



W·A·Y ACADEMY™

Widening Advancements for Youth

SOUTHWEST CAMPUS

Parent-Researcher Handbook

2020-2021



Welcome to WAY Academy-Detroit Southwest. We are pleased to have you as a researcher (student). Our staff will do their best to help you make your experience as successful as you wish to make it.

WAY Academy of Detroit Southwest Campus

8701W. Vernor // Detroit, MI 48209

Phone: 313.444.8082

Fax: 313.451.8775

Southwest Building Hours of Operation

8:00 a.m. - 4:00 p.m.

Online HERO Learning Platform

Accessible 24 hours/ 7 Days

www.herols.com

Our Vision

To make every young person a Hero

Our Mission

Changing lives by creating engaging and encouraging educational opportunities for all young people.

NOTICE OF NONDISCRIMINATION

It is the policy of WAY Charter Schools not to discriminate on the basis of race, color, sex, religion, national origin or ancestry, age, disability, height, weight, genetics or marital status in its programs, services, activities or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Superintendent, 369 Main Street, Belleville, MI 48011 Phone: 313.638.2716/ Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Education (same address and phone)



DISTRICT LEADERSHIP

Madeline Black
Superintendent

SCHOOL LEADERSHIP

Jocelyn Farkas
Director

Marilyn Galan
Administrative Assistant



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INTRODUCTION

FORWARD

This handbook was developed to answer many frequently asked questions that parents/guardians may have during the course of the school year. The handbook contains information about researcher rights and responsibilities, please take time to read it thoroughly with your researcher and keep it available for use during the 2019-2020 school year. This handbook supersedes all prior handbooks and other written or oral statements regarding any items in this handbook.

NOTE: The term "researcher" refers to students at the WAY Academy-Detroit Southwest.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of researcher education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the researcher when he or she reaches the age of 18 or attends a school beyond the high school level. Researchers to whom the rights have transferred are "eligible researchers."

- Parents or eligible researchers have the right to inspect and review the researcher's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible researchers to review the records. Schools may charge a fee for copies.
- Parents or eligible researchers have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible researcher then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible researcher has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible researcher in order to release any information from a researcher's educational record. However,



FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

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

SPECIAL EDUCATION

Special Education and 504 services are available to students who have difficulty in learning or have a medical disorder, which makes learning difficult. The difficulty may occur in any academic area. The staff will work with these problems, try to find new methods and materials to aid each student in the learning process, and will work to find the best possible way that each student can learn. Teachers, school officials and parents may refer researchers. Individualized instruction is available to all students with special needs.



LETTER FROM THE BOARD PRESIDENT

Dear WAY Academy of Detroit Southwest Parents and Researchers,

Welcome to WAY Academy of Detroit Southwest. We are so pleased you have chosen WAY as your path to a high school diploma. WAY = Widening Advancements for Youth and through the Academy's standards-focused, project-based curriculum it does just that. WAY Academy of Detroit Southwest Team Leaders and Mentors work together with other experts in various content areas to support Researchers as they design and implement projects that will result in credits required for graduation. It is a very different way of approaching teaching and learning. Researchers are responsible to collaborate with one another, their Mentors, and other educational leaders as they participate actively in the design of their own education. While this is a great responsibility, it is also an opportunity to shape meaningful learning experiences.

Members of WAY Academy of Detroit Southwest's Board of Directors believe in the potential of every Researcher. We have high expectations for your performance. We believe you have the power within yourself to become anything you want to be in life. We believe if you work hard and dream big you can do whatever you want to do.

Our responsibility is to set the policy direction for WAY Academy of Detroit Southwest and to assure there is a strong foundation supporting its operation. We understand that for you to accomplish great things, you need access to resources. That is why the technology and connectivity you, as researchers, use is placed in your homes. This access to information expands opportunities for your parents and family members also. We also commit to linking researchers and parents and the community in order to support the development of your skills and knowledge.

This handbook has been created to help you understand the policies and guidelines that apply to WAY Academy of Detroit Southwest. We encourage you to read and discuss the information together. We are engaged in a great educational opportunity. Let's make the most of it.

Mike Murray

President
WAY Academy, Board of Directors



LETTER FROM THE SUPERINTENDENT

Welcome to WAY Academy! We are honored and excited you have chosen our school for your child's 7th through 12th grade school experience. We are committed to providing our researchers with opportunities for growth and learning. WAY Academy is known for its strong academic curriculum, instructional practices and dedicated staff.

As Superintendent I want to assure you that your child's safety and well being as an individual is our primary concern. We are a small school with a big heart and a drive for academic excellence. We have a school year planned that will support your child's academic and social achievement. I look forward to meeting you personally at one of our parent nights this year.

We look forward to working with all of our families towards our common goal of preparing our young people to be college, career and workforce ready!

On behalf of all of the staff at WAY Academy, I want to thank you for allowing us to be an important part of your son or daughter's life.

Sincerely,

Madeline E. Black Ed.S.
Superintendent



SCHOOL OVERVIEW

Type and Size of School

WAY Academy is a small, student centered high school offering project based learning and a 6:1 adult to researcher ratio. WAY Academy is a place where every researcher is provided with personalized, student-centered learning, unique in-school and online environments and 24/7 live access to educators—all year long.

History & Affiliations

WAY Academy is based on the model started by the WAY Program, which began in 2007. Our founders were searching for a way to re-engage young people who were dissatisfied with the standard educational model. They found their answer in the United Kingdom and began a partnership with a highly successful program called Not School.net. In 2012 WAY Academy of Detroit Southwest opened as our first public charter school.

Graduation Requirements

22 Credit Track

Incoming 9th graders are required to earn a minimum of 22 credits to receive a diploma from WAY Academy of Detroit Southwest. The following courses meet the Michigan Merit Curriculum and are required for a diploma:

Math	4 credits
English/Language Arts	4 credits
Science	3 credits
Social Studies	3 credits
PE & Health	1 credit
Visual/Performing/ Applied Arts	1 credit
ICT	1 credit
Language (other than English)	2 credits
Electives	3 credits
Total	22 credits

WAY Academy serves students up to age 20 who seek a high school diploma. Therefore our alternative program offers a 20 credit track option for students who are behind and need to recover credit. For students who are in jeopardy of aging out before a diploma can be earned, an 18 credit track option is available. The Team Leader at WAY Academy will advise students on the credit track that will best meet their needs



The 20-Credit Track meets the Michigan Merit Curriculum but requires less elective courses. The core courses are the same as the 22-credit track.

Math	4 credits
English/Language Arts	4 credits
Science	3 credits
Social Studies	3 credits
PE & Health	1 credit
Visual/Performing/ Applied Arts	1 credit
Language (other than English)	2 credits
Electives	2 credits
Total	20 credits

The 18 credit-track meets the minimum requirements of the Michigan Merit Curriculum.

Math	4 credits
English/Language Arts	4 credits
Science	3 credits
Social Studies	3 credits
PE & Health	1 credit
Visual/Performing/ Applied Arts	1 credit
Language (other than English)	2 credits
Total	18 credits

In addition to the above academic requirements, students graduating from WAY Academy will also fulfill the following:

- Completion of a digital portfolio

Grading Scale

Our students are awarded competency-based strands that are aligned with National Standards based on the completion of projects. These strands accumulate and when a student has completed the stands for an individual course they are awarded credit. Proficiencies of 1, 2 and 3 are awarded, which are congruent with C, B and A based on the depth of understanding shown for each strand. Our students are also given detailed explanations of the grades received on each project and are given clear direction on how, and the opportunity, to improve the grade.



We accept all prior credits earned and previous GPA's are erased giving students a clean slate and the opportunity to earn a GPA as high as their motivation is willing to take them.

Integrated Courses

Our projects are cross-curricular which means that if a student shows understanding in more than one subject area in any given project they can earn standards in any of those courses. For example, if a student completes a Science project and also writes a research report they will earn standards in Language Arts as well as Science.

Instructional Model

All learning takes place within the context of projects. Students are active researchers of information that they apply to the completion of their projects. Students have the opportunity to choose projects in all subject areas from our on-line learning environment called Learning Your Way as well as having the opportunity to design their own projects based on their interests or work face to face with certified teachers in our learning lab. Our teachers' design challenging projects tied to competency-based strands that suit the needs and interests of their students. Our approach to instruction fundamentally changes the role of teacher and student. Instead of traditional one-to-many instruction, teachers become facilitators and coaches who guide students to take charge of their own learning, invent their own solutions, and develop self-management techniques.

Cultural Foundation

Researchers and experts alike share ownership of the learning experience and school environment. Students have a level of responsibility similar to what they might experience in a professional work environment. Working on projects and becoming accountable takes individual responsibility to get the work done. In this trusted, respectful environment, students decide how to allocate their time, how to ask for and receive assistance, and how to set and reach goals. Students also have the flexibility to customize their in-lab time and projects to meet their needs.

1 to 1 Computing

WAY Academy provides each student with a brand new Chromebook and internet service as needed, along with all the tools needed to succeed. Every student receives individualized training on all applications.

With ubiquitous access to web enabled computers, every student becomes a self-directed learner who no longer needs to rely primarily on teachers or textbooks for knowledge. A web-based system called Drive unifies students' learning experiences. This enables them to share projects online, collaborate with teachers and peers, and create new knowledge.



IDENTIFICATION

Purpose Statement

WAY Academy will combine a blended model of personalized, project-based learning with both online and face-to-face interaction. Every member of the staff is invested in the success of each researcher, knowing they are responsible for their success, and provides support seven days a week, 24 hours a day, all year round. This dedication will allow researchers to excel at their own pace, developing customized learning plans on topics that truly appeal to them.

WAY Academy will offer an innovative approach to education: one that encourages self-esteem, independence, and the development of 21st century skills that will facilitate a college education and subsequent career paths for each young person. Each researcher is on a track to receive a high school diploma. Researchers will be provided with a customized, competency-based learning plan and paired with a mentor who will coach them toward graduation.

WAY Academy is committed to ensuring all researchers enrolled in the high school will succeed in college. WAY Academy is committed to ensuring at least 85% of the school's researchers will graduate from high school, of those graduates at least 85% will enroll in college, and of those who enroll at least 85% will earn a college degree.

Our program is designed to build on the personal interests of our researchers and surround them with a community of learners. Using high-powered cyber lessons and hands-on technology, students become embedded in an engaging, project-based learning environment.

Our Program is designed to counter traditional comprehensive settings, where researchers may go through an entire day without interacting with an adult. By contrast, in WAY Academy, every action places the researcher at the center of every dialogue, action, and plan.

Philosophy of Education

In a free society, every individual has both the right and responsibility to make choices and decisions for him/herself and for society. A prerequisite for every member of such a society in meeting those responsibilities is competence in the use of the rational thought processes needed to make intelligent, ethical choices and decisions.

If our society, as originally conceived, is to survive and function effectively, its young people need to be prepared to exercise their rights and their responsibilities in ways that benefit them and the society. Likewise, if individuals are to be able to achieve their life goals in a free society,



they need to be competent to choose among the myriad alternatives that are and continue to be available to them.

With regard to societal expectations, people in this society are expected to:

1. Be self-sufficient -- that is, to meet their own needs, to the extent they are able, in their own way and without inhibiting others' opportunity to do the same;
2. Fulfill their responsibilities to contribute to the "common good" by actively participating in affairs affecting all members of society.

The Board and staff believe that the thought and action process involved in taking intelligent, ethical action can be learned just as any other set of procedures can be learned, provided that researchers are given consistent, appropriate opportunities to:

- A. See the procedures modeled;
- B. Learn what the procedures are;
- C. Practice using the procedures and correct effective use of them;
- D. Apply the procedures to a variety of relevant situations.

The Academy is committed to making adequate provision for such opportunities and to the applications of these processes to achieving the other educational goals associated with the corporation's mission. (See Board Policy 2110)

Parent/Researcher Handbook Review and Revision

The Board of Education and/or Superintendent will review the parent/researcher handbook a minimum of one time per year at which time there may be revisions made. Also, the parent/researcher handbook may be reviewed and revised at any time during the school year by the WAY Academy Board of Education and/or Superintendent. We reserve the right to change policy at any time at our discretion.

PROCEDURES

Admissions

All students wishing to attend WAY Academy are required to submit a completed application. Researchers who qualify for admission, in accordance with Board of Education Policy **5111**, shall be accepted when the following documents have been submitted:

- A. Birth certificate or other appropriate documentary evidence
- B. Court orders or placement papers, if applicable
- C. Proof of residency consisting of a deed, building permit, rental agreement, tax agreement, voter registration card, or completion of Form 5111 F2b



- D. A minor researcher who is also a parent must provide evidence that s/he is living in a living environment supervised by a responsible adult

If a birth certificate is not available, the parent is to complete Form 5111 F1 and submit the documentary evidence called for therein. If custody has been established by the courts, a copy of the court order must be submitted. If such verification is not received within thirty (30) days or the document appears to be inaccurate or suspicious, the principal shall notify the Wayne County Sheriff's Department.

Researchers without appropriate records will be admitted under temporary enrollment for a period of thirty (30) days, unless extended by the principal. Parents are to be so informed at the time of admission.

The sending school shall be contacted within twenty-four (24) hours of the researcher's entry into the school and requested to send all appropriate records.

If the school indicates no record of the researcher's attendance, or the records are not received within fourteen (14) days of the date of request, or if the researcher does not present a certification of birth or other documentary evidence, the director shall immediately notify the law enforcement agency where the researcher resided and the Wayne County Sheriff's Department that s/he may be a missing child.

Researchers transferring from another school district must submit an official transcript from the sending school in order for the researcher to receive credit for course work. Report cards will not be considered sufficient evidence for granting credit toward graduation.

Immunization requirements are to be in accordance with AG **5320**. The staff member enrolling the researcher is to check the immunization record the parent submits against the requirements listed in AG **5320** to determine if there are any discrepancies or missing inoculations. If so, the parent is to be informed that the needed inoculations must be completed within the next two calendar weeks or as soon thereafter as the schedule for the missing inoculations permits.

The director is to be provided the names of all children who have not met the immunization requirements and the dates by which missing inoculations are to be completed. A researcher shall be considered homeless under Federal law (42 U.S.C. 11431 et seq) if s/he is an individual who:

- A. Lacks a fixed, regular, and adequate nighttime residence;
- B. Has a primary nighttime residence that is:



1. A supervised publicly operated shelter designed to provide temporary living accommodations (including hotels, congregate shelters, or transitional housing for the mentally ill)
2. An institution that provides temporary residence for individuals intended to be institutionalized;
3. A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

Researchers experiencing homelessness

Children who meet the federal definition of "homeless" will be provided a free appropriate public education in the same manner as all other researchers of the school. To that end, researchers experiencing homelessness will not be stigmatized or segregated on the basis of their status as homeless and will be assigned to the school serving those non-homeless researchers residing in the area in which the homeless child is actually living. The School shall establish safeguards that protect researchers experiencing homelessness from discrimination on the basis of their homelessness.

Children and youth experiencing homelessness are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and include those who meet any of the following criteria:

- A. Share the housing of other persons due to loss of housing, economic hardship, or similar reasons
- B. Live in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations
- C. Live in emergency or transitional shelters
- D. Are abandoned in hospital
- E. Are awaiting foster care placement
- F. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, or
- G. Live in a car, park, public spaces, abandoned buildings, substandard housing, bus or train station, or similar setting.

Additionally, pursuant to Federal and State law, migratory children who are living in circumstances described in A-G above are also considered homeless.



Preschool-aged children experiencing homelessness and their families shall be provided equal access to the educational services for which they are eligible, including preschool programs administered by the school.

The school shall remove barriers to the enrollment and retention of homeless researchers in school. Researchers experiencing homelessness shall be enrolled immediately, even if they do not have the necessary enrollment documentation such as immunization and health records, proof of residency or guardianship, birth certificate, school records, and other documentation.

Researchers experiencing homelessness will be provided services comparable to other researchers in the school including:

- A. Transportation services;
- B. Educational services for which the homeless researcher meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State or local programs, educational programs for children with disabilities, and educational programs for researchers with limited English proficiency;
- C. Programs in vocational and technical education;
- D. Programs for gifted and talented researchers;
- E. School nutrition programs; and
- F. Before- and after- school programs.

Researchers experiencing homelessness have the right to remain in their school of origin or the local attendance area school, according to the child's best interest. The school of origin is the school that the researcher attended when permanently housed or last enrolled. The local attendance area school is any public school that non-homeless researchers who live in the attendance area in which the researcher is actually living are eligible to attend.

Researchers experiencing homelessness have the right to dispute their school assignment, if their assignment is other than their school of origin. In determining the best interest of the researcher, the school shall, to the extent feasible, keep the researcher in the school of origin, except when doing so is contrary to the wishes of the homeless researcher's parent or guardian or unaccompanied youth. If the researcher is sent to a school other than the school of origin or a school requested by the parent or guardian, a written explanation, including a statement regarding the right to appeal, will be provided to the homeless researcher's parent or guardian or unaccompanied youth.

The Board of Education requires that these rights and the dispute process be communicated to the parent or guardian of the researcher experiencing homelessness or unaccompanied youth.



In addition to notifying the parent or guardian of the homeless researcher or unaccompanied youth of the rights described above, the school shall post public notice of educational rights of children and youth experiencing homelessness in each school.

At the request of the parent or guardian, or in the case of an unaccompanied youth, the local homeless liaison, transportation shall be provided for a researcher experiencing homelessness to and from the school or origin as follows:

- A. If the homeless researcher continues to live in the school district in which the school of origin is located, transportation will be provided in accordance with school policy/administrative guidelines.
- B. If the homeless researcher moved to an area served by another district, through continuing his/her education at the school of origin, the district of origin and the district in which the researcher resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin. If the schools cannot agree upon such a method, the responsibility and costs must be shared equally.

The Director will appoint a Liaison for Homeless Children who will perform the duties as assigned by the Director. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.

42 U.S.C. 11431 et seq. (McKinney - Vento Homeless Assistance Act)

ATTENDANCE

The Board of Education shall enforce the regular attendance of researchers. The Board recognizes that the researcher's presence in the classroom enables the researcher to participate in instruction, class discussions, and other related activities. As such, regular attendance and classroom participation are integral to instilling incentives for the researcher to excel.

A minimum attendance of 879 hours of instruction is required of all researchers in order to be on track to graduate.

The Board may report infractions of the law regarding the attendance of researchers aged six - sixteen (6-16) to the Intermediate School District and/or County Prosecutor's Office.



Attendance need not always be within the school facilities, but a researcher will be considered to be in attendance if present at any place where school is in session by authority of the Board.

The Board shall consider each researcher assigned to a program of other guided learning experiences, authorized under Policy 5200, to be in regular attendance for the program provided that s/he reports daily to such staff member s/he is assigned for guidance at the place in which s/he is conducting study, and regularly demonstrates progress toward the objectives of the course of study.

The Superintendent shall develop procedures for the attendance of researchers which: The Board considers the following factors to be reasonable excuses for time missed:

Such guidelines should provide that a researcher's grade in any course is based on his/her performance in the instructional setting. If a researcher violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the researcher can demonstrate s/he has learned.

M.C.L.A. 380.1561, 380.1561(3a-3c), 380.1586(3)

EXTRA-CURRICULAR ACTIVITIES

Opportunities for Researcher Involvement

Statistics show that overall researcher success in school is closely related to involvement in school activities. The administration and experts, using recommendations from researchers and their parents, will offer various extra activities during each school year.

PBIS

School-Wide Positive Behavioral Interventions and Supports are being implemented in our building in an effort to improve and integrate positive practices that will affect student outcomes every day. This system is a way to support everyone in the school and to create a positive learning environment. This program will help students achieve improved social and academic outcomes and our school should experience a reduction in exclusionary discipline practices, and school personnel should feel more effective.

We will promote **SWAG** characteristics:





CODE OF CONDUCT

This Student Code of Conduct was established to ensure that every researcher in every learning lab is provided with a safe, orderly and secure learning environment to pursue the educational opportunities WAY Academy has to offer.

The rules and procedures govern researcher behavior at all the WAY Academy Learning Labs. Administrators and staff are responsible for addressing researcher behavior and implementing the Student Code of Conduct at their locations.

WAY Academy reserves the jurisdiction of the Student Code of Conduct covering offenses that occur on lab grounds, on buses or in other lab related vehicles, during sponsored field trips/events/activities, and when researchers are en route to or from the learning lab.

All WAY employees are required to function in accordance with the Student Code of Conduct. When an employee discovers a researcher engaging in unacceptable conduct, the employee is required to take prompt action in accordance with the Board of Education approved policies and the Student Code of Conduct.

Parents have the right to know how their child is progressing in the program and will be provided with regular progress reports. Many times it will be the researcher's responsibility to deliver information to their parents. If necessary, reports will be mailed or hand delivered. Parents are encouraged to contact school personnel if questions and concerns.

STUDENT CODE OFFENSES

Misconduct is classified into 3 categories based on the severity of the behavior. Level A offenses are the least severe and may result in actions leading up to and including a short-term suspension of 1-5 days. Level B offenses are more severe and may result in a short-term suspension up to 10 days. Level C offenses are the most severe violations and may result in a long-term suspension and even expulsion from WAY Charter Schools. State law requires that offenses warranting the notification of local law enforcement agencies be reported accordingly. The definitions of misconduct at each level are not an all-inclusive list, but are representative of the most common offenses reported. A researcher who commits an act of misconduct not listed herein is subject to disciplinary action.



LEVEL A. OFFENSES

DISCIPLINARY ACTION FOR LEVEL A OFFENSES WHICH MAY RESULT IN SHORT-TERM SUSPENSION FOR THE FOLLOWING VIOLATIONS:

A-1 Insubordination

Ignoring or refusing to comply with directions or instructions given by WAY staff and administration

A-2 Refusal to Identify Self

Refusing to show or wear an identification card and/or give your correct name when requested by school personnel or using another person's name or identity

A-3 Student Demonstrations

Any form of protest or demonstration that disrupts the normal educational process or that is conducted in a manner that violates legal restraints

A-4 Improper or Unauthorized Use of Electronic Communication Devices

Using any smartphone, cellular phone or other device without obtaining prior approval of an administrator or teacher or improper use that causes a disruption.

A-6 Improper or Unauthorized Use of School Materials/Equipment

Using any school equipment technology or materials without obtaining prior approval of an administrator or teacher or improper use of any school equipment, technology or materials.

A-7 Cheating/Academic Misconduct

A researcher will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials

A-8 Disorderly Conduct

A student will not harass others or misbehave in a manner that causes disruption or obstruction to the educational process. Disruption caused by talking, making noises, throwing objects or otherwise distracting another constitutes disorderly conduct. Behavior is considered disorderly if a teacher is prevented from starting an activity or lesson or has to stop instruction to address disruption

A-9 Inappropriate Displays of Affection

Students will not engage in inappropriate displays of affection, such as kissing, or long embraces of a personal nature

A-10 Loitering/Trespassing

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

A-11 Objectionable Conduct



A student will not orally, in writing, electronically, or with photographs or drawings direct profanity, insulting, and obscene or other objectionable gestures toward any other person. Conduct under this offence is not of a sufficient nature to rise to the level of harassment.

A-12 Violations of Attendance Policy

Acts, not specifically listed, which constitute a violation of the District's attendance policy

LEVEL B. OFFENCES

DISCIPLINARY ACTION FOR LEVEL A OFFENSES MAY RESULT IN SHORT-TERM SUSPENSION OR LONG-TERM SUSPENSION FOR THE FOLLOWING VIOLATIONS

B-1 Threats of Violence/Intimidation

Written, verbal or physical conduct, or electronic communication, less than bullying, that is intended to place one or more persons in fear of harm. Refer to C 16- Bullying to describe conduct of a serious, severe or substantial nature

B-2 Possession of Dangerous Objects

Dangerous objects are objects other than firearms, guns or knives that include but are not limited to explosives, firecrackers, clubs, mace, pepper spray and other irritant sprays.

Possession includes carrying an item, storing an item, having an item under one's control and or voluntarily permitting another person to store an item in or around the school without reporting it to staff.

B-3 Use or Possession of Illegal or Controlled Substances or Materials

Illegal or controlled substances include tobacco, alcohol, narcotics, drugs prohibited by law, over the counter medicines and prescription medications not prescribed for use by the students in possession of them. Students found guilty of the second offense of B-3 within the same school and in the same school year, will be charged with a C-18-Other Illegal Conduct (an expelled offense). In the event intervention is provided to a student, WAY will not be prevented from suspending or expelling the student.

B-4 Theft or Receipt of Stolen Property

Taking or conspiring to take without permission of the owner or custodian or receiving or possessing property known to be stolen valued at less than \$100.00

B-5 Extortion, Coercion or Blackmail

Obtaining money or property (something of value) from an unwilling person or forcing an individual to act by either physical force or intimidation (threat).

B-6 Defacement of Property

A student will not willfully cause defacement of or damage to property belongings to the school or belonging to school personnel or persons in attendance at the school.

B-7 Interference With or Intimidation of School Personnel

Preventing or attempting to prevent school personnel from engaging in their



lawful duties through threats of violence, harassment or intimidation.

B-8 Interference With the Movement of Pupils in and Out of Schools, Between Schools or Between Home and School.

Any action that prevents or delays scheduled transportation of pupils to and from school that prevents pupils from entering or leaving school at scheduled hours, or that causes fear or jeopardy to students while walking to and from an assigned school.

B-9 Harassment

Written, verbal or physical conduct that is persistent or pervasive that causes emotional distress or does the following to one or more students directly or indirectly: substantially interferes with educational opportunities, adversely affects the ability of students to participation in or benefit from school programs, causes a substantial disruption to the orderly operation of schools.

B-10 Gambling

Participating in games of chance or skill for money or profit.

B-12 Admittance of Unauthorized Individuals into School Buildings

The act of knowingly and intentionally admitting or allowing an unauthorized person(s) into any school building, without expressed permission from any authorized person, through any unopened door or unmonitored point of entry in a manner that breaches any method of established security.

B-13 Verbal Abuse

Name-calling, racial or ethnic slurs or derogatory statements directed at and offensive to another person.

B-14 Forgery/Giving False Information or Identification

Intentionally misrepresenting information to school district personnel, such as giving false information, false identification or signing another person's name to a document

B-15 Abuse of Technology

The act of tampering with or unauthorized use of computer hardware or software, including loading unauthorized software, making unauthorized copies of software, tampering with the hard drive, infection of computers with viruses, unauthorized internet access, unauthorized access to another's files, computers, or computer systems, and computer network "hacking". The use of internet or WAY technology, equipment or materials, including networks and servers to commit any offense is a violation under the Student Code of Conduct.

B-16 Fighting

A physical confrontation between one or more students that does not cause



serious injury.

B-17 Hazing

Any intentional, knowing, or reckless activity which endangers the physical safety, causes mental distress, embarrassment, humiliation or ridicule of a student done for the purpose of being initiated into, affiliated with, participating in or become a member of any organization, team, group, club, school activity, regardless of whether the activity is done without the consent of the person(s) being hazed.

B-18 Other Prohibited Conduct

Any school related conduct that violates rules, policies or school decorum.

B-19 Sexual Harassment

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature which substantially interferes with the student's educational opportunities or creates an intimidating, hostile or offensive educational environment or otherwise adversely affects a student's educational opportunities.

LEVEL C OFFENSES

PENDING AN EXPULSION REVIEW HEARING, IF FOUND GUILTY, DISCIPLINARY ACTION FOR LEVEL C OFFENSES CAN RESULT IN EXPULSION FOR THE FOLLOWING VIOLATIONS

C-1 Possession of a Firearm

Firearm means 1. Any weapon including a pistol, starter gun, gun, zip gun, pellet gun and BB gun or any other type of gun which will or is designed to or may readily be converted to expel a projectile by the action of an explosive 2. The frame or receiver of any such weapon 3. Any firearm muffler or firearm silencer or 4. Any destructive device, such as any explosive, incendiary device, bomb, grenade, poison gas or rocket. Students found guilty of this offense are subject to mandatory expulsion.

C-2 Possession of a Knife

Knives are defined to include any knife regardless of blade length or total size, straight razor, box cutter with razor or any instrument which has been altered to be used as a weapon in a manner similar to a knife such as a letter opener or file. A student found with a 3 inch blade or greater is subject to mandatory expulsion.

C-3 Possession of Other Dangerous Weapons

Possession of weapons and objects, other than gun or knives, such as, brass knuckles, which have the capacity to cause serious injury or death.

C-4 Use of a Weapon or an Object as a Weapon



Use of a weapon or dangerous object is defined to include: using a weapon or dangerous object in a physical altercation, having a weapon in one's possession during a physical altercation, threatening a person with a weapon or dangerous object, using a weapon or dangerous object while committing robbery, extorting or coercing through threat or actual use of a weapon or dangerous object, or discharging of a firearm

C-5 Physical Assault of an Employee, Volunteer or Contractor

Intentionally causing or attempting to cause physical harm to an employee, volunteer or contractor through force or violence

C-6 Destruction of Property

Acts that result in a substantial threat of or actual destruction of property of \$100.00 or more, which significantly necessitates altering a school's operation and activities. Specifically included are acts which result in significant damage to the physical plant or property, conditions that require the evacuation of students or the inability of a school to perform its functions.

C-7 Theft or Receipt of Stolen Property

Taking or conspiring to take without permission of the owner or custodian or receiving or possessing property known to be stolen valued at \$100.00 or more, which does not belong to the student.

C-8 Arson

The willful and malicious burning or attempt to burn any part of property that belongs to, or is under contract with school district, or property of persons employed by the district or on school property or the setting of fires on school property. Students found guilty of this offense are subject to mandatory expulsion.

C-9 Sale/Distribution of Controlled Substances or Illegal Materials

To attempt conspire to sell, sell or distribute any illegal or controlled substance or a substance represented to another person as illegal or controlled. Students will be charged under this violation if they are in possession of a substantial quantity of an illegal or controlled substance that is packaged for sale.

C-10 Physical Assault of Another Student

Intentionally causing or attempting to cause physical harm to a student through force or violence. Acts that result in serious bodily injury or participating in gang gang-like activity or group violence are also punishable under this provision. Gang or gang-like activity includes an ongoing organization, association or group of three or more individuals who display one or more of the following: wear or display common clothing, jewelry, insignia, signs that intentionally identify that student as a member of the group, have a high rate of interaction among themselves to the exclusion of others or are frequently involved in anti-social, delinquent or criminal activity

C-11 Criminal Sexual Conduct



Means a violation as set forth in the Michigan Penal Code (MCL 750.520b to MCL 750.520g). It includes sexual penetration or sexual contact that occurs. It is sexual contact with another person at least 13 but less than 16 years of age AND the other person is 5 or more years older. Sexual contact is the intentional touching of the intimate parts of the body of another person for a sexual purpose, for revenge, to inflict humiliation or out of

anger. If a student commits criminal sexual conduct in a school building, on school grounds or any other school property, the student shall be expelled.

C-12 Sexual Misconduct

A student shall not engage in intimate sexual contact with another person, including, but not limited to: consensual sexual intercourse, oral sex or intentional touching of the other person's genitals, groin, inner thigh, buttock or breast or the clothing covering those areas, other inappropriate behavior of a sexual nature including displays of sexual parts.

C-13 Forgery/Fraud

Signing the name of another person for the purpose of defrauding school personnel of the district or causing or deceiving another by false or misleading information in order to obtain anything of value.

C-14 Terroristic Activity

Communicating terroristic threats, including bomb threats, or committing terroristic acts directed at any student, employee, volunteer, contractor, physical plant or property.

C-15 False Alarm

Activating a fire alarm system in any school building on school property and/or reporting a fire or bomb when none exists.

C-16 Other Illegal Conduct

Other acts, not specifically listed, which constitute an offense under state or federal laws.

C-17 Bullying

Written, verbal, physical conduct or any electronic communication that is intended to place one or more students or other persons in fear of harm or cause substantial emotional distress by directly or indirectly doing the following: substantially interfering with educational opportunities, adversely affecting the ability of a student(s) to participate in or benefit from school programs, having an actual and substantial detrimental effect on a student's physical or mental health, causing substantial disruption of the orderly operation of school. The use of any electronic communication (i.e. internet, personal digital assistant, smart phone or wireless handheld device), or



network or technology including social media (e.g. Facebook, Twitter, Tumblr, Instagram, etc.), to bully is cyber-bullying. Bullying and cyber-bullying are prohibited against all students, educators, employees, parent/guardians, contractors, agents or volunteers.

C-18 Sexting

Forwarding, sending, using sharing, viewing or possessing a sexually explicit image via text message, email, social networking websites and/or other electronic means using school property (computers, devices, networks, or servers) on school grounds, outside of school-sponsored activities or on student owned devices that result in disruption to the orderly operation of school environment are punishable under this provision.

MANDATORY FACTORS TO CONSIDER

Before suspending or expelling a researcher (other than for firearms) the following factors are considered

1. Age of the researcher
2. Disciplinary history
3. Disability
4. Seriousness of behavior
5. Whether behavior poses safety risk
6. Restorative practices
7. Whether lesser interventions would address behavior

INTERVENTIONS AND SUPPORTS

Lab Experts and School Directors have the authority to utilize various interventions and behavior management techniques to encourage positive student behavior within the learning lab. Parent/Guardian assistance, other educational support services and/or other community agencies may be engaged as appropriate.

The following list of strategies may be used:

- ✓ Warning or reprimand from school personnel
- ✓ Researcher and/or parent/guardian conference with school personnel
- ✓ Counseling from the school Social Worker or other agency referral
- ✓ Daily/weekly progress monitoring reports
- ✓ Behavioral contracts or plans
- ✓ Change in student schedule
- ✓ No contact directive
- ✓ Loss of privileges
- ✓ Restitution /restoration community service
- ✓ Confiscation of appropriate item(s)
- ✓ Denial of participation in extracurricular activities



- ✓ Referral to the District Disciplinary Team
- ✓ Suspension (short-term and long-term)
- ✓ Recommendation for Expulsion Hearing

DUE PROCESS PROCEDURES

Before a researcher is suspended or expelled from the learning lab, there are procedures that must be adhered to. When alleged violations to the Student Code of Conduct occur and disciplinary action is considered, due process must be applied in all cases where student behavior and rights are evaluated.

The researcher has the right to be fully informed about the alleged violations and must be given an opportunity to respond to the alleged violations. Due process procedures vary depending on the severity of the violations and the seriousness of the disciplinary action that may be imposed on the researcher as a result of the hearing. Separate due process procedures apply to a researcher facing short-term suspension, long-term suspension or expulsion.

Investigations

Before it is determined that action should be taken, an investigation must be conducted to discern what happened. The School Director will inform the researcher of the allegations and the supporting evidence. The researcher will be given an opportunity to respond to the allegations. It is preferred that the researcher gives a written statement. If this is not possible, a verbal statement is acceptable. Witnesses, including staff and students, should also give written statements.

Due to the serious nature of some offenses, immediate removal of a researcher from the learning lab may be required. If the allegations are warranted, the parent/guardian will be notified by phone.

Following the investigation, if the allegations are substantiated, an attempt will be made to contact the parent/guardian by phone. A suspension letter should be sent by first class mail within 1 school day. The letter should state the researcher is being removed from school, the number of days suspended and the reason for the removal. If a long-term suspension is given, the letter will include the time and place for parents to attend a hearing.

Short-Term Suspensions

A researcher can be suspended up to 10 days on a short-term suspension depending on the severity of the offense. Short-term suspension should only be given after consideration of other alternatives to correct the researcher's behavior have been exhausted.



Before a researcher can return from a suspension, he/she may be required to attend a re-admissions conference with the parent/guardian to discuss the offense and implement a plan to correct the behavior. The School Director may waive the requirement for the conference or provide alternatives to the parent being present in order to participate.

Long-Term Suspensions and Expulsions

A researcher can be suspended more than 10 days on a long-term suspension depending on the severity of the offense. Before a Long-term suspension is given, the District Discipline Team will hold a hearing (see Hearings).

Expulsions

The District Discipline Team will review the case for the purposes of confirming the suspension and referring the case for an expulsion hearing. The Superintendent and the Board of Education conducts expulsion hearings. The researcher and parent/guardian are expected to attend (see hearings). Michigan law requires permanent expulsion of a student, subject to possible future reinstatement, for certain acts. These include possession of a dangerous weapon, commission of arson or criminal sexual conduct in a school building or on school grounds; and, for students grade 6 and above, commission of physical assault at school against an employee, volunteer or contractor.

Re-admittance from Expulsion

A written request from the researcher or parent/guardian must be made to the Superintendent. The District Disciplinary Team will review the petition when a researcher has been expelled for a non-mandatory expulsion offense. The researcher must meet the criteria set by the State of Michigan and/or WAY Charter Schools before re-admissions will be considered and/or approved.

Appeals

A suspension may be appealed within 5 days after receipt of the suspension notice. Appeals must be made in writing to the Superintendent. An appeal hearing will be scheduled within 5 days after receipt of the written request. During the appeal process researchers may not be allowed to remain in school. The appeal will be conducted by the District Disciplinary Team in a private meeting room. The researcher may be represented by a parent/guardian or representative. The researcher will be notified by first class mail of the decision. The decision of the District Disciplinary Team is final and cannot be appealed. Suspensions from after school programs and extra-curricular activities may not be appealed.



Hearings

Hearings must be held within 5 days of the date of the offense following the removal of the researcher to determine whether the allegations are substantiated. The researcher and parent/guardian will be notified of the date and time of the hearing via first class mail. The researcher and parent/guardian are expected to attend all disciplinary hearings. If they are unable to or choose not to attend the hearing must still be held. Attendance will be documented for the record. A parent/guardian or representative may represent the researcher. The person making the allegations and witnesses shall be present at the hearing. Parents do not have the right to question student witnesses but they can provide a list of questions to be asked by the District Disciplinary Team.

At the hearing the researcher and parent/guardian must be fully informed of the allegations and supporting evidence. The researcher and parent/guardian will be given an opportunity to present their side. If the allegations are substantiated the District Disciplinary Team will determine the action to be taken. The researcher will be notified by first class mail of the decision. The decision of the District Disciplinary Team is final and cannot be appealed.

Make-Up Work

During a suspension researchers are entitled to make-up missing assignments and tests. If a researcher chooses not to make-up assignments it will be reflected in their credit attainment. Researchers who are expelled lose the opportunity to make-up assignments and earn credit.

Researcher Searches

The Board seeks to ensure a learning environment which protects the health, safety and welfare of researchers and staff. To assist the Board in attaining these goals, school officials may, subject to the requirements below, search a researcher's person and property. This includes property assigned by the school for the researcher's use. Such searches may be conducted at any time on school property or when the researcher is under the jurisdiction of the school at school-sponsored activities. All searches for evidence of a violation conducted by the school shall be subject to the following requirements:

1. The school official shall have individualized, "reasonable suspicion" to believe evidence of a violation of law, Board policy, administrative regulation or school rule is present in a particular place.
2. The search shall be "reasonable in scope." That is, the measures used are reasonably related to the objectives of the search and not excessively intrusive in light of the age, sex, and maturity of the researcher and nature of the infraction. School officials may also search when they have reasonable information that emergency/dangerous circumstances exist.



Routine inspections of school property assigned to researchers may be conducted at any time.

School officials may seize any item which is evidence of a violation of law, Board policy, administrative regulation or school rule; or which the possession or use of is prohibited by such law, policy, regulation or rule. Researchers may be searched by law enforcement officials on school property or when the researcher is under the jurisdiction of the school upon the request of the law enforcement official.

If, at any time, parents have questions or disagreements regarding disciplinary actions, it is their responsibility to immediately discuss these questions or differences with the staff member involved.

Drug-Free Policy

In accordance with Federal Law, the Board of Education prohibits the use, possession, concealment, or distribution of drugs by researchers on school grounds, in school or school-approved vehicles, or at any school-related event. Drugs include any alcoholic beverage, anabolic steroid, dangerous controlled substance (as defined by State statute) or substance that could be considered a “look-a-like” controlled substance. Compliance with this policy is mandatory for all researchers. Any researcher who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in this handbook, up to and including expulsion from school. When required by State law, the District will also notify law enforcement officials.

The school is concerned about any student who is a victim of alcohol or drug abuse and will facilitate the process by which she/he receives help through programs and services available in the community. Researchers and their parents should contact the Director or Team Leader whenever such help is needed.

SPECIAL EDUCATION DISCIPLINE REQUIREMENTS

Specific legal requirements exist that determine appropriate and allowable disciplinary procedures for use with students with disabilities. There are specific discipline procedures when removing a student with a disability from their educational placement.

Suspension for Violation of School Rules



School officials may suspend a student with a disability for violating school rules, just as it would a student without a disability, for **up to 10 school days**. Additional separate suspensions are permissible for **10 school days, or less**, in the same school year.

Beginning with the **11th** day of suspension, and for all subsequent days during the suspension, educational services must be provided to the student. In all situations where a student has been suspended for **10 days or more**, the following must occur not later than **10 business days** after suspending the student. A Manifestation Determination Review must be conducted as follows:

1. If the school has not already conducted a functional behavioral assessment (FBA) and implemented a behavior implementation plan (BIP), the IEP Team will complete a FBA to analyze the behavior(s) of concern. The FBA is necessary to determine an appropriate BIP to address the behavior(s) subject to disciplinary action.
2. If the student already has a behavioral intervention plan, the IEP Team will review the plan and modify it, if necessary, to address the behavior of concern.
3. On the day on which the decision is made to suspend for more than **10 days**, the parent must be notified of the decision and of all procedural safeguards.

A change in placement occurs when disciplinary action results in a pattern of suspensions (consider length of each suspension, proximity to each other, and total number of days) that accumulate to more than **10 days** or a single suspension of **longer than 10 days**. The following requirements apply to change in placement situations:

1. No later than **10 school days** after the day on which the decision is made to suspend the student, an IEP Team must meet to determine the relationship between the student's disability and the behavior subject to discipline.
2. If the IEP Team determines that the behavior was not a manifestation of the student's disability, disciplinary procedures applicable to students without disabilities may be implemented. However, **during the suspension from school, programs and/or services must be continued** as determined by the IEP Team to allow the student to progress in the general curriculum and advance in the goal areas of the IEP.
3. If the IEP Team determines that the behavior is a manifestation of the disability, then the removal is terminated and the IEP Team must remedy any deficiencies in the IEP or placement, if any.
4. If the student's parent disagrees with the determination that the student's behavior was not a manifestation of the disability, the parent may request an expedited hearing from the MDE. During the appeal, the student's placement is in the setting given in the last uncontested IEP.



Weapons or Drugs

If the disciplinary action is due to a student's possession of a weapon or drugs, the school may administratively place a student with a disability in an interim alternative educational setting for up to 45 calendar days. This may occur even if there is an affirmative manifestation finding (see Behavior Review form) or a parent appeal of a non-manifestation finding. Special education instructional services must be maintained during this time period.

Danger to Self or Others

In situations not involving weapons or drugs, if the student is considered dangerous to self or others, the school can request an Expedited Due Process Hearing from MDE and ask the hearing officer to order an interim alternative educational setting for up to 45 calendar days. Special education instructional services must be maintained during this time period.

Suspension with Student Working at Home

Every time a special education student is suspended from school, the special education teachers must be notified. The student must receive special education services during the suspension, if the suspension is for more than 10 days or if the student is allowed to work at home. This can be accomplished by having the special education teacher and school social worker call or chat with the student to provide services. If there needs to be face-to-face interaction by any service provider, it must be done at a mutually agreed upon setting, for example, a library or community center.

Dress and Grooming

The staff of WAY Academy is concerned with the health, safety, and well-being of researchers and maintaining an appropriate educational environment, free from distractions to learning. For these reasons, researchers are expected to dress appropriately for school. The purpose of a dress code is to help each researcher set an appropriate standard for his/her personal appearance. It is a mark of maturity when a researcher can freely choose apparel that demonstrates individuality without deviating from the standard of appropriateness. Please adhere to the following guidelines when choosing your school attire:

- Dress in a manner that will not distract the educational focus for any fellow researcher.
- All shirts and tops must cover the chest (cleavage), midriff, and bra straps. Halter-tops, tube tops, etc. are not allowed.
- All under garments must be out of view (including boxers, thong underwear, bras, etc.)
- Skirts and shorts must be at least as long as the tip of the researcher's fingers when hands rest at the sides.
- Signs, decals, slogans, and/or clothing (including hats) that promote drugs, alcohol, tobacco, contain profane, crude, vulgar, or sexually explicit comments, or are identified in the community with gang behavior is disruptive and not appropriate.



- For safety reasons, any clothing that may be used as a weapon is strictly prohibited. For example, sharp object jewelry, chains, dog collars with spikes, and any other spiked clothing are prohibited.

Unauthorized group apparel is prohibited. Clothing or accessories worn in a manner (including but not limited to gloves, bandanas, shoestrings, wristbands, belts, jewelry) related to an unauthorized group or a group that may provoke others to act of violence are prohibited. Belts, bandanas, or other items hanging out of pants, hanging from rear pants pockets, or displayed in clothing are prohibited.

Example: sharp object jewelry, chains, dog chains with spikes, and any other spiked clothing are prohibited.

- Hats and hoods will not be worn inside WAY Academy.
- Apparel (including pants) that reveals midriff must not be worn.
- Shoes must be worn at all times.

Opportunities for Parent Involvement

Parent involvement is critical to WAY Academy's overall effectiveness. Parents can get involved by:

- Fund-Raising
- Volunteering
- School Improvement

HEALTH AND SAFETY

It is of the utmost importance that WAY Academy provides a safe environment for our researchers. Because of this commitment, the following rules will apply:

Distribution and Consumption of Medication:

Parents are requested, whenever possible, to schedule medication to be given at home. **If medication is needed during school hours, parents shall provide a written request from the child's physician, including the name of drug, time of dosage, route of administration, possible adverse effects, and emergency instructions that might be applicable.** Medications must be brought to school in a container appropriately labeled by the pharmacy or physician and is to include only that medication to be given during school hours.

Administering of Medication:



The parent requesting that the school staff administer the medication shall provide a signed permission slip. Forms are available from the school office. The school administrator or school nurse, if one is assigned to the school, will be responsible for administering the medication. A log will be kept of all medication administered at school. It shall include the researcher's name, the date, dosage, time of administration, and initials of the staff member giving the medication. All prescription medications shall be kept in a locked cabinet or drawer.

Should your child need any non-prescription medication during school hours, parents must notify the school and provide these medications for their researcher. A signed permission slip will also be required for non-prescription medication.

Researchers are not to carry any medication (prescription or over-the-counter) on their person with the exception of prescribed inhalers for asthma. They must have a signed order from the doctor.

Illness:

If a child has been ill during the night or became ill upon awakening, please do not send the child to school. Researchers with low-grade fever, nausea, vomiting, diarrhea, or other acute symptoms will be sent home. If your child has been ill at home with any of these symptoms, please keep him/her home until these symptoms have subsided for 24 hours. If a child becomes ill after coming to school, the parent will be contacted. If a child has a fever of at least 100 degrees of temperature or has vomited, the researcher will be sent home.

If the parents cannot be reached by phone, the emergency contact person(s) listed in the researcher file will be called to pick up the child. **Please maintain accurate and current information for the emergency file. Any addition or deletion for emergency contact person(s) should be given immediately to the school office.**

Immunizations/Medical Examination

Current immunization records must be on file at WAY Academy for every researcher by the first day of the school year. If not, the child will not be allowed to attend.

Emergency Drills



Fire – In case of fire, it is imperative that the building be emptied quickly and calmly. Fire drills will be held periodically during the school year to practice clearing the school quickly, and experts will instruct researchers on proper procedures during a fire.

Tornado – When a tornado warning is given, the staff will lead researchers to a designated area within the building. Lab staff will be well versed regarding proper emergency procedures and will dismiss researchers from the designated area only when an “all clear” signal is given. Tornado warning drills will be conducted periodically.

Lockdown – May be implemented in situations involving intruders.

GENERAL INFORMATION

LAB Visitors

WAY Academy welcomes parents/guardians to visit our school. For safety, all visitors, including parents and guardians, are required to sign-in upon arrival and sign out at departure. Researchers not enrolled in WAY Academy are not permitted to visit unless accompanied by an adult.

Change of Address

When families move during the course of a school year, it is critical that they notify the team leader of this change so the school can maintain necessary and appropriate contact with the family. If you move during the course of the year, please submit all information to the school prior to the move.

Field Trips

During the school year, experts may schedule educational field trips. The team leaders will announce trips in writing in advance. A permission slip must be signed and returned to the school in order for the researcher to attend the field trip. The permission form will provide details of the trip (destination, time, transportation, and cost) and a way for the parent to sign up to chaperone.

Lost and Found Items



Items that are lost or found can be turned in or looked for with team leaders. Researchers are reminded to check the lost and found for any missing items. Researchers should report all lost items to the team leaders immediately.

Lunch Program

WAY Academy provides breakfast and lunch through Edibles Rex lunch program. Researchers who apply and qualify for free lunch will not need to purchase lunch daily. All others may purchase lunch or bring a sack lunch. Researchers will remain in the lunch area during lunch unless supervised by an adult personnel. Those researchers who qualify for the free/reduced meal program must complete the form available in the lab.

Emergency Form

In the event of an accident, illness, or emergency, clear and accurate information is essential. This information will be shared with appropriate school staff and emergency medical personnel in case of emergency. If any information, such as address, emergency or work phone numbers changes, please notify the main office.

School Closure Information

Watch local television stations for the list of closed schools. In case of weather emergency and/or other situations, which might necessitate researchers being dismissed early from school, every attempt will be made to alert parents through the media. However, parents should ensure in advance that the researcher has a procedure to follow for early dismissals.

Withdrawal From The Academy

The Board of Education affirms that, while Michigan law requires attendance of each researcher until eighteen (18) years of age, it is in the best interests of both researchers and the community that they complete the educational program that will equip them with skills and increase their chances for a successful and fulfilling life beyond the schools.

The Board directs that whenever a researcher wishes to withdraw from school, efforts should be made to determine the underlying reason for such action and the resources of the school should be used, when and as appropriate, to assist the researcher in reaching his/her career goals. No researcher under the age of eighteen (18) will be permitted to withdraw without the written consent of a parent or the approval of the Director.

The Director shall develop administrative guidelines for withdrawal from school which:

- A. Make counseling services available to any researcher who wishes to withdraw;
- B. Make every effort to satisfy the researcher's future educational needs;



- C. Help the researcher define his/her own educational life goals and help plan the realization of those goals;
- D. Inform the researcher of the G.E.D.
- E. Assure the timely return of all School-owned supplies and equipment in the possession of the researcher.

M.C.L.A. 380.1561 (board policy 5130)

School Calendar Southwest Campus 2020-2021

District Professional Development	August 7
Labor Day	September 7
School Begins	September 8
District Professional Development	September 11
Monthly Progress Report	October 1
Performance Series Testing Window (Fall)	September 14-October 23
PSAT & SAT Test Administration	October 14
Monthly Progress	November 1
District Professional Development (No Students)	November 10
Thanksgiving Break	November 26-27
Conferences and Progress Reports	December 1
School Professional Development	December 11
Winter Graduation	TBD
Winter Break	December 21-January 1, 2021



School Resumes	January 4
Monthly Progress Report	January 4
School Professional Development (No Students)	January 15
Performance Series Testing Winter Testing Window (* Non-Spring Testers)	January 18-February 26
Martin Luther King Day (No School)	January 18
Monthly Progress Report	February 1
WIDA ACCESS & WIDA Alternate ACCESS (Grades 7-12)	TBD
President's Day (No School)	February 15
School Professional Development	February 19
Monthly Progress Report	March 1
School Professional Development	March 19
Spring Break (No School)	March 29-April 2
Monthly Progress Report	April 5
M-Step Assessment (Grades 8 and 11)	April 12-23
PSAT 8 and SAT (Grade 8, Grade 11 and eligible Grade 12 Students)	April 13
SAT, WorkKeys, PSAT 8,9,10 Accommodation	April 13
PSAT 9 and 10	April 13, 14 or 15
ACT WorkKeys (Grade 11 and eligible Grade 12 Students)	April 15



PSAT 8, 9, 10 Make-Up	April 14-16 or April 27-28
District Professional Development (No Students)	April 16
SAT Make Up Testing (Grade 11 and eligible Grade 12 Students)	April 27
ACT WorkKeys Make Up Testing	April
SAT, WorkKeys Accommodation Make-Up	April
M-Step Assessment (Grades 6 and 7)	May 3- 28
Performance Series Testing Window (Spring)	April 26-June 4
District Professional Development (No Students)	May 14
Memorial Day (No School)	May 31
Monthly Progress Report & Conferences (sent home)	June 1
District Professional Development (No Students)	June 18
Summer Break Online Experts Available	June 28-July 23
End of School Year	August 30



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