This process may take several years. A parent/guardian has the right to remove his/her child from the program or decline services. However, if recommended, PLA feels that the child's participation in this program will most effectively increase his/her English proficiency and knowledge of the academic content. If a parent refuses services for eligible students, those students must still participate in the State's annual assessment for English Learners until such time as they demonstrate proficiency.

Discipline

***Trix Code of Student Conduct**

Trix utilizes a student code of conduct that recognizes the ameliorative effects of exclusionary discipline and prefers keeping students in school where they can receive the academic and social-emotional support they need to succeed. The Code of Student Conduct defines student rights and responsibilities at school, school-related activities, and the consequences of violating school rules. The Code of Student Conduct applies before, during, and after school and whenever a student is engaged in a school-related activity. All students are expected to follow this code of conduct.

* This Code of Student Conduct does not change the rights of a student determined to be eligible for special education programs and services.

To ensure that the Student Code of Conduct is being implemented fairly and in line with Trix's efforts to keep students in school, Trix staff will consider the following 7 factors prior to imposing discipline.

- Age and grade level
- Disciplinary history (severity or repetition of misconduct),
- Disability
- Seriousness of Behavior (circumstances surrounding the misconduct)
- Safety Risk (impact of the student's misconduct on the student and others in the school community)
- Use of Restorative Practices (Restorative means practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct)
- Level of intervention

and any other relevant factors in determining how they will address misconduct.

Trix may use any of the following intervention strategies alone or in combination to address student misconduct:

- staff and student/parent conferences referrals, conferences,

- intervention and counseling with auxiliary staff or agencies
- daily/weekly progress reports
- behavioral contracts
- Behavior Intervention Plan (BIP)
- behavior intervention teacher training
- coordinate behavior intervention strategies among all personnel who work with the student.
- consultation with a behavioral specialist (School will need cooperation with the parent/guardian to ensure follow-through on behavior intervention)
- counseling and psychological services
- change in student's class schedule.
- restorative measures for all affected parties before- and/or after-school detention
- denial of participation in class and/or school activities
- weekend detention
- in-school suspension
- teacher "snap suspensions"
- out-of-school suspension (short-term one (1) to five (5) school days (long-term (more than 5))
- expulsion
- referral to law enforcement agency
- school service assignment
- student program for conflict resolution
- peer mediation.
- confiscation of inappropriate item restitution
- anger management and violence prevention program.

Trix may also refer students and/or their families to community-based services such as mental health care, substance abuse prevention and diversion, and others. The intervention strategies are not limited to those listed herein. Other methods of addressing misconduct may be more appropriate, depending on the circumstances. All staff are encouraged to utilize the option that maximizes students' learning and pro-social development while prioritizing keeping students safe

and engaged in learning.

Due Process

Federal and state law require schools to provide students with due process protections prior to imposing discipline. A school rule must be reasonable and fair, and procedural protections must be implemented for exclusionary discipline (i.e., suspensions and expulsions). This means Trix must:

- Provide notice of what conduct is prohibited or permitted. The rule must be reasonably understandable to the average child/student (considering the age of the individual child/student). It must also be related to a valid educational purpose and inform students of potential consequences for violating specific rules.
- The consequence of violating the rule must be of reasonable severity in relation to the seriousness of the misconduct or the number of times the misconduct was committed.
- A student accused of a serious behavioral infraction or rule/policy violation must be provided with timely and specific notice of charges against him or her.
- The student must be given the opportunity to question school staff or students involved in or witness to the incident.
- Provide the student with copies of all documents for the hearing and a list of all witnesses scheduled to testify.
- The student has the right to present evidence on his or her behalf. The right to rebut adverse testimony. The right to be represented by counsel at the hearing. The right to an impartial hearing and the right to obtain a record of the hearing and an opportunity to appeal.

Exclusionary Discipline (i.e., suspensions and expulsions)

A short-term suspension is defined as one (1) to five (5) school days, with a maximum length of five days. A long-term suspension occurs when a student is suspended for over five (5) school days. Students are entitled to due process protections with suspensions. Specifically, a student is entitled to oral or written notice of the accusation(s), an explanation of the evidence or basis for the charges, consideration of the 7 factors, what disciplinary measures are being proposed, and an opportunity to respond. A student's rights and privileges of attending school or participating in extracurricular activities are suspended during a suspension period.

An expulsion occurs when the school's board or designee terminates the student's rights and privileges to attend school, including extracurricular activities, for sixty (60) school days or more. An expulsion may be indefinite, as specified by the school board or state law. A more formal due process procedure is required when serious misbehavior is alleged against a student. This includes consideration of the 7 factors, explaining what the student is accused of, and giving him/her the opportunity to speak with an adult advocate such as a parent or other family member, guardian, mentor, friend, and/or attorney. The student and parent/guardian shall be notified of the allegation(s), the recommended disciplinary action, the time, date, and location of the meeting, and their right to attend and participate in the meeting. The Principal, Assistant Principal, or Designee will determine whether to impose a suspension or expulsion.

The notice and hearing should precede the student's removal from school if feasible. However, prior notice and hearing may not be feasible if the student's presence poses a danger to persons or property or

threatens to disrupt the academic process. In this case, a hearing should follow the student's removal from school as soon as possible.

Note: A suspension of more than 10 days or an expulsion will be considered unjustified unless the hearing examiner can demonstrate that it considered each of the 7 factors listed above. Consideration of the 7 factors is mandatory for long-term suspensions or expulsions. For short-term suspensions, consideration of the 7 factors is not mandatory, but the 7 factors should still be considered.

Suspension/Expulsion Hearing Process

- If the student/parent or guardian chooses a formal hearing, the student will be given reasonable time to prepare for a hearing. The disciplinary hearing will be conducted by an impartial hearing examiner. The hearing examiner will determine whether to impose a long-term suspension or expulsion.
- Prior to the hearing, the student and parent/guardian will have an opportunity to review all documents, videos, other media, or any other types of evidence, and a list of all witnesses slated to testify within a reasonable amount of time. The student and parent/guardian should be notified of all the processes for the hearing and any appeals. The hearing may be recorded.
- The student shall be advised of the alleged violation and be given an explanation of the facts. The explanation may include the written or oral testimony of others, but names or personally identifying information of student witnesses may be redacted. The student and parent/guardian may be represented at the hearing by an attorney or other adult. Written or oral evidence may be presented at the hearing on behalf of the student.
- After the hearing, the hearing examiner or its designee shall issue a decision, including a determination of disciplinary action. The parent/guardian of the student may petition the school to request the student's reinstatement to school, as permitted by state law or as specified by the academy's board at the time of removal.

Permanent Expulsion

Michigan law requires a school district to permanently expel (subject to possible reinstatement) any student who:

- A. Possesses a dangerous weapon (The term "dangerous weapon" means a firearm, dirk, dagger, stiletto, iron bar, knife with a blade over 3 inches in length, pocketknife opened by a mechanical device, and brass knuckles [MCL 380.1313(4)]). The term firearm means:
 - a. Any weapon (including a starter gun) which will or is designed to, or may readily be converted to, expel a projectile by the action of an explosive.
 - b. The frame or receiver of any such weapon.
 - c. Any firearm muffler or firearm silencer.
 - d. Any destructive device.
- B. Commits arson.
- C. Engages in criminal sexual conduct in a school building or on school grounds. (The term "criminal sexual conduct" is defined in the Michigan Penal Code, 1931, PA 328 MCL 750.520. It refers to sections which describe various levels of sexual penetration, sexual conduct, and assault with intent to commit criminal sexual conduct [MCL 750.520b, 520c, 520d, 520e, 520g].

D. Commits a physical assault against a school employee, contractor, or volunteer.

A student in grade six (6) or above, shall be expelled permanently, subject to possible reinstatement. The term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence” [MCL 380.1311a]. The student is expelled from all Michigan public schools unless the school operates or participates in an alternative education program appropriate for expelled students or unless the student is reinstated by the expelling board pursuant to the statutory reinstatement process. Within three days after the expulsion, the school must refer the student to the appropriate county Department of Human Services or county Department of Community Mental Health agency and must notify the student’s parent or legal guardian or, if the individual is 18 or is an emancipated minor, notifies the individual of the referral.

- Physical Assault - Student to Student

A student in grade six (6) or above who commits a physical assault against another student shall be suspended or expelled for up to 180 school days by the school board or its designee if the physical assault is reported to the school board, superintendent, or principal. The term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence”.

Note: For students in grades 6 and above who commit physical assault against another student. Those suspensions or expulsions can last no more than 180 days.

Dangerous Weapon Exceptions

Trix can choose not to expel a student if the student can establish in a clear and convincing manner one of the following:

- The object or instrument the student possessed was not intended for use as a weapon or for direct or indirect delivery to another person for use as a weapon.
- The student did not knowingly possess the weapon.
- The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon.
- The student possessed the weapon at the suggestion, request, direction, or with the express permission of school or police authorities.

The Trix Board may determine that expulsion for possession of a weapon is not justified if both of the following are met:

- The board or its designee determines in writing that at least 1 of the 7 factors listed has been established clearly and convincingly.
- The pupil has no prior disciplinary history, suspensions, or expulsions.

Weapon Free School Zone

A weapon-free school zone is defined as school property and/or a vehicle a school uses to transport students to or from school property. “School property” means a building, playing field, or

property used for school purposes to impart instruction to children or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses.

- A student who possesses a weapon, or dangerous weapon in a weapon-free school zone or commits arson or criminal sexual conduct at school or on school grounds is expelled from all Michigan public schools unless the school operates or participates in an alternative education program appropriate for expelled students or unless the student is reinstated by the expelling board pursuant to the statutory reinstatement procedure.
- The school will make a referral (within 3 days) to the appropriate county health or human services department. The school will provide notification of the referral to the parents, legal guardian, or student if an emancipated minor or 18.

Reporting Requirements: If a dangerous weapon is found in a student's possession while the student is attending school or a school activity or while the student is en route to or from school on a school bus, the school must immediately report it to the student's parent/guardian and the local law enforcement agency.

Appeal Process

A student may, within five (5) days of receipt of the decision, petition the board of directors for the opportunity to request appeal or reconsideration by the board or its designee. The petition shall be in writing and contain the reason that the previous decision should be reviewed or reconsidered. The board of directors may grant or deny the request for an appeal or request for reconsideration. If granted, the board shall notify the student in writing of the procedures to be used for the appeal or the request for reconsideration.

Reinstatement

Grade 5 or below

- a. For a student expelled for possessing a firearm or threatening another person with a dangerous weapon, the parent/guardian may initiate a petition for reinstatement any time after 60 school days following the date of the expulsion. The student may be reinstated 90 school days following the date of expulsion.
- b. For a student expelled for committing arson or criminal sexual conduct in a school building or on school grounds, the parent/ guardian may initiate a petition for reinstatement at any time, and the student may be reinstated ten school days after the expulsion.

Grade 6 or above

- a. For a student expelled for possessing a dangerous weapon in a weapon-free school zone, or who commits arson or criminal sexual conduct, the parent/guardian or the student (if he or she is at least 18 years of age or an emancipated minor) may initiate a petition any time after 150 school days following the date of expulsion. A student may be reinstated not earlier than 180 school days following the date of expulsion.
- b. For a student expelled for committing a physical assault against an employee, contractor, or volunteer, the parent/guardian or the student (if he or she is at least 18 years of age or an

emancipated minor) may initiate a petition any time after 150 school days following the date of expulsion. A student may be reinstated 180 school days following the date of expulsion.

c. it is the responsibility of the petitioning person (a parent, legal guardian, or the expelled student if he or she is at least 18 years of age or is an emancipated minor) to prepare and submit the petition for reinstatement.

If a student is found not guilty of the alleged misconduct in a criminal trial, the school may consider re-evaluating the student's expulsion.

Note: Under Michigan law, if a student has an adjudication order, order of disposition, judgment of sentence, or order of probation the student is prohibited from doing either of the following:

(a) attending the same school building that is attended by the victim of the violation.

(b) utilizing a school bus for transportation to and from any school if the individual or juvenile will have contact with the victim during use of the school bus.

Trix may consider early reinstatement, where students follow academy recommendations and services. As a condition for reinstatement, Trix may request an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation. The intervention strategy or discipline may require the student to follow any or all treatment recommendations of the evaluation. The evaluation must be a source approved by the school administration.

Trix may also modify reinstatement procedures for students expelled for less serious infractions. Students and parents will be notified of the reinstatement procedures at the time of suspension or expulsion.

Trix may discipline scholars for any of the following student conduct violations. This is not an exhaustive list. Trix reserves the right to impose discipline for unacceptable behaviors not included on this list.

Alcohol and Drugs: A student will not possess, use, offer to buy or sell, or purport to buy or sell, a controlled substance, dangerous drug, prescription drug, counterfeit drug, intoxicating substance, or alcohol. A student legally in possession of prescribed medication will not be in violation of this section as long as his/her use and possession of the prescribed medication is authorized at school and the student follows the required possession and use protocols as defined by the school.

Arson (Starting a Fire): A student will not intentionally, by means of starting a fire, cause harm to any property or person, or participate in the burning of any property or person. If a student commits arson in a school building or on school grounds or other school property, the school or its designee may be required to expel the student from the school permanently, subject to possible reinstatement.

Bomb Threats or Similar Threats

If a student in grade six (6) or above makes a bomb threat, or similar threat, directed at a school building, other school property, or a school-related event, then the school or the designee shall suspend or expel the pupil from the school for a period of time as determined at the discretion of the school board or its designee.

Bullying/Cyberbullying

Students may not engage in bullying or cyberbullying of any student for any reason in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. Bullying" means any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:

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

Dress and Grooming: A student will not dress or groom in a manner that disrupts the educational process or is detrimental to the health, safety, or welfare of others.

Electronic Communication Devices: Students may possess a cellular telephone or other electronic communication device while at school provided that during school hours and on a school vehicle the cellular phone or electronic communication device remains off and out of sight unless authorized school personnel have given students permission to use them.

Extortion: A student will not make another person do any act against his or her will, by force or threat, expressed or implied.

Failure to Serve Assigned Detention: A student shall serve an assigned detention of which students and/or parents/guardians have been notified. The detention notification method must be confirmed by a school employee. Alternative consequences may, on a case-by-case basis, be approved by school administrators for students who lack transportation.

False Fire Alarm or Bomb Report; Tampering with Fire Alarm System: Unless an emergency exists, a student will not intentionally sound a fire alarm or cause a fire alarm to be sounded, nor will a student falsely communicate or cause to be communicated that a bomb is located in a building or on school property, or at a school-related event. These acts are prohibited, irrespective of the whereabouts of the student. A student will not destroy, damage, or otherwise tamper with a fire alarm system in a school building.

False Identification: A student will not use another person's identification or give false identification to any school official with intent to deceive school personnel, to avoid discipline, to falsely obtain money or property, or for any other reason.

Felony: A student will not commit a criminal act that approximates a felony offense.

Fighting: A student will not physically fight with another person. Self-defense or defense of others may be taken into account in determining whether this provision has been violated.

Fireworks: A student will not possess, handle, transmit, conceal, or use any fireworks or firecrackers on school property or any school-related event.

Forgery: A student will not sign the name of another person for the purpose of defrauding another.

Fraud: A student will not deceive another or cause another to be deceived by false or misleading information in order to obtain anything of value.

Gambling: A student will not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.

Gang Activity: A student will not, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process. Gangs are defined as an ongoing organization, association, or group of 5 or more people, other than a nonprofit organization, that identifies itself by all of the following:

- a. A unifying mark, manner, protocol, or method of expressing membership, including a common name, sign or symbol, means of recognition, geographical or territorial sites, or boundary or location.
- b. An established leadership or command structure.
- c. Defined membership criteria.

Harassment/Intimidation: any gesture, written, verbal, or physical act that a reasonable person should know will have the effect of harming a student, damaging the student's property, placing a student in reasonable fear of harm to the student, damage to the student's property, or that has the effect of insulting or demeaning the student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

Hazing: The term "hazing" means "an intentional, knowing, or reckless act by a person acting alone or acting with others that is directed against an individual and that the person knew or should have known endangers the physical health or safety of the individual, and that is done for the purpose of pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization." The term "organization" means a group, athletic team, or similar group whose members are primarily students at an educational institution.

Improper, Negligent, or Reckless Operation of a Motor Vehicle: A student will not intentionally or recklessly operate a motor vehicle so as to endanger the safety, health, or welfare of others on school property.

Interference with School Authorities: A student will not interfere with administrators, teachers, or other school personnel or volunteers by threat or violence.

Public Display of Affection: Students will not engage in inappropriate displays of affection.

Insubordination/Unruly Conduct: A student will not willfully ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, write an assignment, work with another student, work in a group, take a test or do any other class or school-related activity not listed herein, refusing to leave a hallway or any other location when instructed by a school staff member, or running away from school staff when told to stop constitutes unruly conduct.

Leaving School Without Permission: A student will not leave the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel.

Loitering: A student will not remain or linger on school property without a legitimate purpose and/or without proper authority.

Physical Assault: to cause physical harm to another person through force. If a student enrolled in grade six (6) or above commits a physical assault at school against another student, then the

school board or its designee may be required to suspend or expel the student from the school district for up to 180 school days. If a student enrolled in grade six (6) or above commits a physical assault at school against a person employed by or engaged as a volunteer or contractor by the school board, then the school may be required to expel the student from the school district permanently, subject to possible reinstatement.

Possession of Inappropriate Personal Property: A student will not possess personal property that is prohibited by school rules or that is disruptive to teaching and learning, including, but not limited to, pornographic or obscene material, laser lights, or personal entertainment devices. Certain devices may be permitted for health or other reasons, if approved by the administration.

Profanity and/or Obscenity Toward Students: A student will not verbally, in writing, electronically, or with photographs or drawings direct profanity or insulting, obscene gestures toward any other student.

Profanity and/or Obscenity Toward Staff: A student will not verbally, in writing, electronically, or with photographs or drawings direct profanity or insulting, obscene gestures toward any school district staff members or adult volunteers.

Robbery: A student will not take or attempt to take from another person any property, by force or threat of force, expressed or implied.

Sexual Assault: A student will not sexually assault another person. If a student commits and is convicted of criminal sexual conduct the school or its designee may be required to expel the student from the school permanently, subject to possible reinstatement.

Sexual Harassment: A student will not use words, pictures, objects, gestures, or other actions relating to sexual activity or a person's gender that cause embarrassment, discomfort, or a reluctance to participate in school activities. A student will not make unwelcome sexual advances, request sexual favors or engage in verbal communication or physical conduct of a sexual nature with or toward any other student, school district personnel, or adult volunteers.

Smoking: A student will not smoke or use e-smoking devices, use tobacco or alternative cigarette options, or possess any substance containing tobacco or nicotine in any area under the control of a school district, including all activities or events supervised by the school district.

Tardiness: A student will not fail to be in his or her place of instruction at the assigned time without a valid excuse.

Technology Abuse: A student will not violate the school's "Technology Use Guidelines."

Theft or Possession of Stolen Property: A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property which does not belong to the student.

Threat/Coercion: A student will not threaten another with bodily harm. A student will not coerce another to act or refrain from acting.

Trespassing: A student will not enter upon the premises of the school, other than the location to which the student is assigned, without authorization from proper school authorities. If removed, suspended, or expelled from school, a student will not return to the school premises without permission of the proper school authorities.

Truancy: A student will not willfully and repeatedly fail to report to the school's assigned class or activity without prior permission, knowledge, or excuse by the school and parent/guardian.

Weapons: Dangerous Instruments: A student will not possess, handle, transmit, or use a dangerous instrument capable of harming another person. A "dangerous instrument" means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous instruments include, but are not limited to, chemical mace, pepper gas or like substances, stun guns, BB guns, pellet guns, razors, or box cutters.

Weapons: Dangerous Weapons: A student will not possess, handle, transmit, or use as a dangerous weapon an instrument capable of harming another person. A "dangerous weapon" means a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles. Except as noted below, the school board or its designee may be required to expel permanently a student who possesses a dangerous weapon, subject to possible reinstatement.

Weapon Look-A-Likes: A student shall not possess, use, sell, or distribute a toy weapon, a look-a-like or replica weapon except with the prior approval of a teacher or an administrator for appropriate educational use.

Discipline For Special Education Students

All students must comply with the Student Code of Conduct, including special education students. However, the discipline requirements for children and students with disabilities, 3-26 years of age, can be found in IDEA.

The IDEA specifically requires the individualized educational program (IEP) Team to consider the use of positive behavioral interventions and supports for any student with a disability whose behavior impedes their learning or that of others. 34 CFR. §300.324(a)(2)(I). Upon repeated incidents of student misbehavior or classroom disruption, the IEP Team may need to meet to consider whether the student's behavioral supports are being consistently implemented as required by the IEP or whether they should be changed.

Disciplinary Removals: A disciplinary removal occurs when a student is excluded from his or her current placement, as written in the individualized education program (IEP), due to a violation of the student code of conduct and the student is not afforded the opportunity to:

- continue to be involved in and make progress in the general education curriculum.
- Receive the instruction and services specified on the IEP; and
- participate with nondisabled students to the extent the student would have in his or her current placement.

Informal Removals: An informal removal occurs when the school removes a student with a disability from class or school without invoking IDEA's disciplinary procedures. Informal removals include administratively shortened school days that are outside of the placement process.

Students may be removed for up to 10 days in a school year.

School personnel may remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to

students without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

Disciplinary Removals of more than 10 consecutive school days constitute a change of placement. After the 10th consecutive day of removal, Trix must:

- provide the student with educational services (determined by the IEP Team) to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.
- provide notice and procedural safeguards to parents about the change of placement on the date the decision is made to make a removal that constitutes a change of placement.
- conduct a Manifest Determination Review (MDR) within 10 school days of the decision to change the placement. The parent, academy, and relevant members of the student's IEP Team (as determined by the parent and Trix) meet and review all relevant information to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability, or if the conduct in question was the direct result of a failure to implement the IEP.

If the behavior is a manifestation of the disability, the IEP Team must:

1. Return the student to the placement identified in the IEP, unless the parent and Trix agree on a change of placement as part of a modification of the behavior intervention plan.
2. Take immediate steps to remedy deficiencies of IEP implementation. If Trix did not implement the student's IEP, take immediate steps to remedy those deficiencies (examples: compensatory services, revision of the IEP, additional behavioral supports).
3. Address the behavior: The IEP Team conducts a functional behavioral assessment and implements a behavior intervention plan, or reviews and revises the existing behavior intervention plan. The functional behavioral assessment does not need to be conducted again if one has already been done.

If the behavior is NOT a manifestation of the disability:

- Trix will apply the same discipline procedures in the same manner and for the same duration as are applied to nondisabled students.
- Trix will provide the student with educational services (as determined by the IEP Team and documented in an IEP or IEP amendment) to participate in the general education curriculum, although in another setting, and to progress toward meeting IEP goals.
- Consider a functional behavioral assessment: a functional behavioral assessment (unless Trix has conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred), behavior intervention services, and modifications designed to address the behavior violation so that it does not occur again.

Disciplinary removals of more than 10 cumulative (non-consecutive) school days, in a school year, due to a violation of the Code of Student Conduct, the academy must determine whether the removal constitutes a change of placement.

A change of placement occurs if the student has been subjected to a series of removals that constitute a pattern:

- The series of removals total more than 10 school days in a school year.
- The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
- Additional factors exist, such as the length of each removal, the total amount of time the student

has been removed, and the proximity of the removals to one another.

If the removals constitute a change of placement

- Trix will provide educational services (as determined by the IEP Team and documented in an IEP or IEP amendment) to participate in the general education curriculum, although in another setting, and to progress toward meeting IEP goals.
- Trix will provide notice and procedural safeguards to parents about the change of placement on the date the decision is made.
- Trix will conduct a manifestation determination review (MDR) within 10 school days of the decision to change the placement. The parent, school district, and relevant members of the student's IEP Team (as determined by the parent and the school) meet and review all relevant information to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability, or if the conduct in question was the direct result of the school's failure to implement the IEP.

When the removals do NOT constitute a change of placement:

School personnel, in consultation with one or more of the student's teachers, determine the extent to which services are needed for the student to participate in the general education curriculum and to make progress on his or her IEP goals, although in another setting.

Disciplinary Removals Due to Special Circumstances

Trix may remove a student to an interim alternative educational setting for not more than 45 school days for special circumstances without regard to whether the behavior is a manifestation of the student's disability.

Special circumstances include:

- Carries a weapon to or possesses a weapon at school, on school premises, or at a school function.
- Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function.
- Inflicts serious bodily injury upon another person while on school premises or at a school function.

When placing a student in an interim alternative educational setting (IAES), Trix must follow the same procedures for a student removed for more than 10 consecutive school days including:

- Provide educational services.
- Provide notice and procedural due process.
- Conduct a manifestation determination review (MDR) When the behavior is a manifestation of the disability, the school district must:
 - Return the student to the previous placement.
 - Remedy deficiencies of IEP implementation
 - Address the behavior.

Protections For Students not determined eligible for Special Education Services

- A student who is removed for discipline for more than 10 days in a school year may have protections, even if the student is not eligible for special education at the time of the removal.
- A student who has not been determined to be eligible for special education and related services who has violated a code of student conduct, may assert discipline protections including the MDR if the academy had knowledge the student has a disability before the behavior resulting in disciplinary action occurred.

Trix is deemed to have knowledge if any of the following occurred before the behavior that resulted in disciplinary action:

1. The parent expressed concern in writing to supervisory or administrative personnel of the academy, or a teacher of the student, that the student needs special education and related services.
2. The parent of the child requested an evaluation pursuant to 34 CFR §§300.300- 300.311.
3. The student's teacher or other personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education or other supervisory personnel of the academy.

Trix is not considered to have knowledge if:

1. The parent did not allow an evaluation of the student.
2. The parent refused services.
3. The student was found to not be a student with a disability after an evaluation.

Note: When a student is deemed to be a student with a disability, within 10 school days of any decision to change the placement of a student with a disability because of a violation of the code of conduct, the academy, the parent, and relevant members of the student's IEP Team must conduct a manifestation determination review. The IDEA does not include an exception that gives the school additional time to complete an evaluation of the student's eligibility under IDEA prior to conducting the manifestation determination review.

When a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the school district must:

1. Conduct an expedited evaluation: Complete a thorough evaluation in an expedited manner, which means that the evaluation should be conducted in a shorter time period than the typical evaluation conducted within 30 school days from receiving parental consent. While the evaluation is ongoing, school personnel may apply the same discipline procedures as are applied to nondisabled students.
2. Keep the student in the educational placement determined by school authorities: Until the evaluation is completed, the student remains in the educational placement, determined by the school authorities, which can include suspension or expulsion, without educational services.

When the school DOES NOT have a basis of knowledge and no disability is suspected:

School personnel may apply the same discipline procedures in the same manner and for the same duration as are applied to nondisabled students. 34 CFR §300.534(d)(1)

Interim Alternative Educational Settings

For a student who has been removed from their current educational placement for disciplinary reasons, home instruction can be delivered through a virtual, in-person, or hybrid approach. Virtual home instruction or hybrid instruction is an available option for the IEP Team to consider when determining the appropriate IAES for a student with a disability.

Teacher Snap Suspensions

Michigan law allows teachers to impose one-day "snap suspensions" from his/her class, subject or activity, for up to one school day when the student's behavior interferes with the teacher's ability to effectively teach or manage the class, subject or activity.

1. A student receiving a teacher-imposed suspension may not return to the class, subject or activity from which the student was suspended until the passage of one full school day from the time of the student infraction, unless permitted by both the teacher and the principal or designee.
2. A teacher who utilizes this option must:
 - The teacher shall immediately report the suspension and the reason for the suspension to the principal or designee for appropriate action.
 - If the appropriate administrative action requires the student's continued presence at school, the student shall be under the appropriate supervision.
 - The teacher shall complete the classroom suspension form and submit it to the principal by the end of the school day.
 - The school shall immediately notify the student's parent/guardian.
 - The teacher shall arrange a conference with the student's parent/guardian as soon as possible to discuss the suspension.
 - The teacher shall contact a school counselor, social worker, or psychologist who shall attend the parent/teacher conference whenever practical.
 - A school administrator shall attend the parent/teacher conference if requested by the teacher or parents.

At the discretion of the principal or designee, the student receiving a teacher-imposed suspension from a class, subject or activity may be permitted to attend other classes, subjects or activities if the student conduct does not qualify for multiple-day suspension or expulsion in accordance with Trix's Student Code of Conduct.

All teacher-imposed suspensions shall be applied in a manner consistent with applicable school discipline policies, procedures, as well as federal and state laws for special education students.

Note: Substitutes, Interns, student teachers and others not under a teaching contract with the academy may not use snap suspensions. Problem students must be referred to the principal or designee.

Anti-bullying Policy

(Board Policy 5517.01) Michigan Education Choice Center Board of Directors believes that a safe and civil environment in school is necessary for Scholars to learn and achieve high academic standards. It is the policy of the Academy to provide a safe and nurturing educational environment for all of its Scholars.

Bullying or other aggressive behavior toward a Scholar, whether by other Scholars, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers is strictly prohibited. This prohibition includes physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a Scholar, 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 Scholar behavior.

This policy applies to all Academy activities, including activities on school property, in a school vehicle, and those occurring off school property if the Scholar or

employee is at any school-sponsored, school-approved, or school-related activity or function such as field trips or athletic events where Scholars are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

I. Definitions

“Bullying” is defined as a person willfully and repeatedly exercising power or control over another with hostile or malicious intent. “Bullying” is any written, verbal, graphic, or physical act, or any electronic communication, 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 character.

“Bullying” is conduct that meets all of the following criteria:

1. Is directed at one (1) or more Scholars;
2. Substantially interferes with educational opportunities, benefits, or programs of one (1) or more Scholars
3. Adversely affects the ability of a Scholar to participate in or benefit from the Academy's educational programs or activities by placing the Scholar in reasonable fear of physical harm or by causing emotional distress; and
4. Is based on a Scholar's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics

II. Reporting

Any Scholar who believes he or she has been or is currently the victim of bullying should immediately report the situation to any school personnel. That school personnel will be responsible for notifying the appropriate school administrator. Retaliation against 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 and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports will result in disciplinary action as indicated above.

III. Investigation

All complaints about bullying behavior that violate this policy shall be promptly investigated. If the investigation finds an instance of bullying behavior has occurred, it will result in prompt and appropriate action. This will include discipline up to expulsion. Individuals may also be referred to law enforcement officials. The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

Intimidation & Harassment

It is the policy of the Board of Directors to maintain an education and work environment which is free from all forms of unlawful harassment, including sexual harassment. This

commitment applies to all Academy operations, programs, and activities. All Scholars, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against harassment based on sex, race, color, national origin, religion, disability, genetic information, or any other unlawful basis, and encourages those within the Academy community as well as third parties, who feel aggrieved to seek assistance to rectify the problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

Examples of prohibited conduct include name-calling, using derogatory slurs, causing psychological harm, threatening or causing physical harm, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Any Scholar making a knowingly false accusation regarding harassment may also be subject to disciplinary consequences.

Search And Seizure (School Code Section 1306)

To maintain order and discipline in the schools and to protect the safety and welfare of Scholars and staff, school officials have the right to conduct reasonable searches of Scholars and school property.

School Property

Scholar desks, and other such property are owned by the school district, which exercises exclusive control over them. Scholars should not expect privacy regarding items placed in school property because school property is subject to search at any time by school officials.

Personal Property

Scholars and their personal property (backpacks, purses, etc.) are subject to search if a school official has reasonable cause to believe that a Scholar is in possession of illegal, unauthorized (stolen), hazardous, or contraband materials.

Reasonable Cause

A belief based on specific reasonable inferences, which an administrator is entitled to draw from the facts in light of his experience. Specific reasonable inferences may be drawn from instances including but not limited to, a tip from a reliable Scholar, suspicious behavior, smells, or bulges in a pocket, and the like.

Contraband

All substances or materials, the presence of which is prohibited by school policy or state law, including but not limited to controlled substances, drugs, alcohol or alcoholic beverages, abusable glue or aerosol paint, guns, knives, weapons, incendiary and explosive devices.

Canine/Metal Detectors

The school administration may use canine and metal detectors to search for illegal, unauthorized, hazardous, or contraband materials.

Complaint Procedures

Grievance Procedure

Though the faculty and administration of the PLA Network make every effort to avoid problems, parents and Scholars will occasionally disagree with decisions that are made in regard to discipline or grades. In most cases, problems can be resolved when parents speak to the person directly responsible for decisions that have been made concerning a scholar. If the issue is not resolved after the initial communication with staff, the complaining party should contact the Principal. If a satisfactory resolution is still not achieved the complaining party should contact the Regional Director, Nicole Fama at nfama@phalenacademies.org.

Phalen Leadership Academy Network Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 Years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

The right to inspect and review the student’s education record within 45 days of the day the School Corporation receives a 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 principal 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 eligible students may ask the School Corporation to amend a record that is believed to be inaccurate or misleading. Parents should write to the school principal, clearly identify the part of the record for which an amendment is requested, and specify why it is inaccurate or misleading. If the School Corporation decides not to amend the record as requested by the parent or eligible student, the School Corporation 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 that permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the School Corporation 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 Corporation 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 Corporation discloses educational records without consent to officials of another school corporation in which a student seeks or intends to enroll.

NOTE: FERPA requires a school corporation to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.]

Where disclosure is to a state or local juvenile justice agency and relates to the ability of such agency to serve before adjudication the student whose records are being released and such agency receiving the information certifies in writing that the agency has agreed not to disclose it to a third party without the consent of the student's parent, guardian, or custodian. Such information may not be used to aid in the supervision of a delinquent child. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School Corporation to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, D.C. 20202-4605

School Visitor Policy

Purpose

To aid PLA in maintaining a safe and academically effective school environment

for scholars, staff, and the public, PLA has established uniform guidelines for granting and restricting access to school property and school events.

Scope

This policy applies to all visitors, including parents, maintenance workers, service providers, reporters, etc. Emergency service personnel and law enforcement personnel on the premises for an emergency are exempt from this policy.

Guidelines-General (Pre-Covid)

PLA strives to create an atmosphere of camaraderie and cooperation between school personnel, parents and its community. This goal is balanced against PLA's commitment to create an academic environment that does not hinder a scholar's educational opportunities. To this end PLA has implemented the following steps for all visitors to the school.

Step 1. All visitors must report to the administrative office. He or she must sign in and state the purpose for his or her visit. Permission will be granted for entry to the school unless there is a legal prohibition against the visitor's presence at the school, the visitor does not have a legitimate purpose for being at the school, or the visitor causes a disruption to the academic process.

Step 2. The receptionist will give the visitor a visitor's badge, which the visitor must display on his/her clothing. The badge must be visible at all times. A visitor without a badge will be asked to obtain a pass or to display their pass in a visible location. If the visitor refuses to obtain or display their pass, he or she will be asked to leave the school.

Step 3. The PLA Board has delegated its authority to grant or deny entry to the school to the Principal. The Principal of the school is responsible for ensuring that scholar and school safety are not compromised by the presence of a visitor in the school building or on its premises. Permission, once granted, may be rescinded if a visitor does not comply with the stated purpose of the visit or violates any school policy, administrative regulation, and law or disrupts the school environment.

Step 4. If the behavior of a visitor is disruptive to the school and/or undermines the learning environment, prevents the orderly conduct of the activities, administration, or classes of the school, involves illegal activity, or poses a risk to the safety of students or staff, the Principal will instruct the visitor to refrain from the disruptive behavior. If the behavior continues the visitor will be asked to leave. If the visitor refuses to leave after requested to do so, the staff will call the police to remove the visitor from the premises.

Step 5. The Principal must tell the visitor the reason for his or her decision to deny the visitor entry, or the reason for the visitor's removal from the school. The Principal's decision to deny or restrict entry of a visitor may be appealed to Human Resources.

Guidelines-Classroom Observations (Pre-Covid)

The presence of adult observers in the classroom can sometimes distract the scholars and disrupt the overall classroom program. To lessen this effect, PLA has limited the observation time to one hour per week. If additional observation time is needed, the visitor may contact the Principal for approval. Any extensions must be for the benefit of the scholar, and must not undermine the academic environment of other scholars in the classroom.

Step 1. All visitors wishing to observe a classroom must contact the Principal, in advance of the visit, to schedule a time. To minimize classroom disruptions, morning visits should be scheduled during the hours of 8:30a.m. - 9:00a.m. 10: 30a.m.- 11:00a.m. and afternoon visits should be scheduled during the hours of 1:00p.m. - 3:00p.m. The Principal may reschedule or deny the observation request due to school testing or assessments.

Step 2. Upon arrival for a classroom observation, the visitor must sign in at the front desk. Visitors should arrive at the classroom at the start of their scheduled observation time.

Step 3. All visitors must take a seat in the rear area of the classroom, or in an area out of the direct line of sight of the scholars. Visitors may not bring other children, relatives or friends with them for the classroom visit.

Step 4. Visitors may not engage in any behavior that detracts from the learning environment (e.g. talking on the cellular phone, playing games, calling or engaging their child in other activities during class).

Guidelines-Administrative

- Any visitor who wishes to discuss his or her concerns stemming from a visit may e-mail operations@phalenacademies.org.
- Any visitor who wishes to talk with a teacher or make a suggestion to a teacher stemming from an observation should contact the Principal via email, phone call or make an appointment. This is distinct and separate from a communication between a parent and teacher to discuss a scholar's behavior or performance in class.
- Any Parent/Grandparent/Guardian who wishes to participate in the PLA Parent Volunteer Program may e-mail operations@phalenacademies.org

PLA/MECC UNIFORM DRESS CODE POLICY

DRESS CODE CONSEQUENCES

Scholars are required to be in the Trix Academy dress code and comply with all dress code expectations on a daily basis. If a scholar is not in compliance with expectations, administration will follow this process:

1. Scholar will be given a verbal warning and parent will be notified
2. Scholar will be reminded, parent notified and determine if uniform assistance is needed.
3. Parent will be required to bring the scholars the necessary clothing the day of.
4. Follow step 3 as multiple times as necessary.

ALTERNATIVE EDUCATION A school district may provide an alternative education for a student who has been suspended or expelled. The Michigan Attorney General issued an opinion cited as 1985 OAG 6271 in which he stated that the board of education of a school district which, in accordance with due process requirements, suspends, for a lengthy period of time, or permanently expels, a non-handicapped student who is the responsibility of the parent or legal guardian to locate a suitable alternative education program and to enroll their child in a program during the expulsion. For further information regarding alternative education programs available in your area, contact your local or intermediate school district or the Office of Safe Schools at (517) 241-0726 or access their web site at: <http://michigansafeschools.org>.

Alternative Placement - Student to Employee or Volunteer Physical Assault Expulsion

Unless the school district operates or participates in an alternative education program appropriate for a student expelled pursuant to section 380.1311a(2) and at the school district's discretion admits the student to that program or a "strict discipline academy," the student is expelled from all Michigan public schools. A student cannot be enrolled unless a petition for reinstatement has been granted [MCL 380.1311a(2)]. A program operated for expelled students must ensure that a student is physically separated at all times during the school day from the general pupil population. If the student is not placed in an alternative education program or a "strict discipline academy," the school district may provide or arrange for the intermediate school district to provide to the student appropriate instructional services at home. Homebound services are designed to help students who are unable to attend school to keep up with their studies [MCL 388.1709].



25-26 School Year

Approved January 8, 2025

JULY							AUGUST							SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER																										
S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S																				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
6/16-7/18 Summer Advantage	7/4 Independence Day, Holiday						8/1 New Teacher Institute						9/1 Labor Day Holiday						10/1 Count Day						11/4 Staff Training, No School						12/4 Parent Teacher Conferences 4-6 pm																														
7/15-7/18 Leadership Institute							8/4-8/8 Content Teacher Training							9/18 Parent Teacher Conferences 4-6 pm							10/13 Staff Training, No School							11/26-11/28 Thanksgiving Holiday							12/5 Progress Reports, Parent Teacher Conferences 1-4pm, and half Day for Scholars																										
7/31 New Teacher Institute							8/11-8/15 School Training							9/19 Progress Reports, Parent Teacher Conferences 1-4pm, and half Day for Scholars							10/17 End of Quarter 1							10/24 Report Cards Go Home							12/22-12/31 Winter Holiday																										
8/29 No School - Holiday							8/29 No School - Holiday							8/29 No School - Holiday							8/29 No School - Holiday							8/29 No School - Holiday							8/29 No School - Holiday																										
JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE																										
S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S																				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1/1-1/2 Winter Holiday							2/11 Count Day							3/20 End of Quarter 3							4/1-4/3 Spring Break							5/1 Progress Reports							6/9 Last Day of School for Scholars																										
1/9 End of Quarter 2							No School 2/16-2/19 Winter Break, No School, 2/20 Staff Training, No School							3/27 Report Cards Go Home							4/7-4/13 Spring Break							5/1 Parent Teacher Conferences							6/9 End of Quarter 4																										
1/16 Report Cards Go Home							2/26 Parent Teacher Conferences 4-6 pm							3/20 Staff Training, No School							3/20 Staff Training, No School							5/25 Memorial Day Holiday							6/10 Last Day of School for Teachers																										
1/19 Martin Luther King Day Holiday							2/27 Progress Reports, Parent Teacher Conferences 1-4pm, and half Day for Scholars							3/30-3/31 Spring Break							3/30-3/31 Spring Break							6/11 Report Cards Mailed							6/19 Juneteenth Holiday																										

Cell Phone Policy

Cell Phones Policy 2025-2026

**Parents and students, please read the cell phone policy in its entirety.
No exceptions will be made for the policy.**

- All phones will be turned in to the homeroom teacher when scholars arrive at the building.
- Phones will be stored in a lock box with the homeroom teacher.
- All phones will be returned to scholars at the end of the school day.
 - **Trix Academy is not responsible for lost or stolen cell phones, nor do we have the resources to investigate if they are lost or stolen.**
- **Use of a cell phone during the school day to talk, text, photograph or access the internet will result in the confiscation of the phone.**
- **If a scholar's cell phone is confiscated, a parent/guardian must pick up the phone. Confiscated phones will not be returned to a scholar. The school will not contact parents to notify them that a phone has been confiscated.**

Additionally, any violation of this policy which causes or involves a distraction or interruption of transportation, the instructional environment or leads to the violation of other district rules or policies will be subject to disciplinary action according to the Student Code of Conduct. **Failure to comply with a staff directive to turn in a cell phone will be considered defiance of authority and subject to disciplinary action according to the Student Code of Conduct.** If parents need to contact a scholar during the school day, they are requested to contact the school office for assistance. If scholars need to use a phone during the school day, they must use a school phone, which are made available to scholars with appropriate permission. **Trix Academy** personnel are not responsible for any lost, stolen or damaged cell phone or electronic devices.

Scholar Signature: _____ Date _____

Parent Signature: _____ Date _____

Parent Commitment 2025-2026

You are your child's most important teacher and role model, and we are pleased to have the opportunity to share in the education of your child. Parents, teachers and students must combine efforts for your child to reach his/her potential.

As a parent, I fully agree with all policies outlined in this handbook and commit to the following:

- I will make sure my child arrives at school fifteen (15) minutes before the start of each school day and remains at school until the conclusion of the school day.
- I will make arrangements so my child can be at school before or after the school day for tutoring, restitution or other after-school programs when required or needed.
- I will require my child to complete all assignments. I will try to read with my primary grade child every night, if applicable.
- I will communicate respectfully with faculty and staff.
- I will read all papers the school sends home, sign if necessary and return the next day.
- I will participate in all meetings and conferences concerning my child.
- I will support the academic expectations and curricular programs of the school.
- I will be a role model for my child as I follow the rules, codes, policies and procedures established by the school.
- I will pick my child up from school on time or accept the consequences or penalties.
- I will notify the school if my child is unable to attend school. I understand daily attendance is essential to student success and school funding.
- I will adhere to the PLA/MECC attendance policies ensuring the academic success of my child.
- I will ensure my child follows the school rules, codes, policies and procedures so as to protect the safety, interests and rights of all individuals in the classroom.
- I have read, understand, and commit support for all policies outlined in the PLA/MECC parent /student handbook.

Failure to adhere to these commitments may cause my child to lose privileges and may lead to my child's removal from PLA/MECC schools

PRINT Student Name: _____

PRINT Parent Name: _____

Parent Signature _____ Date _____

Trix Academy
Signature Page (Handbook)
2025-2026

Dear Scholars and Parent(s)/Guardian(s):

This handbook was developed as a guide for scholars and parents and to answer commonly asked questions that arise during the course of the school year. Our goal is to create a positive educational atmosphere conducive to learning where rules/procedures are enforced firmly, fairly, and consistently to all scholars.

We ask that you familiarize yourself with this handbook by reading it and ask that you sign this page as evidence that you are aware of the policies and procedures. This form is part of the scholar's registration process at Trix Academy and must be returned as a condition of enrollment.

Signing below is evidence that parents and scholars have or will read and understand the contents of this handbook.

Signature of Parent/Guardian Date

Signature of Scholar Date

Print Name of Scholar Grade