



TRIX ACADEMY

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Expectation of Excellence In Achievement, Attitude, Actions



Trix Academy



Scholar/Family Handbook

2023-2024

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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 The 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, 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.

PLA Core Values

A graphic with a red background. At the top left is the PLA logo, a shield with 'P', 'L', and 'A' inside, topped with a crown and flanked by laurel branches. To the right of the logo is the title 'Core Values' in large white serif font. Below this is a light gray horizontal band with the text 'Our drive to improve the lives of children is grounded in our core values:'. The main body of the graphic is a large white triangle pointing downwards, divided into five horizontal sections by red lines. Each section contains a core value in bold red text and a description in black text. To the left of the triangle is a collage of photos of diverse children in school settings. To the right is a vertical strip of photos showing a teacher, a group of cheerleaders, a boy with glasses, and two students in sweatshirts.

 **Core Values**

Our drive to improve the lives of children is grounded 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 with **Hope Community Charter School**, 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 DC 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 2022-2023

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 in Appendix.

(Shorts are allowed from Aug. 22nd - 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, Hope 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 Hope 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

Due to Covid guidelines and ensuring the safety of all scholars, ***we will not offer in person parent visits during the school day.*** 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 in the Appendix and return to the Principal.**

School Fee Waivers

The parent of a scholar or an emancipated minor who is enrolled at PLA, and who meets the financial eligibility standard established by IC 20-33-5-2 may not be required to pay the fees for curricular materials, supplies, or other required class fees. If PLA pays the fees, it may seek reimbursement from the Department of Education. If the reimbursement amount is less than the fee assessed for the curricular material, PLA may request that the parent or emancipated minor pay the balance of the amount.

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.

Parent Teacher Organization (PTO)

PTO events are a major part of the "life" of our schools. They provide a variety of special opportunities for our scholars and your participation is extremely important. Volunteers are needed in different capacities throughout the year, many of which occur outside the school day. Please refer to PLA Network's website or main office for information regarding

the PTO, meetings times, and related activities. Parents are required to have a background check done by our Operations Department.

Scholar Council (Middle School)

The Scholar Council provides service to the school, increases school spirit, and promotes better relationships and understanding between administration, faculty, and scholars. The Scholar Council also introduces new ideas for policies and activities with the school and discusses problems arising within the school community. Scholar council members represent their classes by bringing ideas, suggestions, comments, and questions to the Council and taking information, ideas, and plans back to their classmates. The Scholar Council represents the scholar body as a whole by presenting ideas, suggestions, and comments to the school faculty and administration.

Child Abuse/Neglect

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 Parties are prohibited at this time. All homeroom teachers will do monthly classroom birthday celebrations for scholars. 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.

Cell Phone Policy

Cell Phones Policy 2022-2023

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 with the campus Dean of Climate and Culture.
- 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_____

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.

Adult Transport

Adult transport of scholars will be permitted

D. Health Services

Immunization Requirements

All scholars are required to have the statutorily mandated immunizations or to have an authorized waiver. If a scholar does not have the necessary shots or waivers, the Principal may remove the scholar or require compliance by a set deadline. Any questions about immunizations or waivers should be directed to the school's nurse. Each scholar shall provide proof of their immunizations that complies with the rules set forth by the Indiana State Board of Health pertaining to adequate dosage and age. A full listing of immunizations can be found at:

http://www.state.in.us/isdh/files/2015_-_2016_School_Reqs_Chart_WR_9029.pdf

Injury and Illness

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

Scholars may bring medications to school on the bus as long as the scholar turns the medication over to the school nurse or office upon their arrival to school. Scholars will not be permitted to transport medications home during the school year or at the end of the school year unless a Medication Transport Release form has been signed by the parent/guardian and returned to school. However, 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 a parent. 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.

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

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.

- **Response To Intervention**

If a determination is made that a scholar needs additional supports, PLA will utilize its Response To Intervention Process (I-Team) to determine the specific interventions needed by the scholar. In the RTI 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 for testing to determine eligibility for special education services and what services the scholar needs to succeed.

- **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/Article 7 regulations. Scholars who do not qualify for services under IDEA/Article 7 may be considered for Section 504 services under the Rehabilitation Act.

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 in the Indiana 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 Indiana's New 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 exiting 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

PLA/MECC places a high priority on maintaining an atmosphere of respect that is conducive to learning and is safe for all scholars, staff and guests. Scholars who engage in illegal, dangerous or disruptive behavior will be called upon to correct that behavior. Each scholar is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique scholar and unique situation. The odds of children learning from their mistakes increases dramatically when children see a reasonable connection between their behavior and the resulting consequence. At PLA we utilize a Behavior Management System that focuses on that connection and individualizes disciplinary measures. Because discipline is uniquely tailored to each individual scholar, please contact your scholar's school. Questions regarding discipline at your scholar's school should be directed to the Principal.

Due Process

Due process is a fundamental right of all individuals. Therefore, constitutionally and legally sound procedures have been implemented by the academy to address discipline. Those include the following:

1. Disciplinary authority shall be reasonable and fair.
2. Every effort shall be made by school personnel to resolve problems through effective utilization of the academy's resources, in cooperation with the student and the parent or guardian.
3. A student shall be fully informed of events surrounding the discipline. A student shall also be given the opportunity to discuss the events which occasioned the suspension/expulsion. If a student denies a charge against him/her, the school shall

provide the student with an explanation of the evidence.

4. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

5. Scholars with disabilities may be suspended up to 10 school days in one school year for violations described herein. Consequences for special education or disabled scholars will be adjusted, as required by federal and state laws and regulations, and the scholar's individual education plan (IEP) or accommodation, when necessary.

6. A student, or a parent of a minor student, may waive the student's right to a hearing on charges alleging student misconduct and voluntarily accept exclusion from school, school grounds, and school functions in excess of ten (10) school days without such a hearing. Such exclusion shall be for a specific period of time. During such periods of exclusion the student shall not be allowed to re-enroll. Such voluntary exclusion is not a right of any student and shall be available only at the discretion of the Principal and/or designee .

7. Before a decision is rendered to suspend, expel, or permanently expel a student, the following Discipline Factors shall be considered:

- a. the student's age;
- b. the student's disciplinary history;
- c. whether the student has a disability;
- d. the seriousness of the violation or behavior;
- e. whether the violation or behavior threatened the safety of any pupil or staff member;
- f. whether restorative practices will be used to address the violation or behavior;
- g. whether a lesser intervention would properly address the violation or behavior.¹

Suspension of Ten School Days or Less

1. Prior to the suspension of the student, the Dean of Culture shall provide the following due process:

- a. The student will be informed of the charges against him/her, and, if the student denies the charges, the school administration shall provide the student with an explanation of the evidence.

2. The student shall be provided an opportunity to explain his/her version of the facts.

3. The Dean of Culture shall consider the Discipline Factors before rendering a decision.

- a. If, after providing the student with his/her due process rights, the Dean of Culture, or the Dean of Culture's designee in Dean's absence, determines that the student has engaged in a prohibited act under this Student Code of Conduct, then the Dean of Culture or designee may impose a disciplinary penalty of a suspension not to exceed thirty (30) school days. The parents or guardians shall be notified of their right to appeal the decision to the

Principal and to request a conference. Verbal notification shall be followed by written communication to the parents/guardians. A copy of the letter shall be placed in the student's discipline file. Verification of such contract shall be made as a log entry in PowerSchool.

4. The Principal shall affirm, modify or reverse disciplinary action within two (2) school days of the conference date. This decision is final and not subject to further review or appeal.

Suspension for Eleven (11) or More School Days, Expulsion, or Permanent Expulsion

Informal Hearing Procedures

1. A long-term suspension for more than ten (10) days, expulsion or permanent expulsion may be recommended by the academy's Principal and/or designee following an investigation of charges of misconduct by a student, and an offer to the student and his or her parents or guardians of an informal hearing involving the Principal and/or designee and the student and parents or guardians.
2. At the informal hearing, the student (1) shall be advised of the misconduct with which he or she is charged; (2) shall be advised of the evidence supporting the charges; and (3) shall be given the opportunity to present his or her version of the alleged incident(s). At the discretion of the Principal and/or designee other persons may be permitted to attend the hearing or otherwise provide information which will assist in the resolution of the charges.
3. Before rendering a discipline decision, the Principal and/or designee shall consider the Discipline Factors.
4. At the conclusion of a requested informal hearing, if the Principal and/or designee determines that the student has not engaged in the alleged misconduct, the charges shall be dismissed. If the Principal and/or designee determines that the student has engaged in misconduct which merits a long-term suspension, expulsion or permanent expulsion, the Principal and/or designee shall make a written recommendation to the Hearing Officer that the student be disciplined, identifying the basis(es) upon which the recommendation has been made. The Principal and/or designee may also impose an immediate suspension of the student of up to thirty (30) school days, pending further review of the recommendation.

¹If the student brought a firearm to school, these factors do not apply.

5. In exceptional cases where an informal hearing is impracticable, the Principal and/or designee may, in his or her sole discretion, impose an immediate suspension of the student of up to thirty (30) school days without holding an

informal hearing. However, the Discipline Factors shall be considered before imposing the immediate suspension. In such cases, if the Principal and/or designee determines upon investigation that the student has engaged in misconduct which merits a long-term suspension, expulsion or permanent expulsion, the Principal and/or designee shall make a written recommendation to the Hearing Officer that the student be so disciplined, identifying the basis(es) upon which the recommendation has been made.

Formal Due Process Hearing Procedures

1. Upon receipt of a recommendation from the Principal and/or designee for a long-term suspension, expulsion or permanent expulsion of a student, the Hearing Officer shall schedule a formal due process hearing to take place within ten (10) school days following the commencement of the student's suspension. In the case of an expulsion or permanent expulsion, if the hearing cannot be scheduled within the ten (10) school day period the academy may impose additional days beyond the short term suspension until such time as the hearing can be held.
6. The following procedures shall be followed regarding the formal due process hearing for long-term suspension and expulsion:
 - i. **Written notice.** If a student is charged with a violation of the Student Code of Conduct carrying a consequence of long term suspension or expulsion, the student and the student's parent(s) shall be notified of such charges by registered mail, as well as the student's rights of due process as set forth herein. The written notice of violation shall state the nature of the violation, the proposed consequence, and the student's and parent's right to a due process hearing at a specified time and place to determine (i) whether a violation occurred and (ii) whether the consequence of such violation merits the imposition of a long-term suspension or expulsion. The notice shall also set forth the right of the student and his parent and an advocate of their choice and at their expense to participate in the hearing, the right of the student to hear and/or see the evidence offered against him or her during the hearing, the right of the student to present oral or written evidence or testimony on the student's behalf, and the right to a written record of the result of the hearing.

ii. **Hearing Procedures.** At the hearing, the student and parent shall be advised of the alleged violation and the facts leading toward the allegation and be provided copies of the evidence provided to the Hearing Officer. Minutes shall be kept for the hearing. At the hearing the Hearing Officer will consider all of the following factors before rendering its decision.

iii. **Written Record.** Within three (3) school days after the conclusion of the hearing, the parents/guardian will receive a written record of the decision. This document will inform the parent if there is any right to an appeal to the Deputy Regional Director. The parent shall be responsible for making arrangements for the child's educational needs during a long-term suspension or expulsion.

iv. **Appeal to Regional Director.** A Parent/Guardian or scholar may appeal the Hearing Officer's decision in writing to the Regional Director of Phalen Leadership Academy within 3 business days of being notified of the Hearing Officer's decision. The Regional Director shall consider the record presented at the due process hearing, and at its discretion, additional positions from the administration and the parent/guardian or student in rendering its decision. The Regional Director of Phalen Leadership Academy shall render the final decision within ten (10) business days. Except for expulsions, all decisions of the Regional Director are final.

v. **Appeal to Board.** A Parent/Guardian or scholar may appeal the Regional Director's decision for expulsion within seven (7) days to the JRLA Board of Directors. The Board shall consider the written record, and at its discretion, consider additional positions from the administration and the parent/guardian or student.

vi. **School Assignments** When practical in the judgment of the Principal, a student may be permitted to maintain progress during a long-term suspension.

7. The following procedures shall be followed regarding the formal due process

hearing for permanent expulsion:

i. **Written notice.** If a student is charged with a violation of the Student Code of Conduct carrying the potential consequence of a permanent expulsion, the student and their parent/guardian shall be notified of such charges by registered mail, as well as the student's due process rights. The written notice of violation shall state the nature of the violation, the proposed consequence, and the student's and parent's right to a due process hearing at a specified time and place to determine (i) whether a violation

occurred, (ii) whether an exception applies to preclude the permanent expulsion, or (iii) whether consideration of the Discipline Factors weigh against permanent expulsion:

ii. The notice shall also set forth the right of the student and his parent and an advocate of their choice and at their expense to participate in the hearing, the right of the student to hear and/or see the evidence offered against him or her during the hearing, the right of the student to present oral or written evidence or testimony on the student's behalf, the right to hold the hearing open to the public, and the right to a written record of the result of the hearing.

iii. **Hearing Procedures.** At the hearing, the student and parent shall be advised of the alleged violation and the facts leading toward the allegation and be provided copies of the evidence provided to the Hearing Officer. The student, parent or legal guardian and any advocates or witnesses will have the opportunity to present evidence to the Hearing Officer. Minutes shall be kept of the hearing. At the hearing, the Hearing Officer will consider all of the Discipline Factors. The decision will note that Discipline Factors were considered.

iv. **Written Record.** Within a reasonable time following the hearing, the parent will receive a written record of the decision. This document will inform the parent if there is any right to an appeal. If the student is permanently expelled from the school, the written record shall inform the parent of the minimum length of the expulsion and the date upon which the parent may petition for reinstatement. Upon the parent's request, the school shall provide the parent with the petition for reinstatement form.

v. **Appeal to Regional Director.** A Parent/Guardian or scholar may appeal the Hearing Officer's decision in writing to the Regional Director of Phalen Leadership Academy within 3 business days of being notified of the Hearing Officer's decision. The Regional Director shall consider the record presented at the due process hearing, and at its discretion, additional positions from the administration and the parent/guardian or student in rendering its decision. The Regional Director of Phalen Leadership Academy shall render the decision within ten (10) business days.

vi. **Appeal to Board.** A Parent/Guardian or scholar may appeal the Regional Director's decision for permanent expulsion within seven (7) days to the JRLA Board of Directors. The Board shall consider the written record, and at its discretion, consider additional positions from the administration and the parent/guardian or student. The decision of the Board is final.

vii. **Alternative Education.** Permanent expulsion means that the student may not enroll in any public school in the State of Michigan in accordance with applicable law. The parent shall be responsible for making arrangements for alternative education (including private school, strict discipline academies, cyber school) for the child until s/he is reinstated in a public school.

Daily Campus Expectations

1. While scholars are allowed to bring cellphones to campus, they should not be visible at any point during the day. They must be turned into their homeroom teacher at the start of the day. Scholars are ONLY allowed to use their cell phones with permission from their teacher within their classrooms.
2. Scholars should not use headphones or airpods in the hallway as they transition. Scholars are ONLY allowed to use headphones or airpods with permission from their teacher within their classroom
3. Providing a rigorous curriculum in a safe environment is the primary focus for all scholars at Trix. To this end, it is the expectation that scholars will engage in all learning activities while in the classroom.
 - a. Scholars should not sleep in class. If a scholar is not feeling well or needs

- time or additional support prior to engaging in learning, they should ask their teacher for a pass to see a member of the Dean of Culture.
- b. Scholars who repeatedly disengage by keeping their head down or sleeping in class will be required to have a meeting with an administrator, Dean of Culture and a parent/guardian.
 4. Scholars are expected to follow all norms, policies, and procedures as outlined in the SCC for our school and within class to ensure that everyone has the opportunity to learn and to be healthy and well while on campus and within our building.
 5. Scholars are expected to both show respect and to be shown respect in all forms of communication and interactions while on campus and/or while participating in school activities.

Beyond Minor Offenses: Unacceptable Behavior with Consequences or Actions

Guiding Principle: Working **WITH** the community, victim, and offender, rather than talking **TO** them or **FOR** them leads to a community of respect, family, and equity.

Overall strategies to consider when issuing consequences:

- Focus on repair of harm to the victim.
- Provide a process for making amends to the community.
- Provide a process for greater understanding of how the incident affected others.
- Offer a meaningful way for the offender to take responsibility for their actions.
- Encourage apology or expressions of remorse.
- Involve the victim and the community in determining the accountability measures.

Non-Negotiable Offenses and Immediate Consequences

Trix Academy seeks to be a safe haven for scholars and staff. To norm on our school's culture and expectations for all stakeholders, some offenses will be subject to immediate consequences.

Violation	First Offense Second Offense Third Offense
Uniform Infraction	Call home to request appropriate clothing or Immediate return home home for appropriate (If you are having difficulty obtaining uniforms due to hardship please reach out the Dean of Culture, Assistant Principal, or Principal).

Foul Language/Cursing/ Offensive Gestures/Images Targeted/Aggressive Language toward Adults	Restorative Conversation with Dean In School Suspension
Disruptions during school safety drills	Restorative Conversation with Dean In School Suspension

Technology: Teacher confiscates for class period Administrator confiscates for full day; parent retrieval

Technology Refusal: Scholars who refuse to submit at any step are subject to immediate: In School Suspension first offense; Suspension for second offense;

Threats of Violence (Verbal Altercation) / Bullying *Group activity will be subject to additional disciplinary consequences	Restorative Conference & Restorative Parent Conference In School Suspensions program, course, counseling; may also include out of school suspension
Sexual Violence / Hate Language *Group activity will be subject to additional disciplinary consequences	Administrator referral to outsourced program, Restorative Practice course, counseling; may also include out of school suspension
Physical Violence	10 Day Suspension 30 Day Suspension Permanent Expulsion

Group Physical Violence	10 Day Suspension + Disciplinary Hearing
Tobacco/Drug/Alcohol	Administrator referral to Outsourced program, School(subject to the Restorative Practice course, counseling; may multiple sessions)
Truancy/Skipping	Dean may also include out of school suspension, ISSI One Day Suspension, or up to Three Day Out of School Suspension

Level 1 Culture Breach (Minor)		
Defiance / Refusal Procedure Disruptions to the learning environment (including public space) Food & Drink in Class Gum Failure to Uphold Accountability of Self * Off Task Continued Unpreparedness for Class Horseplay Talking during safety/practice drill*		
Level 1	Minimum	Maximum Other Restorative Options

Offenses of Disrespect to Members of the Learning Community including Oneself	<ul style="list-style-type: none"> • Community Service • Loss of School Privilege (e.g. lunch, enrichment activities, Field Trips, computer access) • Saturday School • Restorative Parent 	/Teacher Meeting . 1 day suspension. * <ul style="list-style-type: none"> • Restorative Contract • Victim-Offender Mediation and Dialogue • Written or Verbal Apology to Victims 	and Other Affected Persons
<ul style="list-style-type: none"> • Harm Reparation • Restorative Circle • Parent Communication 			

Level 2 Culture Breach (Moderate)

Persistent Tier 1 Behaviors Throwing of harmful objects Defiance or Major Non- Compliance Filming a fight or other violation of the SCC Public Displays of Affection Failure to submit original work (including sharing work for others to copy) Instigation		
Level 2	Minimum Maximum Other Restorative Options	

Offenses toward the Learning Environment in the Classroom, Hallways, Cafeteria, and other Public Space Moderate Offenses of Disrespect to Members of the Learning Community	including Oneself • Harm Reparation • Community Service • Restorative Circle • Reflection • Loss of School Privilege (e.g. lunch detention, enrichment activities, Field Trips, computer access) • Restorative Coordinator referral/	Reflection • Recommendation for alternative counseling services • Parent communication One or two day in-school or out-of-school suspension • Restorative Parent	/Teacher Meeting . • Restorative contract • Victim-offender mediation and dialogue • Personal services to victims • Written or verbal Apology to victims and other affected persons
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Level 3 Culture Breach (Major)		
Persistent Level 1/2 Behaviors Leaving School Grounds without Permission Gambling Academic Integrity Violation (Plagiarism/Copying) Theft Bullying/Harassment Repeated Fight/Video Recording School Vandalism Sexting Sending nude videos and/or photos of oneself or others via text, social media, physical photo etc.		
Level 3	Minimum Maximum Other Restorative Options	

Failure to Practice Self-Regulation	<ul style="list-style-type: none"> • Restorative Circle • Reflection • Loss of School • Two (2) to (10) day 	out-of-school suspension	Mediation and Dialogue
<ul style="list-style-type: none"> • Harm Reparation • Community Service 		<ul style="list-style-type: none"> • Restorative Contract • Victim-Offender 	

	<ul style="list-style-type: none"> • Privilege (e.g. lunch School Sessions computer access) • Personal Services to detention, enrichment activities, Field Trips, • Restorative Parent /Teacher Meeting • Written or Verbal Apology to Victims and • Restorative Conversations with Other Affected Persons • Family Group Reflection • Conferencing/Counseling • Recommendation for alternative counseling services • Community or Neighborhood Impact Statements • Parent communication
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Level 4 Culture Breach (Extreme)		
Persistent Tier 2/3 Behaviors Leaving School Grounds Continued Gambling Continued Academic Integrity Violation (Plagiarism/Copying) Pulling Fire Alarm Repeated Theft Fighting/Harmful Video Recording (includes distribution of media) Repeated School Vandalism		
Level 4	Minimum	Maximum Other Restorative Options

Repeated inability to practice Self-Regulation	<ul style="list-style-type: none"> • Restorative Circle • Restorative Conference • Community Service 	<ul style="list-style-type: none"> • Loss of School Privilege • Parent or Guardian meeting 	<ul style="list-style-type: none"> • Night School or Summer School Behavior Improvement Class
<ul style="list-style-type: none"> • Harm Reparation 			

Ten (10) - Thirty (30)	• Written or Verbal	Statements
OSS and/or Expulsion	Apology to Victims	
Hearing	and Other Affected	
• Restorative Contract	Persons	
• Victim-Offender		
Mediation and	• Family Group	
Dialogue	Conferencing	
• Personal Services to	• Community or	
Victims	Neighborhood Impact	17

Academic Dishonesty

Academic Dishonesty: Scholars are expected to honor other people's work by giving credit in the form of reference and/or footnote for any borrowed words, ideas, or opinions, and by including quotation marks when copied exactly. When working on a team project, credit must be given to each person who contributes.

Copying the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious and punishable offense. Scholars must always be responsible for their own work and not engage in any manner of cheating.

Academic dishonesty will result in loss of credit and/or failure according to the discretion of the teacher. Scholars will also receive an automatic detention (first offense), or more severe penalty if plagiarism persists.

Deliberate plagiarism:

- Copying of a phrase, sentence or a longer passage from a source and passing it off as one's own.
- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own.
- Obtaining a paper/essay, project, presentation, or other form of assessment and handing it in as one's own.

Accidental Plagiarism:

- Forgetting to place quotation marks around another writer's words.
- Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea.

Cheating:

- Obtaining a copy of an assessment or scoring device.
- Copying another scholar's answers during an assessment.
- Providing another scholar questions or answers to, or copies of,

actual assessment. • Having or using non-permitted materials during an assessment.

- Duplicating another scholar's project or work for submission as one's own work.
- Having someone other than the scholar prepare the scholar's homework, paper, project, laboratory report, or assessment.
- Permitting another scholar to copy one's own homework, paper, project, laboratory report, or assessment. Representing as one's own work the product of someone else's creativity.

The following consequences may occur for scholars who engage in acts of academic dishonesty: • Automatic failure on the assignment

- Detention
- Teacher/Scholar/Dean of Culture/Parent Restorative Conference
- Removal of disqualification from academy's honor program, enrichment and/or
- Suspension
- Assignments and/or assessments must be handed in to a member of the academic administration

All scholars returning from suspension must have a parent reinstatement conference in person, at the school, with a member of the administration team or Dean.

After a scholar reaches 10 total days out of school on suspension they will be placed up for expulsion. Parents will receive official paperwork and be asked to attend an expulsion meeting.

Any fist fighting will result in an automatic 5-day suspension.

All reported incidents of bullying or harassment will be fully investigated within 24 hours.

Any scholar who is arrested or involved in unlawful activity could be placed up for expulsion if their presence jeopardizes the safety of learning of other scholars including possession of cigarettes, vapes, drugs, alcohol, and/or weapons of any sort.

In addition to the grounds specified in this handbook, a scholar may be suspended or expelled for engaging in unlawful activity on or off school grounds if:

- the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function; or
- the scholar's removal is necessary to restore order to protect persons on school property; including unlawful activity during weekends, holidays, other school breaks, and the summer period when a scholar may not be attending classes or other school functions.

An arrest for any reason on or off school property could result in immediate dismissal from the school.

School discipline and behavioral policies apply 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.

Role Responsibilities In Discipline

The Board believes that all concerned with the educational system must be aware of and accept their role responsibility if a discipline policy is to be successful.

Responsibilities of the Scholar

The Scholar is expected to respect constituted authority that includes not only obedience to school rules and regulations but also conformance to the laws of the community, state and nation.

Scholars should respect personal and property rights of fellow Scholars, teachers, administrators and other school personnel. The Golden Rule of "Do unto others as you would have others do unto you," is a good rule to apply.

Responsibilities of the Parent

Under Section 10 of the Revised School Code, parents and legal guardians have the right to determine and direct the care, teaching, and education of their children. Thus, parents are expected and should be willing to cooperate with school authorities and to participate in conferences regarding the behavior, health, attendance and/or academic progress of their children. Parents are subject to the provisions of statutes of the State of Michigan.

Responsibilities of the Teacher

Teachers are responsible for creating an atmosphere conducive to learning. Thus, they are directly responsible for maintaining discipline in their classroom and assisting in the maintenance of discipline throughout the building. Such responsibility and authority of any teacher extends to all pupils at Greater Heights Academy under the assigned supervision of such teachers, and to other pupils so situated as to be subject to the teacher's control.

Teachers will provide the opportunity for Scholars to learn and understand acceptable behavioral standards within their classrooms. The Scholar Rights and Responsibilities Handbook, with its rationale and implications, will be discussed with the Scholars at the beginning of each school year and after that as necessary.

According to the Elliott-Larsen Civil Rights Act of 1976, teachers shall educate Scholars without regard to religion, race, creed, national origin, age, sex, height, weight, familial status, or marital status.

Responsibilities of the Resource Officer (officer or deputy)

The Resource Officer is to assist the Scholars, staff and administration in the effective operation of the school. He/she is to serve as a liaison between the school and law enforcement agencies and to provide the following services to the district: classroom presentations, building security, referral agency information, juvenile and adult court referrals, facilitating problem solving, juvenile diversion referrals, investigating criminal activity and school rule violations, verifying residency of district Scholars, and assisting in truancy matters.

The Resource Officer and the school will coordinate information obtained by either the district or law enforcement agencies to better assess and meet the needs of Scholars. Scholars and parents understand that this information will be exchanged between the school district and the law enforcement agency. Such information could include records of arrest, detention, or investigation of a Scholar, as well as his/her behavioral and academic records.

Responsibilities of the School Administrator & Assistants

The school Administrator is responsible to the Board of Directors for the effective operation of the school within the guidelines of established Board Policies and School Law. Moreover, he/she is responsible for establishing the climate for discipline within the school, which permits good teaching/learning situations to exist, and which evokes the efforts of Scholars and staff to achieve self-discipline.

The Administrator is expected to exercise leadership in implementing all necessary procedures, rules and regulations to make effective the Scholar Rights and Responsibilities Handbook of the Board of Directors. Whenever appropriate in implementing such procedures, rules and regulations, he/she will enlist the cooperation of the community agencies actively engaged in working with community youth.

Responsibilities of the Board of Directors

The Board of Directors, acting through the Administrator, holds all school employees responsible for the control of pupils while they are legally under the supervision of the schools. The Board of Directors will support all personnel acting within the framework of the Scholar Rights and Responsibilities Handbook.

Behavioral probation will be initiated through the use of Behavioral Probation Status Form (Appendix B). There will be an agreement between the Scholar and the administrator concerning the specific changes expected, the terms of the probation and the length of the probation period. Failure to fulfill the agreement, or a further infraction of school rules during the period of probation, will result in the imposing of further disciplinary action as set forth in the terms of the agreement.

The administrator will notify the parent whenever a Scholar is placed on behavioral probation. Parents will be encouraged to discuss and assist in assuring that the intent and terms of the probation are fulfilled.

The Scholar may be placed on probation to an administrator with the selection being by mutual consent of the Scholar and administrator. If a consensus cannot be reached, the administrator will assign a probation supervisor.

A class or classes may be closed pending a parent conference. The conference, with the parent, Scholar, teacher and an administrator present, may be held in lieu of a suspension. The administrator or his/her duly authorized agent must ascertain that the misbehavior can best be dealt with through a conference including the Scholar, his/her parent or legal guardian, or other adult designated with authority over the Scholar, and whatever staff would seem appropriate.

The conference should be as soon as can be mutually arranged with the parent or legal guardian or other adult designated with authority over the Scholar. Upon completion of that conference, the Scholar will be reinstated to the class or classes, which have been closed unless otherwise mutually agreed. In no instance shall a Scholar's class or classes be closed for more than three days.

Should the parent, legal guardian, or other adult designated with authority over the Scholar fail to appear for a conference within three school days of the closing of the Scholar's class or classes, the Scholar shall be returned to class and the school shall officially classify the action as a three-day suspension with appropriate notification sent to all persons concerned.

The authority of the Board of Directors to authorize suspension or expulsion and to make reasonable rules and regulations regarding discipline is granted in Section MCL 380.1 la; MSA 15.401 la of the Revised School Code.

Weapon Free Schools Policy

Under Michigan Law, any Scholar who is found to possess a dangerous weapon in a Weapon-Free School Zone, or who commits arson in a school building or on school grounds, or who commits criminal sexual conduct in a school building or on school grounds shall be expelled from the academy permanently, subject to possible reinstatement.

By way of example, but not by way of limitation, a dangerous weapon is a: firearm (i.e., a weapon such as a handgun, rifle, pellet gun, or starter pistol), dagger, dirk, stiletto, or knife with a blade over 3 inches in length, pocket knife opened by mechanical device, iron bar, or brass knuckles.

A Scholar who is found possessing a dangerous weapon or who commits arson or criminal sexual conduct in a school building or on school grounds shall be expelled permanently, subject to possible reinstatement. A Scholar thus expelled will be referred to the criminal justice system and the appropriate County Department of Social Services or community mental health agency. Notification of the referral will be provided to the parent, legal guardian, and/or Scholar.

Assault on Another with a Dangerous Weapon in a Weapon-Free School Zone

Public Act 158 of 1994, provides that persons who assault others on school property or in school vehicles with a firearm or weapon are guilty of a felony punishable by one or more of the following: imprisonment for not more than four (4) years, community service for not more than 150 hours, and a fine of not more than \$6,000.

Drug Free Environment (Board Policy 5530)

The Board of Directors recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire Academy community. In accordance with Federal and State law, the Board hereby establishes a “Drug-free School Zone” that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on Academy property, within the Drug-Free School Zone, or at any Academy-related event.

Disciplinary sanctions up to and including expulsion and referral for prosecution will be imposed on Scholars who violate the Academy standards of conduct specific to maintaining a drug free environment.

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 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 Michelle Reeves, Director of Legal Services and Human Resources. She may be reached at mreeves@phalenacademies.org.

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

Shirt Grades K-3: Solid, Collar Red Shirts only Grades 4-5: Solid, Collar Grey Shirts only Grades 6-8: Solid, Collar Black and White Shirts only No t-shirts!	Style <ul style="list-style-type: none"> • Polo • Long or Short Sleeves • Must be able to tuck in at all times • No T-Shirts
Undershirts All Grades: Solid, White or Black	Style <ul style="list-style-type: none"> • Long or short sleeves • Must be long enough to tuck in at all times
Pants/Shorts/Skirts Pants: Solid, Black or Khaki No jeans or cutoffs!	Style <ul style="list-style-type: none"> • Pleated or flat in front • Fastened at waist • No leggings, jogging pants or any type of denim • Must be worn with a BELT and set above hips (Grades 2-8) • Walking length shorts/skirts limited to no more than 2" above the knee
Sweater or Sweatshirts (non-hooded) All Grades: Solid Color per grade color requirement	Style <ul style="list-style-type: none"> • V Neck • Crew Neck • Cardigan • Must be worn over approved shirt
Shoe/Boots Black soft sole	Style <ul style="list-style-type: none"> • Closed heel or strap heel • Closed toes • No Light Up Shoes • No Crocs • No Sandals • No flip flops or open toed shoes
Belts	Style <ul style="list-style-type: none"> • No Logos • May be any color • Cloth or leather • If the waistband is elastic and does not have loops, no belt required. Belt is required with all clothing that include • No Sagging pants

Shorts can be worn from 1st day of school to last day of October

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.

MDE Recommendations on Discipline Suspensions and Expulsions

The following document is from the Michigan Department of Education. Greater Heights Academy follows the State Recommendations.

SUSPENSIONS AND EXPULSIONS

The sections of the Revised School Code that address this issue are contained in the Michigan Compiled Laws under MCL 380.11a, 380.1309, 380.1310, 380.1311, 380.1311a and 380.1312.

SUSPENSIONS AND EXPULSIONS IN GENERAL

The Revised School Code provides each school board with the authority to establish a local discipline policy. Each local school board has the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance and management of the schools in the district. Districts shall develop and implement a code of student conduct and enforce its provisions with regard to a pupil's misconduct 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. Students guilty of gross misdemeanor or persistent disobedience may be suspended or expelled. A local or intermediate school district or a public school academy must develop and implement a code of student conduct and enforce the provisions of that code regarding misconduct [MCL 380.11a, 380.1311, 380.1312].

DUE PROCESS

Fairness dictates that students be given notice of the types of conduct which are prohibited and the potential consequences of the misconduct. A school's rules and procedures for suspending or expelling a student should be outlined in the handbook adopted by the local board of education.

Suspension—10 Days or Less For a suspension of 10 days or less,

A student is entitled to minimal due process protections, including oral or written notice of the accusation(s), what disciplinary measures are being proposed, and an opportunity to respond. If feasible, the notice and hearing should precede the student's removal from school. If the student's presence poses a danger to persons or property or threatens to disrupt the academic process, prior notice and hearing may not be feasible. In this case, a hearing should follow the student's removal from school as soon as possible.

Suspension – More Than 10 Days and Expulsions

A more formal due process procedure is required when serious disciplinary measures are alleged against a student. The student shall be given reasonable time to prepare for the hearing. The person conducting the disciplinary hearing must be impartial. The board of education, a school administrator or disciplinary panel may conduct the hearing as long as they are truly impartial.

Students with Disabilities Students with disabilities are afforded specific due process protection in cases of suspension or expulsion under state and federal law. For further information, contact

your local or intermediate special education director or the Office of Special Education and Early

TYPES OF SUSPENSIONS AND EXPULSIONS

Michigan Law requires a school district to permanently expel a student who possesses a dangerous weapon, commits arson or criminal sexual conduct. Subsequent laws were enacted that allow a one-day snap suspension by a teacher for a student who creates a safety threat; requires school districts to suspend or expel a student for up to 180 school days who commits a physical assault against another student; requires that a student be suspended or expelled for a verbal assault or a bomb threat; and requires a student who commits a physical assault against a school employee or volunteer to be permanently expelled. The following information describes the law.

Weapons, Arson or Criminal Sexual Conduct Expulsion

School districts are required to permanently expel a student who possesses a dangerous weapon, commits arson, or criminal sexual conduct [MCL 380.1311]. Information on Expulsions Due to Weapons, Arson, and Criminal Sexual Conduct is available either by contacting the Customer Satisfaction Unit at (517) 373-6534 or toll-free at (888) 323-4231, or accessing through the World Wide Web at: <http://www.michigan.gov/mde>.

Teacher “Snap” Suspension

A teacher may suspend a student from the classroom for up to one day if the student creates a safety threat as defined by local policy. The policy shall be adopted as part of the school district’s code of student conduct and specify the types of behavior for which a student may be suspended. If a student is retained in the school he or she must be under appropriate supervision. A parent-teacher conference shall follow the suspension as soon as possible and may include a school counselor, school psychologist, or school social worker. A student may return that school day to the classroom, subject or activity for which he or she was suspended, with the concurrence of the teacher and the school principal [MCL 380.1309].

Verbal Assault and Bomb Threats

A student in grade 6 or above who commits verbal assault, as defined by school board policy, against an employee or volunteer of a school district or makes a bomb threat or similar threat at a school building, other school property, or a school-related event, shall be suspended or expelled for a period of time as determined by the school board or its designee. The school board policy should include the types of behavior for which a student who commits verbal assault, or makes a bomb threat or similar threat, would be suspended or expelled. The term “verbal assault” would need to be defined by the school district’s local policy [MCL 380.1311a].

Physical Assault - Student to Student A student in grade 6 or above who commits 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” [MCL 380.1310].

Physical Assault - Student to Employee or Volunteer

A student in grade 6 or above who commits a physical assault against an employee or a volunteer of a district, at school or on school grounds, shall be expelled permanently, subject to possible reinstatement provided for in the law. The term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence” [MCL 380.1311a]. If a student is permanently expelled pursuant to section 380.1311a, the expelling school district must enter that fact on the student’s permanent record. Within 3 days of permanently expelling a student an official of the school district must refer the student to the appropriate county department of social services or county community mental health agency. Notification of this referral must be given by the school district official to the expelled student if he or she is at least 18 years of age or is an emancipated minor, or to the student’s parent or legal guardian.

Petitioning for Reinstatement

Although the law calls for the “permanent” expulsion of a student who commits a physical assault against an employee or a volunteer of a district, at school or on school grounds, subsection (5) provides a process for petitioning for reinstatement to school. 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. The school board is not required to assist in the preparation of the petition. If a petition form is requested by a person wishing to be reinstated, the school board must make the petition form available. A parent, legal 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. The local school board may include conditions in a petition for reinstatement. If the expelling school board denies a petition for reinstatement, the petitioner may petition another school board for reinstatement. The following timelines and procedures apply to reinstatement.

Committee Review and Recommendation

Within 10 school days after receiving a petition for reinstatement, the school board must appoint a committee of two school board members, one school administrator, one teacher, and one parent of a student in the school district to review the petition and any supporting information submitted by the petitioner. During this time, the superintendent may prepare and submit information concerning the circumstances of the expulsion and any factors weighing in favor of or against reinstatement. Not later than 10 school days after being appointed, the committee must review the petition and supporting information together with information provided by the school district and submit a recommendation to the school board. The committee may recommend unconditional reinstatement, conditional reinstatement, or against reinstatement. The Recommendation must be accompanied by an explanation of the reasons for the recommendation. If the recommendation is for conditional reinstatement, it must include any recommended conditions. The committee’s recommendation must be based on all of the following factors: (1) The extent to which reinstatement of the student would create a risk of harm to pupils or school personnel. (2) The extent to which reinstatement would create a risk of school district or individual liability for the school board or school district personnel. (3) The age and maturity of the individual. (4) The student’s school record before the incident that caused the expulsion. (5) The student’s attitude concerning the incident that caused the expulsion. (6) The student’s behavior since the expulsion and the prospects for remediation. (7) If the petition was

filed by a parent or legal guardian, the degree of cooperation and support that has been provided by, and that can be expected from, that person if the student is reinstated, including, but not limited to, receptiveness toward possible conditions placed on the reinstatement.

School Board Decision

After receiving the committee's recommendation, the school board must make a decision no later than the next regularly-scheduled board meeting. The school board must decide either to reinstate the student, conditionally reinstate the student, or deny reinstatement. Before conditionally reinstating the student, a school board may require a student and the parent or legal guardian to agree in writing to specific conditions. The conditions may include, but are not limited to, the following: (1) Agreement to a behavior contract which may involve the student, parent or legal guardian, and an outside agency; (2) Participation in, or completion of, an anger management program or other appropriate counseling; (3) Periodic progress reviews; and (4) Specified immediate consequences for failure to abide by a condition. The law provides that the decision of the school board is final.

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 It 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].

The Michigan Compiled Laws are accessible on the Internet at:

<http://michiganlegislature.org>subject to the compulsory education requirements, is not mandated to provide an alternative education program for a student.

This information is provided as a service of the Michigan Department of Education and is distributed with the understanding that the Department is not engaged in rendering legal advice.

Those individuals desiring or requiring legal advice should seek the services of an attorney. Final
August 2000

2022-2023 Trix Academy Calendar

May 2022						
S	M	T	W	T	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				

June 2022						
S	M	T	W	T	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		



2022-2023 Quarters

Quarter 1: August 22, 2022- October 31, 2022

Quarter 2: November 1, 2022- January 27, 2023

Quarter 3: January 30, 2023 -April 13, 2023

Quarter 4: April 14, 2023 - June 16, 2023

JULY 2022						
S	M	T	W	T	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
24/31	25	26	27	28	29	30

AUGUST 2022						
S	M	T	W	T	F	S
						Orientation
	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			

8 School Days

SEPTEMBER 2022						
S	M	T	W	T	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	

19 School Days

OCTOBER 2022						
S	M	T	W	T	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					

18 School Days

NOVEMBER 2022						
S	M	T	W	T	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			

16 School Days

DECEMBER 2022						
S	M	T	W	T	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

16 School Days

Core Values

Children First

Respect

Determination

Continuous Improvement

Gratitude

School wide Goals

10% Growth on ELA AND MATH on State Assessments

10% Growth in Math on State Assessment

90% SCHOLAR PERSISTENCE

90% STAFF RETENTION

95% AVERAGE DAILY ATTENDANCE

JANUARY 2023						
S	M	T	W	T	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				

15 School Days

FEBRUARY 2023							
S	M	T	W	T	F	S	Black History Program - January
			1	2	3	4	No School
5	6	7	8	9	10	11	Staff Development Day-No School
12	13	14	15	16	17	18	Count Day
19	20	21	22	23	24	25	End of Quarter 2
26	27	28					Start of Quarter 3
							Science Night/Science Fair - February

18 School Days

MARCH 2023						
S	M	T	W	T	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	

18 School Days

APRIL 2023							Reading Night - March
S	M	T	W	T	F	S	No School
						1	Q3 Progress Reports PTC
2	3	4	5	6	7	8	End of Quarter 3
9	10	11	12	13	14	15	Start of Quarter 4 4/14
16	17	18	19	20	21	22	Spring Picture Day
23/30	24	25	26	27	28	29	Loved Ones Day - April

18 School Days

MAY 2023						
S	M	T	W	T	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			

22 School Days

JUNE 2023							Q4 Progress Reports PTC
S	M	T	W	T	F	S	No School
				1	2	3	*Students' Last Day/End of 4th Marking Period
4	5	6	7	8	9	10	Teachers' Last Day
11	12	13	14	15	16	17	Field Day - June 16th
18	19	20	21	22	23	24	
25	26	27	28	29	30		

12 School Days

JULY 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31					

AUGUST 2023						
S	M	T	W	T	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		

Parent Commitment

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

Student Name: _____

PRINT Parent Name: _____

Parent Signature _____ Date _____

Trix Academy
Signature Page (Handbook)
2023-2024

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