



W·A·Y MICHIGAN™
Widening Advancements for Youth

Parent-Researcher Handbook

2025-2026

Welcome to WAY Michigan! We are pleased to have you as a researcher. Our staff will do their best to help you make your experience successful and productive.

James E. Pack, M.Ed
Director of Programs

Our Vision

"Empowering Every Learner to Innovate, Achieve, and Lead in a Dynamic World"

Our Mission

Delivering a blended global learning model to encourage positive self-esteem, academic excellence, and life-long learning for 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, 397 Main Street, Belleville, MI 48111 Phone: 313.638.2716/ Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Education (same address and phone)

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DISTRICT LEADERSHIP

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SCHOOL LEADERSHIP

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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 2024-2025 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 Michigan.

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.

LETTER FROM THE BOARD OF EDUCATION

Welcome to WAY Michigan. We are excited you have chosen WAY as your path to success. WAY means Widening Advancements for Youth and through the Academy's standards-focused, project-based curriculum it does just that. WAY Michigan Academic and Engagement Success Coordinators and engagement coaches 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 unique way of approaching teaching and

learning. Researchers are responsible to collaborate with one another, their engagement coaches, 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 Michigan 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 Michigan 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 Michigan. We encourage you to read and discuss the information together. We are engaged in a great educational opportunity. Let's make a WAY!

Educationally Yours,

WAY Michigan Board of Directors

LETTER FROM THE SUPERINTENDENT

Welcome to WAY Michigan! WAY Michigan is known for its strong academic curriculum, instructional practices and dedicated staff. We are honored and excited you have chosen our school for your child's 6th through 12th grade school experience. We have a school year planned that will support your child's academic achievement.

We are committed to providing our researchers with opportunities for growth and learning.

Please take the time to visit our website and review the academic success stories shared by students.

WAY Michigan school works hard to assure students have the opportunity to engage as often as possible with other students and staff. We are hopeful once the current COVID-19 pandemic has subsided we can begin hosting field trips to colleges and other educational venues.

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 Michigan, I want to thank you for allowing us to be an important part of your son or daughter's life.

Sincerely,

Isaiah Pettway

Superintendent of Schools

SCHOOL OVERVIEW

Type and Size of School

WAY Michigan is a researcher centered virtual 6-12 school offering project based learning projects. WAY Michigan is a place where every researcher is provided with personalized researcher-centered learning in our unique online environment..

History & Affiliations

WAY Michigan 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 2013 WAY Michigan opened as our first public charter school.

Special Education:

Special Education and 504 services are available to researchers 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 researcher in the learning process, and will work to find the best possible way that each researcher can learn. Teachers, school officials and parents may refer researchers. Individualized instruction is available to all researchers with special needs.

Graduation Requirements:

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

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
ICT	1 credit
Language (other than English)	2 credits
Electives	3 credits
Total	22 credits

WAY Michigan serves researchers up to age 22 who seek a high school diploma. Therefore our alternative program offers a 20 credit track option for researchers who are behind and need to recover credit. For researchers who are in jeopardy of aging out before a diploma can be earned, an 18 credit track option is available. The Director and Academic Success Coordinator at WAY Michigan will advise researchers on the credit track that will best meet their needs.

20 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 credits
Language Other than English	2 credits
Electives	2 Credits
Total	20 credits

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

Course List

Course Grade Level Credit	SCED Code
English	
English 06 Middle School 1	01034
English 07 Middle School 1	01035
English 08 Middle School 1	01036
English 09 High School 1	01001
English 10 High School 1	01002

English 11 High School 1	01003
English 12 High School 1	01004
Creative Writing High School 1	01104
AP [®] English Language & Composition High School 1	01005
Math	
Math 06 Middle School 1	02036
Math 07 Middle School 1	02037
Math 08 Middle School 1	02038
Algebra Readiness High School 1	02051
Algebra 1 High School 1 Algebra 2 High School 1	02052 02056
Geometry High School 1 Pre-Calculus High School 1	02072 02110
Science	
Science 06 Middle School 1 03236	
Science 07 Middle School 1	03237
Science 08 Middle School 1	03238
Anatomy and Physiology High School 1	03053

Biology High School 1	03051
Chemistry High School 1	03101
Earth & Space Science High School 1	03008
Physics High School 1	03151
Social Studies	
Social Studies 06 Middle School 1	04436
Social Studies 07 Middle School 1	04437

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U.S. History 08 Middle School 1	04438
Civics High School .5	04161
Economics High School .5	04201
U.S. History & Geography High School 1	04101
World History & Geography High School 1	04052
AP [®] Microeconomics High School 1	04203
Health & Physical Education	
Health Middle School Middle School 1	08079
Physical Education 07 Middle School 1	08037

Physical Education 08 Middle School 1 Health High School .5	08038 08051
Physical Education High School .5 08001 Visual & Performing Arts	
Theatre Middle School Middle School 1 Visual Arts Middle School Middle School 1	05079 05189
Music High School 1	05101
Theatre High School 1	05052
Visual Arts High School 1	05154
Digital Photography High School 1	05167
World Languages	
Spanish 1 High School 1	24052
Spanish 2 High School 1	24053
Electives	
Technology Middle School Middle School 1	10001
Technology High School 1	10003

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Career Development High School 1	12001
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Cooking High School 1	16053
Personal Finance High School 1	12103
Psychology High School 1	04254

Advanced Coursework and Personal Curriculum

Our researchers have the opportunity to participate in a few different instructional programs that will focus on their strengths and interests. Below is a list of these programs:

1. **Dual Enrollment:** Dual Enrollment allows researchers to participate in College level courses while attending WAY Michigan. To be eligible for dual enrollment a researcher should be a Junior, on track to graduate, have a 3.5 GPA, and meet the benchmark for college readiness in reading and/or mathematics. If a researcher does not meet these requirements they may be approved on a case-by-case basis reviewed by our administrative committee. WAY Michigan will pay for up to 6 credit hours per semester or 24 credit hours between Junior and Senior years. Researchers should register in August for Fall Dual enrollment and register in December for Winter/Spring Dual enrollment.

2. **Personal Curriculum:** A personal curriculum (PC) is a tool that is provided for in Michigan law 380.1278b that allows specific modifications to be made to certain requirements of the Michigan Merit Curriculum (MMC) in order to individualize the rigor and relevance of the educational experience. While the law specifies the areas in which modifications may be made for specific groups of students, the personal curriculum is intended to help make the MMC accessible to all researchers while maintaining the academic rigor required to uphold the integrity of the high school diploma. A personal curriculum may be developed to address the needs of an individual researcher for one of four reasons:
 - A. A researcher demonstrates the need for modification of the Algebra II requirement of the Michigan Merit Curriculum.
 - B. A researcher with an IEP demonstrates the need for modification to the MMC within the area(s) of his/her disability.
 - C. A researcher who transfers from a school outside of Michigan or from a non-public school to a public high school after completing the equivalent of two years of high school demonstrates the need for modification to the MMC based on previous academic experience.
 - D. A researcher demonstrates the need to modify Social Studies, PE/Health, and/or Visual, Performing, and Applied Arts in order to take credits beyond those required in the areas of Math, English Language Arts, Science, and/or World Languages. The researcher must earn 2 credits in Social Studies, including .5 credit in Civics before requesting a PC to modify the Social Studies requirement.

Grading Scale

Our researchers are awarded competency-based strands that are aligned with National Standards based on the completion of projects. These strands accumulate and when a researcher 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 researchers 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 researchers 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 researcher 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 researcher 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. Researchers are active researchers of information that they apply to the completion of their projects. Researchers have the opportunity to choose projects in all subject areas from our online 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 researchers. Our approach to instruction fundamentally changes the role of teacher and researcher. Instead of traditional one-to-many instruction, teachers become facilitators and coaches who guide researchers 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. Researchers 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, researchers decide how to allocate their time, how to ask for and receive assistance, and how to set and reach goals. Researchers also have the flexibility to customize their in-lab time and projects to meet their needs.

1 to 1 Computing

WAY Michigan provides each researcher with a brand new Chromebook and internet service as needed along with all the tools needed to succeed. Every researcher receives individualized training on all applications. With ubiquitous access to web enabled computers, every researcher 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 researchers' learning experiences. This enables them to share projects online, collaborate with teachers and peers, and create new knowledge.

IDENTIFICATION

Purpose Statement

WAY Michigan will offer a virtual model of personalized, project-based learning with online interaction. Every member of the staff is invested in the success of each researcher, knowing they are responsible for their success. This dedication will allow researchers to excel at their own pace, developing customized learning plans on topics that truly appeal to them.

WAY Michigan 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 at WAY Michigan is on a track to receive a high school diploma. Each researcher will be provided with a customized, standards-based learning plan and paired with an engagement coach who will coach them toward graduation.

WAY Michigan is committed to ensuring all researchers enrolled in the high school will succeed in college. WAY Michigan 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.

WAY Michigan's 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, researchers become embedded in an engaging, project-based learning environment.

WAY Michigan is designed to counter traditional comprehensive settings, where researchers may go through an entire day without interacting with an adult. By contrast, at WAY Michigan, 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.

WAY Michigan 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 WAY Michigan 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 Michigan Board of Education and/or Superintendent. We reserve the right to change policy at any time at our discretion.

PROCEDURES

Admissions Requirements

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

1. Birth certificate or other appropriate documentary evidence
2. Court orders or placement papers, if applicable
3. Proof of residency consisting of a deed, building permit, rental agreement, tax agreement, voter registration card, or completion of Form 5111 F2b
4. 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 principal is to provide 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:

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

Homeless Researchers

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, homeless researchers 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 homeless researchers from discrimination on the basis of their homelessness.

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

- Share the housing of other persons due to loss of housing, economic hardship, similar reason
- Live in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations
- Live in emergency or transitional shelters
- Are abandoned in hospital
- Are awaiting foster care placement
- 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 space, abandoned buildings, substandard housing, bus or train stations, or similar settings.

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

Homeless preschool-aged children 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. Homeless researchers 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.

Homeless researchers will be provided services comparable to other researchers in the school including:

- Transportation services;
- 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;
- Programs for gifted and talented researchers;
- School nutrition programs; and
- Before- and after- school programs.

Homeless researchers 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.

Homeless researchers 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 the 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 the unaccompanied youth.

The Board of Education requires that these rights and the dispute process be communicated to the parent or guardian of the homeless researcher 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 homeless researcher to and from the school or origin as follows:

1. 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.
2. 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 principal will appoint a Liaison for Homeless Children who will perform the duties as assigned by the principal. 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)

Inductions:

Your first official day of school at WAY Michigan is called an Induction. During your first day, you will attend an online orientation using the school-provided equipment. You'll learn about the program/school, your WAY team, learn how to contact online teachers, locate projects, set up your work plan, and start your first project.

- Your induction will be scheduled through emails sent to the email addresses provided during enrollment. In the emails you will receive important information about the induction date, times, your host's information, helpful videos, and our induction policy.
- At least 1 Parent/guardian of a student under the age of 18 is required to attend the entire induction with their student. This is to ensure that both student and parent/guardian are on the same page with the requirements of WAY Michigan students and how the program works.
- We follow a strict "3 strike" rule. If you and your student do not attend the first induction meeting, a second one will be scheduled for you. If you and your student do not attend the second scheduled meeting, then it is your responsibility to reschedule. If that is not done in a timely manner, your student will be put on the "Did Not Enroll" list. We will work with you to make this process as smooth as possible.
- At the start of the induction, we will need you to provide a picture of your student's birth certificate and a clear picture of them from the waist up with a blank background so we can make them a school ID.
- Once a student has completed their induction, a 2 week checkin-in will be scheduled. This is to give students time to adapt to the program and get started on their projects and start communicating with their engagement coach. This process ensures that students are learning the website/program, their technology is continuing to work properly, and that communication has been started between student and engagement coach.

Five Requirements Of a Researcher:

To ensure your success and continued enrollment at WAY Michigan, it is essential to adhere to the following guidelines known as the "Five Requirements of a Researcher." Failure to comply with these requirements may result in being dropped from enrollment.

1. Weekly Check-ins:

Touch base with your engagement coach weekly through a small group, 1:1 session, text, email, or call—whatever works best for you. We'll review your progress and set goals.

2. Credit Earning:

You must earn 0.5 credits per month to remain in good academic standing. Falling below this requirement will result in academic intervention. Need a break? Let's plan it together.

3. Be Present and Polite:

For any scheduled live sessions—class, tutoring, small group, or 1:1—show up on time and be courteous. Your participation matters.

4. Count Day Matters:

Wednesday, October 1 and **Wednesday, February 11** are Count Days, which is a day that all students must attend (log in to) school and "be counted." The school receives funding for each student counted on Count Day. This funding is what we use to educate our students. You **MUST** log in, complete assignments, and have an academic conversation with your engagement coach. This is crucial for our school's state funding.

The requirements that must be met ON Count Day are as follows:

- Log in to Centric.
- Email, chat, text, or phone call your engagement coach and have an academic conversation about a specific project you are working on. This type of conversation must then happen the 3 Wednesdays following Count Day as well.
- The student may also be required to be logged in a set amount of time or to submit a set amount of submitted work in two classes on their learning plan.
- Please mark these days on your calendar and try to keep them conflict-free.

5. State Mandated Requirements:

Attend State Testing in the Spring and complete your Xello Educational Development Plan. Some testing may require travel and must be done in person. We'll work out the details together.

Attendance

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

Attendance shall be required of all researchers during the days and hours that the Academy is in session. Researchers are required to work online for a minimum of 50 minutes a day, 5 days per week in each of their 6 courses for a total of 1098 hours per year as mandated by the Michigan Department of Education.

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 the Wayne County Prosecutor's Office.

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.

Excused and Unexcused Absences

The School Director shall develop procedures for the attendance of researchers which:

- Ensure a school session which is in conformity with the requirements of the law;
- Ensure that researchers absent for any reason have an opportunity to make up work they missed;
- Govern the keeping of attendance records in accordance with the rules of the State Board and the Michigan Department of Education; Pupil Accounting Manual, including a written electronic procedure, if applicable;
- Identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her education program to meet particular needs and interests; E. Ensure that any researcher who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the School's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

The Board considers the following factors to be reasonable excuses for time missed:

- i. Illness
- ii. Recovery from accident
- iii. Required court attendance
- iv. Professional appointments
- v. Death in the immediate family
- vi. Observation or celebration of a bona fide religious holiday
- vii. Such other good cause acceptable to the School Leader

Absences are unexcused unless a note or phone call is provided by the parent or guardian the day the researcher returns. The note or phone call should state the researcher's name, date of absence, reason for absence and parent or guardian phone number and signature. If the absence is due to a doctor or dental appointment, a note from the physician will also be accepted for an excused absence.

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)

WAY Michigan Summer Policy for Researchers

At WAY Michigan, our official school year runs from September through June. During this time, full participation and engagement are expected as part of our educational commitments.

Summer Access (July and August):

During July and August, researchers continue to have access to the learning platform. However, participation is entirely optional. This period offers you the flexibility to catch up on projects, explore new learning opportunities, or simply take a break.

Support Availability:

- **July:** Please note that WAY Michigan's in-house staff are off during the month of July. As a result, direct support from our in-house team will not be available.
- **August:** In August, in-house staff may be available to provide additional support as needed. We encourage you to reach out during this time if you require assistance.
- **Centric Learning Staff:** Throughout the summer, Centric Learning staff remain available and will continue grading projects. You can expect timely feedback on your work, regardless of the time of year.

We encourage you to utilize the summer access according to your individual academic goals and needs. Whether you choose to continue your studies or take time to recharge, our platform and Centric Learning staff are here to support you.

If you have any questions or need assistance, particularly in August, please don't hesitate to get in touch.

Live Lessons

WAY Michigan Live Lesson Policy

At WAY Michigan, we are committed to providing a flexible and supportive learning environment that meets the diverse needs of our students. To enhance your learning experience, our in-house teachers will offer live lessons based on their availability.

Live Lesson Structure:

- Each live lesson will be focused on a specific subject area.
- During the lesson, the teacher will actively teach and engage with students on the subject matter, providing valuable instruction and support.
- These sessions are designed to deepen your understanding of the subject and offer you the opportunity to ask questions in real-time.

Attendance and Participation:

- Students are strongly encouraged to attend any and all live lessons that align with their learning

needs and interests.

- Live lessons provide an excellent opportunity to reinforce your knowledge, clarify any doubts, and stay on track with your studies.
- **Middle School Students (Grades 6-8):** Must attend ONE live lesson per week in both English Language Arts (ELA) and Math. This requirement ensures middle school students receive the additional support and direct instruction needed for their developmental stage.

Required Attendance:

- If a student is falling behind in credit attainment, they may be assigned to attend a required live lesson.
- Assigned live lessons are mandatory and are intended to help you catch up and succeed in your academic journey.
- Middle school students who miss their required weekly ELA and Math live lessons may be subject to academic intervention.

Teacher Availability:

- Live lessons are scheduled based on the availability of our in-house teachers. The schedule will be communicated in advance to allow students to plan accordingly.

Support and Resources:

- In addition to live lessons, students are encouraged to utilize other available resources, such as recorded lessons, instructional materials, and office hours with teachers.

Our goal is to support your academic success by offering personalized and targeted instruction through live lessons. We look forward to your active participation and are here to help you achieve your educational goals.

If you have any questions about the live lesson schedule or requirements, please reach out to your teacher or academic advisor.

BEHAVIOR EXPECTATIONS

Researcher Conduct

- The behavior expected from researchers online and in school is a combination of common courtesy and safety considerations. There are only a few special areas, which require the application of very specific rules. The following types of conduct are **never** permissible: defiance of school staff, the use of profanity, refusal to participate, possession of weapons or other dangerous objects, possession or use of tobacco, possession or use of any controlled substance, gambling, or vandalism.
- School discipline policies will be established and consistently enforced. When a researcher is

having a problem the Academic Success or Engagement Coordinator may: conference with the researcher, conference with the parent, refer the situation directly to the director.

- Researchers will not engage in any activities that are contrary to the laws of the State of Michigan. WAY Michigan will follow procedures for expulsion as prescribed by the school and the State of Michigan

Bullying

It is the policy of the Academy to provide a safe and nurturing educational environment for all of its researchers. This policy protects all researchers from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior. Bullying or other aggressive behavior toward a researcher, whether by other researchers, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes, but is not limited to: written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a researcher, 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 researcher behavior.

This policy applies to all "at school" activities in the Academy, including activities on school property, in school provided transportation, and those occurring off school property if the researcher or employee is at any school sponsored, school approved or school related activity or function. Such as field trips or athletic events where researchers are under the Academy's control, or where an employee is engaged in Academy business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

“Cyber-Bullying” is the use of electronic information and communication devices, to include but not be limited to: e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

1. Deliberately threatens, harasses, intimidates an individual or group of individuals; or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual's property; or
3. Has the effect of substantially disrupting the orderly operation of the school.

“School owned, operated, or supervised technologies” is any computer, networking system, electronic equipment, or any other equipment or device that may be used by a person to communicate to another which is owned, leased, operated, or under the control or supervision of the school district and/or school district staff.

Reference: MCL 380.1310B (Matt's Safe School Law, PA 241 of 2011) Policies on Bullying,

The conduct goal of WAY Michigan is for each researcher to achieve the ability to govern themselves from within. As the researcher's ability to govern themselves increases, there is less need for imposing rules and regulations upon them. We believe researchers should show respect for both parents and experts. Staff and parents working together to teach our children to do what is right will result in exceptional young leaders, ready to impact the world.

Discipline actions that may be used include, but are not limited to:

1. Warning: Academic Success or Engagement Coordinator will talk to the researcher and explain his/her offense
2. Call to Parents
3. Researcher conference with the Director
4. Conference with the Academic Success or Engagement Coordinator and parents
5. Possible Suspension
6. Possible Expulsion

*NOTE: By listing these possible disciplinary actions, the school, in no way, implies that some or all of these will be utilized in a specific situation or prior to suspension and/or expulsion. *POSSESSION OR USE OF DRUGS, ALCOHOL, TOBACCO OR WEAPONS MAY RESULT IN EXPULSION FROM SCHOOL.*

Researcher Searches

The Board seeks to ensure a learning environment and school, 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 researcher 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 Academic Success or Engagement Coordinator whenever such help is needed.

Code of Conduct

This code of conduct applies to any researcher who is on school property, who is in attendance at school or at any school sponsored activity or whose conduct at any time or place has a direct and immediate effect on maintaining order and discipline in the schools or maintaining the safety and welfare of the researchers and staff. The staff reserves the right to exercise discretion in determining the action level based upon the researcher's age and previous violations. These consequences and sanctions are cumulative. Each succeeding action level may include the consequences or sanctions of the prior level.

**In certain circumstances state law requires suspension or expulsion if a pupil enrolled in grade 6 or above commits a verbal assault, MCL 380.1311(2).*

***A dangerous weapon shall include a firearm (including a starter gun), or any device designed to be readily converted to expel a projectile by the action of an explosive, any destructive device or any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, a dagger, dirk, stiletto, knife with a blade over three (3) inches in length, or pocket knife opened by a mechanical device, an iron bar or brass knuckles; or, any other weapon as set forth in 18 USC 921. Also, any electronic device that inflicts or causes pain or suffering is likewise considered a weapon.*

Other weapons shall include any object or instrument including a replica, facsimile or look-

*alike of such object or instrument, the principal use of which is to inflict injury, physical pain or physical harm. The term "other weapon" shall additionally include an object or instrument which is not in and of itself a weapon as defined above; but where the possession or use of same is coupled with intent by a researcher to inflict injury or harm upon another person. Chemical or toxic substances, e.g. mace, pepper spray, etc., are included in this category. ***State law requires permanent expulsion for criminal sexual conduct subject to possible reinstatement, MCL 380.1311(2).*

*****If a pupil enrolled in grade 6 or above makes a bomb threat or similar threat directed at a school building, school property, or school-related event, suspension or expulsion is required by state law, MCL 380.1311a(2).*

******Arson that constitutes a felony violation of Chapter X of the Michigan Penal Code, MCL 750.71 to 750.80, will result in permanent expulsion subject to possible reinstatement in accordance with section 1311(2) of the Revised School Code, MCL 380.1311(2).*

eligibility.

Damaged Computer Policy

The WAY program has the following damaged computer policy in place for all WAY Researchers. Each student is loaned a WAY Program computer at the end of their evaluation after enrollment. This computer has all the tools needed to perform their work in the Centric Learning System. If Internet services are needed a HotSpot is also provided. All WAY Technology is equipped with content filtering, security & tracking software, and antivirus software. WAY Program can initiate the tracking software if the computer is lost or stolen. The tracking software will initiate the geographic location of the device and activate the onboard camera. A lost or missing device can be remotely locked with a lock message with instructions to return the device.

In the case a device is damaged the following procedure should be adhered to:

- The Parent, Legal Guardian or the Researcher should notify the school immediately
- A written incident report email should be filed by the school with as much information as possible stating what happened that led to the computer being damaged
- That information will be sent to the WAY Program Technology Department for insurance purposes
- A replacement device will be issued to the student
- A meeting between the school and the family if needed

Excessive damaged technology guideline

If there is a case where there are multiple cases of damaged technology, the following guidelines are in place. Normal wear and tear to the device do not apply to the list below.

Minor damage

- Damage to the keyboard / trackpad
- Missing keys on the keyboard

- Dents or cosmetic damage
- Scratches to the device or display

Major damage

- Broken screen / display
- Broken / cracked trackpad
- Cracked frame

Substantial damage

- Physical damage due to striking the device
- Parts of the device missing, falling off or exposed wires

Accidental damage

- Broken screen / display from a drop
- Liquid damage

Distribution of technology

WAY Program will replace a device due to accidental damage, minor damage and in some cases major damage, depending on the situation. We will replace the device up to, but not beyond, two (2) devices. If there is a third incident a meeting with the School, Family and Technology Department will be needed before a damaged device is replaced. If there is evidence of substantial damage or multiple damage incidents a meeting with the School, Family and Technology Department will be needed before a damaged device is replaced

WAY Michigan Disciplinary Action Policy

Purpose

This policy outlines the disciplinary actions for researchers at WAY Michigan in compliance with Michigan Department of Education (MDE) guidelines. It aims to address unacceptable conduct while supporting the academic progress and well-being of our researchers.

General Requirements

For all disciplinary actions:

- **Authority:** Actions are taken by the Director or designated personnel.
- **Communication:** A meeting, letter, or telephone call must occur with the parent or guardian and the researcher.
- **Discussion Topics:**
 - Researcher’s academic achievement
 - Unacceptable conduct

- Plan to prevent future incidents
- **Academic Continuity:** Researchers may continue their schoolwork during the disciplinary process.
- **Cumulative Consequences:** Each higher action level includes all consequences from previous levels.

Action Levels

Action Level 1: Initial Intervention

- **Special Assignment:** Engage in activities or programs to build awareness and positive behavior skills.
 - **Expert Conferences:** Participate in discussions focused on behavior changes and conflict management.
 - **Behavior Contract:** Develop a written agreement outlining steps for behavior improvement, review dates, and consequences for non-compliance.
 - **Parent/Guardian Communication:** Notify parents/guardians about the behavior issue, actions taken, expectations, and follow-up.
 - **Staff Conference:** Hold a meeting or call with staff, parent/guardian, and researcher to discuss conduct, academic performance, and future behavior plans.
 - **Referral to Outside Agency:** When necessary, refer the researcher to external support services.
 - **Collection of Unauthorized Materials:** Impound prohibited items (e.g., cigarettes, laser pointers) with instructions on how to reclaim them.
 - **Financial/Service Settlement:** Require researchers and parents/guardians to cover costs for property damage or loss.
-

Action Level 2: Escalated Intervention

- **All Level 1 Actions**
 - **Alcohol or Drug Assessment:** Conduct assessments and implement follow-up recommendations for substance-related issues.
 - **Police Removal:** Refer to police for conduct that violates school rules or criminal laws.
-

Action Level 3: Serious Conduct

- **All Level 1 and Level 2 Actions**
 - **Police Referral:** Continue police involvement for severe misconduct.
 - **Financial/Service Settlement:** Maintain requirements from Level 1.
-

Action Level 4: Severe Misconduct

- **All Previous Levels**
 - **Long-term Suspension or Alternative Placement:**
 - **Investigation:** Director investigates the incident.
 - **Meeting:** Schedule a meeting with the researcher and parent to discuss charges and proposed actions.
 - **Rights:** Researchers can present evidence or witnesses.
 - **Reinstatement Hearing:** Convene a hearing before the Reinstatement Committee for readmission after suspension or expulsion.
 - **Reinstatement Requests:** Must be submitted in writing to the Director.
 - **Condition for Return:** Completion of an approved treatment program for drug-related suspensions.
-

Action Level 5: Extreme Misconduct

- **All Previous Levels**
 - **Expulsions:**
 - **Authority:** Board of Education makes expulsion decisions, ensuring due process.
 - **Review:** Each case is reviewed individually by the Board.
 - **Alternative Education:** Parents/guardians must arrange alternative education, with potential support from the school.
 - **Expulsions for Specific Offenses:**
 - **Mandatory Expulsion:** For possession of dangerous weapons, arson, criminal sexual conduct, or physical/verbal assault on school staff.
 - **Law Enforcement Referral:** Researchers expelled for these offenses are referred to law enforcement.
 - **Permanent Record:** Expulsions are recorded on the researcher's permanent record.
-

Rights and Procedures

- **Due Process:** Researchers have the right to present evidence or witnesses during suspension hearings.
- **Reinstatement:** Must be requested in writing and may require conditions such as completing treatment programs.
- **Alternative Education:** Provided by the parent/guardian or the school as needed.

Compliance with MDE

This policy adheres to all MDE requirements, ensuring that disciplinary actions are fair, consistent, and support the educational rights of all researchers.

Contact Information

For questions or further assistance regarding disciplinary actions, please contact the Director of Schools or your academic advisor.

Opportunities for Parent Involvement

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

- Fundraising
- Parent Meetings
- School Improvement
- Stakeholder Surveys

School Improvement and Michigan Integrated Continuous Improvement Process

All parents are welcome and encouraged to attend our School Improvement Meetings. We host 1-2 school improvement meetings a month. We use a Data Driven Dialogue protocol to review our school data to improve instruction, curriculum, and more at WAY Michigan. Below is a sample calendar of topics discussed:

- August- Send out calls for stakeholders (parents, students, staff, and community members) to join the School Improvement Team.
- September- Set regular meeting date/time, send out initial perception survey, review school improvement plan for current school year.
- October- Review Initial Perception Survey.
- November- Review and discuss School-Wide Title 1 Diagnostic.
- December- Set-Up Title Program Evaluations, Discuss data collection for current goals, discuss creation of a new goal.
- January- Send out Spring Perception Survey, review data for Interim targets for current goals, Create Annual Education report, and begin data collection for any new goals.
- February- Continue data review for current goals, review data from spring perception survey, and start data story process for any new goal (1. Area of Inquiry 2. Data Discovery 3. Initiative Inventory)
- March- Send out Title Program Survey, discuss strategies and activities for next school year, and finish data story process for any new goal (4. GAP Statement. 5. Data Story Summary. 6.

Root Cause Analysis. 7. Identify Challenge).

- April- Review Title Survey, collect data for Title Program evaluation and complete Goal, targets, strategies, and activities for any new goal.
- May- Complete Professional Development Plan for next school year, Complete Grant planning for next school year, and review and revise any necessary documents for school improvement plan.
- June- Finalize any necessary documents or processes for the School Improvement Plan.

Student Support Network

What is it?

The Student Support Network is the system at WAY Michigan that is concerned with implementing and supporting a vision of high-quality student support. It will nurture and support all students who come to school with academic and non-academic barriers to high achievement.

Support Programs at WAY Michigan

At WAY Michigan we have a variety of support programs that are both academic and non-academic. Below are the list of our Academic and Non-Academic Programs:

Academic Support at WAY Michigan

IXL Program:

WAY Michigan provides IXL subscriptions for students who need additional support in math. These subscriptions are first offered to students eligible for Title I support, and any remaining subscriptions are made available to students who request them. IXL is an adaptive learning platform that helps students identify their current skill level in math and offers personalized practice to build their skills. To be successful with IXL, students should aim to spend 30-60 minutes on the platform, five days a week.

Description of IXL:

IXL is an online educational platform specializing in math practice and instruction for K-12 students. It offers personalized learning experiences that adapt to each student's skill level, providing targeted practice across a wide range of math topics. With interactive questions, instant feedback, and detailed progress tracking, IXL supports students in mastering essential math skills and achieving their academic goals.

Achievement Series Testing:

WAY Michigan offers Achievement Testing in Math and English for students in grades 7 to 12 who wish to test out of a course. To learn more about eligibility for the achievement series, please have your student's engagement coach send a message to me.

One-on-One Sessions with a Paraprofessional:

Our paraprofessionals are available to work with students who need additional support. The Title I paraprofessional uses a specific procedure to select students for additional help, while the general education paraprofessional supports all students. The goal of one-on-one support is to build student confidence and skills so they can independently complete their projects.

Live Lessons with Certified Teachers:

WAY Michigan offers small group instruction through live lessons provided by our building instructors. These sessions are highly recommended for all students. Teachers collaborate with students to complete a module in a project, setting a deadline for submission. Students not meeting their "5 Requirements of a Researcher" may be assigned to a live session for additional support.

One-on-One Sessions with Certified Teachers:

Students at WAY Michigan can request one-on-one support from certified teachers. Requests can be made via email or through Centric. The purpose of these sessions is to improve student skills and confidence, enabling them to successfully complete projects or overcome challenges.

Academic Success Coordinator:

The Academic Success Coordinator is a certified teacher who identifies and supports at-risk and low-achieving researchers. They provide personalized one-on-one support, focusing on strategies to help students succeed in their core academic subjects: Math, English, Science, and Social Studies.

Non-Academic:

Technology access at school and home: While enrolled at WAY Michigan students have access to laptops, the CENTRIC learning system (WAY Program's online curriculum and student data) and other forms of assistive technology, internet connectivity (if needed) at home to access the program's online curriculum as well as access to certified teachers from all content areas 24 hours per day. This is a cross-curricular strategy that supports English, Math, Science and Social Studies.

Mentoring: Each student is assigned to an engagement coach when they enroll at WAY Michigan. Each WAY Michigan engagement coach is a fully certified teacher. They communicate with the students regularly throughout the week to help the student stay on track for graduation. Additionally, they help connect students with community resources for their non-academic needs.

Parent Meetings/Parent Liaison: Our parent liaison hosts monthly parent meetings and frequently writes parent-targeted articles in our monthly newsletter. Parent Meeting presentations are recorded and sent out for any parents unable to attend the monthly meetings. Surveys are also included in the presentations for parents to give feedback in school programs. The parent liaison also frequently sends out schoolmint emails to parents regarding upcoming events such as testing, Count Day, and other upcoming events in order to keep parents informed. The parent liaison also responds to any parent concerns or inquiries regarding the information that is sent out.

College and Career Coach: College and Career coach attends regular professional development on best practices and strategies for engaging students in postsecondary planning. Our college and career coach participates in MCAN promotions and hosts events such as FAFSA Night, College Visits (Physical and Virtual), College decision day, resume workshop, and more. They meet with Juniors and Seniors at the beginning of each year to help create/revise the students' postsecondary plans to ensure they are ready for college, trade school, a job, or whatever the student decides to pursue after graduation. They are also responsible for tracking work done on the state requirement of student Educational Development Plans (EDPs).

Attendance Liaison: Our attendance liaison is responsible for operating the robo-calls to students who have attended less than 75% of their required logins. The attendance liaison is also responsible for creating a list of 10 students who have routinely logged in less than 75% of the required logins and for communicating with them and their parents/guardians) via phone and/or email.

Resilience/Engagement Coach: Target students that are At-Risk of dropping out and creating a re-engagement plan. This includes, but not limited to small group, one-on-one, and discussion group sessions. They will be responsible for taking students through a revised orientation to our program to target specific areas of concern. Additionally, they will be assisting in running and supervising student groups in our online learning environment.

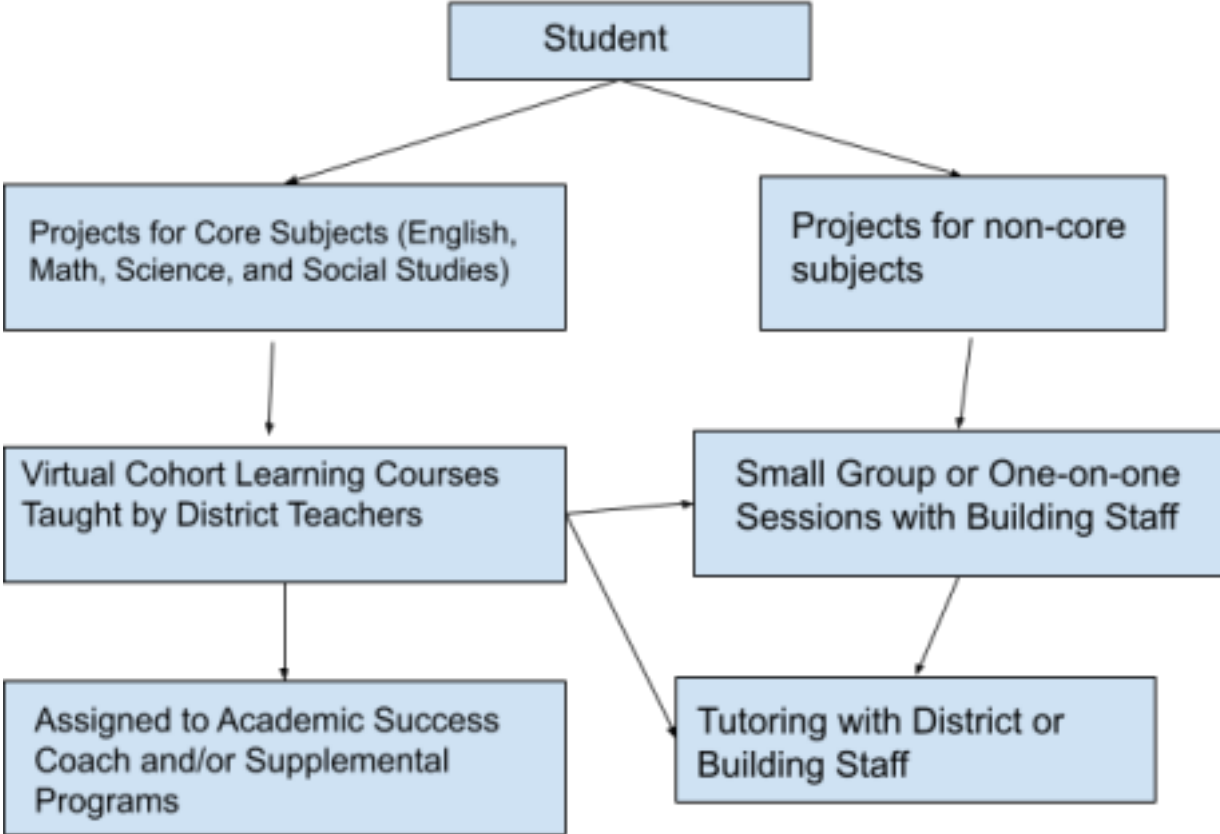
School Therapist Sessions: WAY Michigan has worked with a third party Therapist to provide sessions to meet our students non-academic needs. We provide students with permission slips that they fill out and return. Then they are contacted by the Therapist to meet and discuss many topics such as anxiety, depression, time management, and more.

Homeless Kits: Our office staff purchases everyday needs that we send to students that meet the qualifications of homelessness. This includes, but is not limited to coats, gloves, hats, toilet paper, kleenex, paper towels, and more.

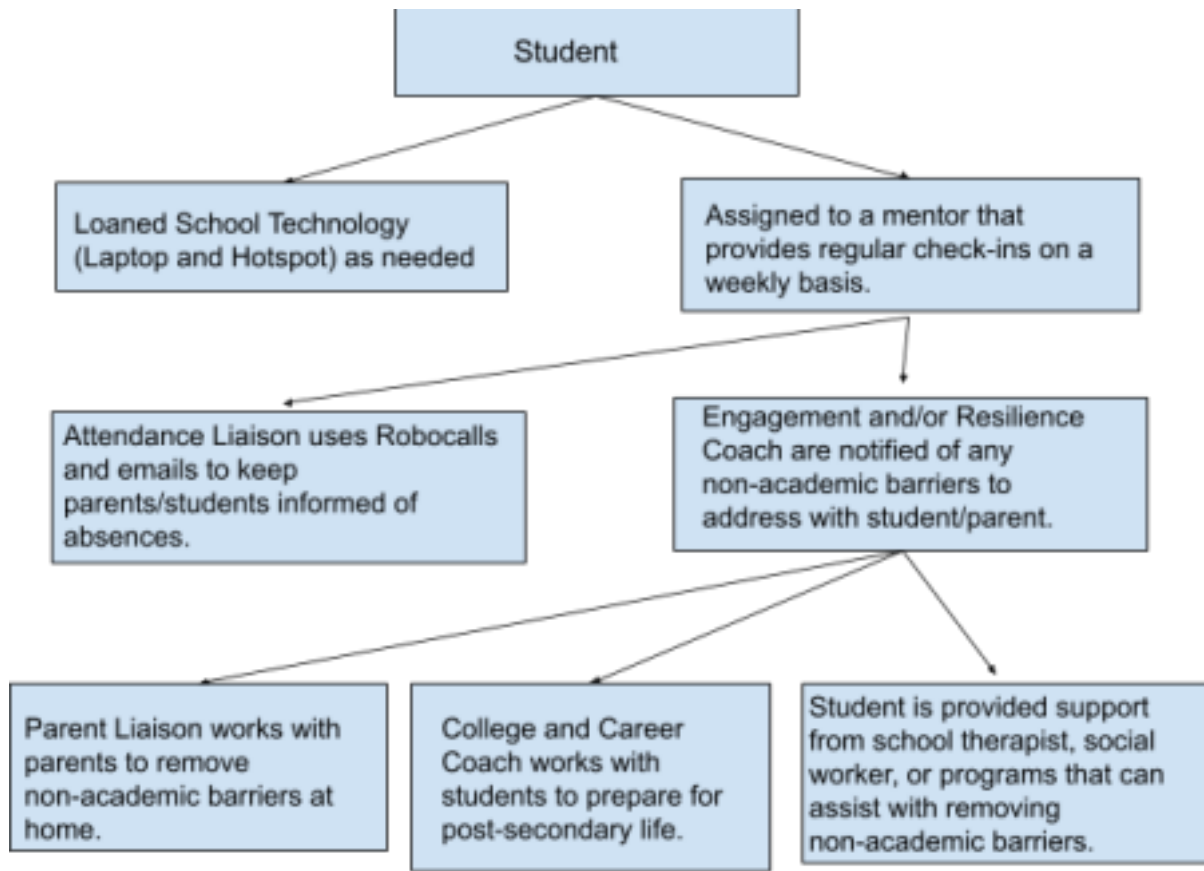
Student Support Network Structure

At WAY Michigan we have staff assigned to each of our academic and non-academic programs. We have a specific staff structure for both our academic and non-academic programs.

Academic:



Non-Academic:



Multi-Tiered System of Supports

MTSS - What Is It?

All parents and educators want to see their children succeed. It can be very frustrating when a child

falls behind academically or in areas related to social, emotional, or behavioral functioning. Multi-tiered System of Supports (MTSS), allows for early intervention by providing academic and behavioral support rather than waiting for a child to fail before offering help.

Why MTSS?

MTSS is a systematic process that can be used to determine if and how students respond to specific changes in instruction. MTSS provides an improved framework for school teams in designing, implementing, and evaluating educational interventions.

The essential elements of an MTSS approach are:

- providing scientific, evidence-based instruction and interventions in general education
- monitoring and measuring student progress in response to the instruction and interventions
- using these measures of student progress to guide instruction and make educational decisions

<u>A Three-Tier Model</u>
<p>Academic Systems (RTI)</p> <ul style="list-style-type: none"> • Response to Intervention <p>Behavior Systems (PBIS)</p> <ul style="list-style-type: none"> • Positive Behavioral Intervention Support
<p>Tier 1: Universal Interventions</p> <ul style="list-style-type: none"> • Applied to all students and used in a proactive and preventative fashion. • Approximately 80% of students.
<p>Tier 2: Targeted Group Support</p> <ul style="list-style-type: none"> • Some students are determined as At-Risk. • The interventions are to increase efficiency and have a rapid response to assist students. • Approximately 15% of students.
<p>Tier 3: Intensive, Individual Interventions</p> <ul style="list-style-type: none"> • Students receive individualized interventions based on assessment review. • The interventions are of higher intensity and last for a longer period of time. • Approximately 5% of students.

Academic Systems	Behavioral Systems
1:1 Appointments with highly qualified staff (engagement coach)	Social Work Support
Provided IXL Supplemental support in Math.	Assigned to Dropout Prevention Specialist
Live Lessons offered by Online Experts	
Achievement Testing for Math and English.	
Assigned to Academic Support Specialist	

Tier I

Academic Systems	Behavioral Systems
CENTRIC Curriculum (based on MMC)	Honor Roll
Live Sessions offered by Lab Experts	Robocalls from Attendance Liaison
One-on-One Appointments with Lab Experts College and Career Coaching	Induction/Orientation
Mentoring provided highly qualified staff members	
Test Preparation through Method Test Prep and Khan Academy	

Tier II

Tier III

Academic Systems	Behavioral Systems
Tutoring provided by a certified teacher	504 Plan
	504 Plan

Mission

To ensure that every student at WAY Michigan is provided the opportunity to succeed by utilizing individualized intervention strategies focusing on the student’s specific learning needs and strengths.

Responsibility

To identify and assist students whose school behavior is consistent with at-risk academic and/or social failure.

<u>Criteria for Team Referral Team Composition</u>
Attendance: Administrator
Grades: Academic Success Coordinator
Discipline: Social Worker
Academic: Performance Standardized Test Results
Behavior: General Education Teacher
Other: Others as needed

Administrator Responsibilities:

- Schedule MTSS Team meetings
- Notify MTSS members of meeting dates, times, and locations
- Set agenda items for MTSS meetings
- Maintain the official records and notes of the MTSS Team
- Assist others as needed
- Coordinate with outside agencies as needed
- Gather relevant student data for MTSS Meeting
- Collect data regarding a student’s progress and report back to the MTSS Team

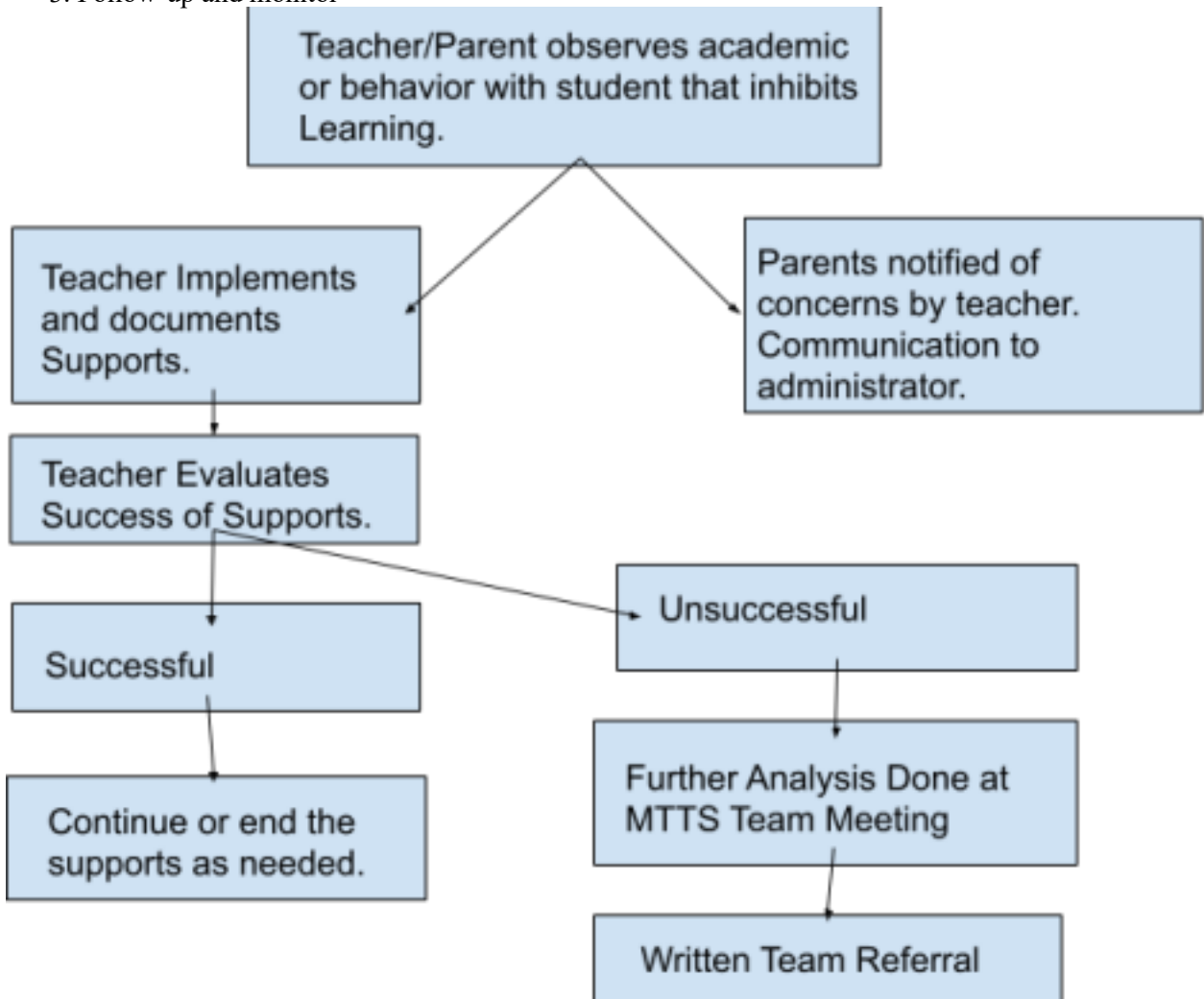
Team Member Responsibilities:

- Consistent and on-time attendance
- Active participation
- Representation of MTSS within school/district decisions and recommendations
- Coordinate the steps in the Action Plan

- Maintain confidentiality

Process:

1. Student identification
2. Intervention plan
3. Follow-up and monitor



Once a Referral is received:

1. Written referral is sent to the Administrator.
2. Administrator Schedules MTSS Meeting.
3. MTSS Team Develops Intervention Plan
4. Intervention plans are communicated to parents and staff. Plans are implemented and student progress is monitored and student data gathered.
5. The MTSS Team meets to discuss progress.
 - a. Unsuccessful
 - i. Revise Intervention Plan
 - ii. Refer to Special Education or Outside Services.
 - b. Successful
 - i. i. Maintain or End Intervention plan

Health and Safety

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

Immunizations/Medical Examination

Current immunization records or vaccination waiver from the county of residences health department must be on file at WAY Michigan for every researcher by the first day of the school year. If not, the child will not be allowed to attend.

GENERAL INFORMATION

Change of Address

When families move during the course of a school year, it is critical that they notify the Academic Success or Engagement Coordinator 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.

Lost and Found Items

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

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.

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:

1. Make counseling services available to any researcher who wishes to withdraw;
2. Make every effort to satisfy the researcher's future educational needs;
3. Help the researcher define his/her own educational life goals and help plan the realization of those goals;
4. Inform the researcher of the G.E.D.
5. 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)*

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