



**MICHIGAN
INTERNATIONAL
PREP SCHOOL**

**Student and Parent
Handbook
2021-2022**



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VISION STATEMENT

To create a 21st Century education that challenges and motivates all students to become tomorrow's model global workforce and community leaders.

MISSION STATEMENT

To provide a 21st century education that taps into the affinity of each student so they will achieve their maximum potential, will be prepared to succeed in the global economy and will become self-directed lifelong learners.



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ORIENTATION

All students, both new and returning, are required to participate in a series of orientation steps. The orientation process includes:

New & Returning Students

- **Step 1:** Schedule courses for the year & develop an Educational Development Plan (EDP) (w/ Elementary Registrar and Mentor)
- **Step 2:** Complete NWEA Reading and Math assessments (Mentor will proctor)
- **Step 3:** Complete career awareness activities in Xello (self-paced upon enrollment)
- **Step 4:** Grade-level orientation for parents and students (w/ teacher & mentor) includes:
 - Overview of academic calendar, assessment schedule, attendance requirements, academic goals, grading policy,
 - Going over weekly schedule for live lessons & assignment due dates
 - Using the calendar to stay on pace
 - Expectations for live lessons & assignment submission
- **Step 5:** Demonstrated success logging into and using email and associated learning platforms with support provided as necessary (monitored by Mentor & Teacher)

CURRICULUM and LEARNING MANAGEMENT SYSTEMS

Upon enrollment students will have access to a Xello Career Awareness course and after applicable school testing has been completed students will receive their schedule and access to their remaining courses. Students will access their courses via Maestro and/or Classlink, for easy access to course platforms and supporting resources.

COUNT DAYS

All students are **required** to complete an assignment, assessment, or attend a live lesson for each class assigned on each Count Day. Count day(s) for this school year are October 6, 2021 and February 9, 2022. All Learning labs will be open additional hours on these dates for student needs.



TESTING

All students are required to complete NWEA assessments three times per school year. This [link](#) is to MIPS' Assessment Manual which outlines the specifics about each test, purposes, etc. Students are also required to complete all mandatory state assessments based on grade level. Below are the state approved testing windows. Specific dates and locations will be emailed directly to students and parents/guardians prior to December 2021.

M-STEP Grades 5,8, and 11 4/11/21-5/6/21

M-STEP Grades 3,4,6, and 7 4/11/21-5/27/21

WIDA Testing Window 2/7/21-3/25/21

TECHNOLOGY

Any student using equipment (ipad, internet, etc.) owned by Michigan International Prep School, agrees to be financially responsible for this equipment. Students/Parents will sign out each piece of equipment after enrollment and are required to return said equipment upon withdrawal from MIPS (including enrollment in another district) or graduation. Only a technician that is authorized by the administration can repair any equipment that is damaged while in student possession. The student is financially responsible for any and all damages to MIPS technology equipment. Any MIPS property, including but not limited to laptops, power cords, and bags must be returned to a MIPS Learning Lab and checked in by a MIPS employee upon transferring out or graduation. This [link](#) is to the Acceptable Use Policy signed during new and re-enrollment. MIPS will monitor all devices and internet access of student accounts.

SCHEDULING & GRADING

Grades K-5

All students will complete initial assessments during orientation. Course levels, Educational Development Plan, and student schedule will be determined based on results, individual student needs, and parent input. Each spring, students will complete summative assessments to ensure development is within range determined for the individual. A 10 - course schedule (5 per semester) will be assigned to each student upon completion of the NWEA assessment and Xello career exploration activities. Students will



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be expected to complete all 10 courses, including summative exams, by the final day of the school year. Report cards will be issued at the end of each school year following the numeric grade scale for core courses.

4 = Advanced

Students have independently exceeded grade level expectations and demonstrated a deep level of understanding of the material.

3 = Proficient

Students meet grade level expectations with consistency and accuracy.

2 = Partially Proficient

Student is developing an understanding of but is not yet fully meeting grade level expectations.

1 = Not yet Proficient

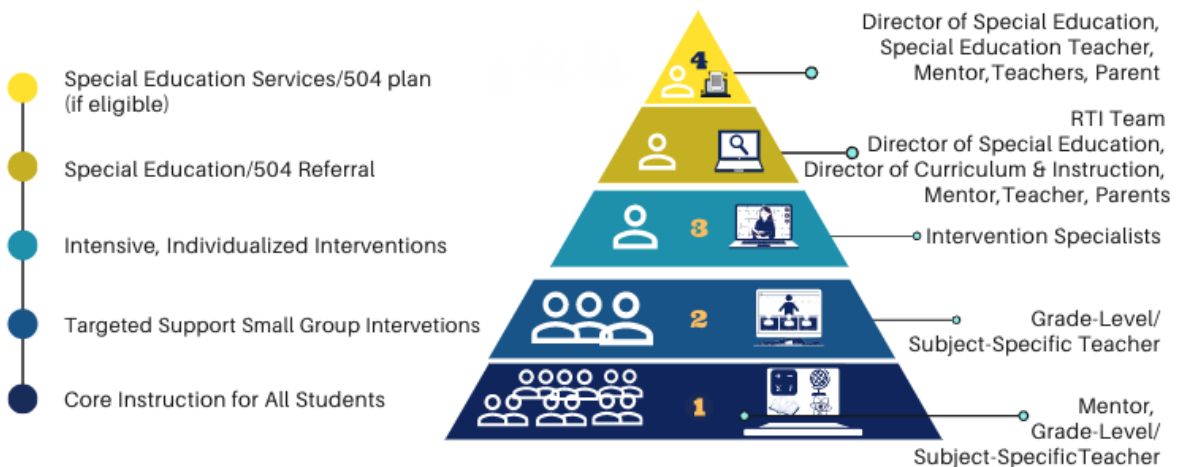
Students are not demonstrating an understanding of grade level expectations.

ACADEMIC INTERVENTION



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Academic Intervention Response to Intervention (RTI) Process



MIPS uses a Response to Intervention (RTI) model which is a data-informed general education process designed to identify students who are at risk of performing lower academically than desired, to intervene by providing targeted supplemental



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interventions to improve specific skills, and to measure the impact of the interventions. MIPS teachers carefully monitor student learning through observation and interaction during live lessons and submitted coursework. If a student appears to be struggling in a course, the teacher will attempt to plan lessons and assignments to help the student grasp the content and gain the necessary skills for moving forward. If the student is still struggling, the teacher will refer the student to the Academic Intervention Team who will work with the teacher, parent, and student to add additional support and resources.

ATTENDANCE POLICY

All Michigan International Prep School Students are required to adhere to the MIPS Attendance policy. As a virtual school attendance is measured in multiple ways; participation in live lessons, progress in courses, two-way communication between mentor/teacher and student (i.e. text, call, email, video chat, etc...). Students are expected to log in daily, check their calendar, and remain on pace with each subject by completing daily assignments. Students will be required to attend one live lesson daily. Mentors will follow-up with any students who miss weekly live lessons to discuss a make-up plan.

BE ENGAGED BE SUCCESSFUL (BEBS)

Progress in a course is measured by participation in live lessons, the submission of graded assignments and submission timelines. Lack of progress in courses will result in academic probation. Students who get more than two weeks behind in their coursework will be placed in the BEBS intervention process (see below). If a student has missed 10 days without progress and/or participation in live lessons, our Interventionist will step in to establish a plan for re-engagement. After 15 days of missing progress and/or live lesson participation, an academic contract will be closely monitored and if not followed may result in Truancy procedures and/or possible removal from the program. MIPS administration will attempt three contacts following the 15 days. If progress is still lacking, the student's resident truancy department will be notified or the student will be dropped from MIPS. Students who have gone through all three levels of the BEBS process and are removed from the program will be required to attend MIPS Virtual Learning Boot Camp in order to be eligible for re-enrollment.. Virtual Learning Boot Camp is a series of



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live sessions with our intervention team on strategies for being a successful online elementary student. Upon successful completion, the student is eligible to enroll in courses for the school year. Students who attend our BEBS Boot Camp and re-enroll will be closely monitored to ensure they are making adequate progress in their courses. If students are not making progress as defined above, they will be exited from the program.

Be Engaged Be Successful (BEBS) Process:



Level 1: Students are referred after not working for two weeks. Interventionist will set up a meeting with parents, students, teacher, mentor to develop a plan for reengaging the Student. *If our team is unable to reach a parent after multiple attempts via email, text, or phone, the student will automatically be escalated to the next level of the process.*

Level 2: Students who are still not making progress after developing the BEBS plan will be placed on an academic probation with a contract specifying the work that students must complete in order to remain a MIPS student and/or avoid truancy reporting. *If our team is unable to reach a parent after multiple attempts via email, text, or phone, the student will automatically be escalated to the next level of the Process.*



Level 3: Parents and students who have not fulfilled the responsibilities and requirements outlined in the academic contract after 2 weeks will be scheduled to meet with a MIPS Administrator. *If a parent does not attend the mandatory meeting, the student will automatically be escalated to the next level of the process.*

Level 4: Parents and students who do not attend the mandatory Level 3 meeting will be referred to the MIPS truancy administrator and/or exited.

Planned Absences

If an extended absence becomes necessary, written notification to the mentor/teacher is required. Excused absences include, but are not limited to, technology/connectivity issues, illness (mental or physical), family emergency, economic hardship resulting in unstable educational environment. Work missed due to planned absences must be submitted within one week of the student's return to school.

PLAGIARISM POLICY

Plagiarism means turning in work based on other people's thoughts and ideas without giving them credit. Paraphrasing (changing the words) does not make the work your own, and it still might be plagiarism. Here's how to tell when paraphrasing is OK and when it is plagiarism. Paraphrasing is OK:

For short, factual information (example: there are 206 bones in the human body) For assignments that give information and then ask you to put it in your own words.

Paraphrasing is plagiarism:

When you use someone else's idea and just change the words (example: you are asked to explain why something happened or to give an opinion, and you paraphrase something you found online.)

- First offense: A grade of zero will be entered for the assignment. A log entry will be made in the Student Information System (SIS), and students will be required to meet with the teacher or mentor to review what is meant by plagiarism and how to avoid it. The parent/guardian will also be notified of the plagiarism. Students will be allowed to redo the assignment to erase the zero, but the Teacher reserves the right to modify the second assignment.



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- Any incident after the first offense: The assignment grade will be a zero, with no opportunity to redo. This applies to all types of assignments, including assessments. A log entry will be made in the SIS, and the parent/guardian will be contacted. Administration will be notified and additional restrictions or consequences may be put in place.

CITING SOURCES

If you need to include another person's ideas in your work, it must be made clear that the student is not trying to pass it off as their own work by giving credit to the author. One way to do this is to mention the source and use quotation marks. Another way to give credit is to cite sources at the end of a report or assignment. The following link can be used as a reference for properly citing sources.

<http://rescomp.stanford.edu/~cheshire/EinsteinQuotes.html>

Listing the website/article/book alone is an informal way to cite an Internet source. There are several formal methods of citing sources. If your teacher specifies MLA, APA, or another format, be sure to use that format. Research papers and essays should always use a formal citation method.

STUDENT RECORDS

The educational records of any student enrolled in Michigan International Prep School are protected under the Family Educational Rights and Privacy Act of 1974. A parent or eligible student (one who has attained the age of 18) may review the records. Copies of educational records will be provided to parents or eligible students upon request. The following personally identifiable information is declared to be "Directory Information": student's name, address, telephone number, photograph, videotape, date/place of birth, gender, participation in official school activities, weight and height if in athletics, dates of attendance, diplomas/honors received, latest school attended, and major field of study. This information will be released at the discretion of the staff of Michigan International Prep School (MIPS) without consent of the parent or eligible student unless a signed directive is received by MIPS not to release any or all of the above information. Employees of MIPS in the areas of instruction, special services, administration, research/evaluation, and student records are authorized to have access to records in the educational interest of the student.



LEARNING LAB POLICIES

The purpose of the MIPS Lab is to learn together about practice and develop shared, collaborative practices. In this spirit, all participants engage in the learning, planning, and the enactment of a Lab visit. The lab is organized around this practice.

A Lab visit begins with collective learning about a specific content, a particular instructional activity, or a talk. This focus may be selected by the mentor, teacher, student, guardian, or collectively decided upon by all the participants. Engagement may occur through a brief reading, investigating, or watching content videos. Teachers will not be assigned to a specific lab so arrangements to meet with a teacher at a lab requires prior arrangement.

Next, plan and practice occurs through collaboration. At this stage participants anticipate student thinking and consider the benefits and challenges of decision making to develop a shared goal for learning. The collaborators may identify particular areas of interest or curiosity or concern for focus areas during the Lab visit.

Lastly teachers teach a lesson by modeling best practices. The intent of this time is for educators to be involved in live teaching. Teachers may choose to pause a lesson and think aloud with the learner about what they are noticing, share with one another, and determine where to steer instruction. Be sure to make time to analyze how the lesson went, considering what was learned about student thinking in relation to the content and how this played out during the Lab visit.

All students are required to sign in upon arrival to the lab and sign out upon exiting the lab. Guardians are responsible for getting students into and from the lab. ***For students K-5 a guardian is required to sign in on behalf of their student and stay the entire duration of the visit.***

Students are expected to bring their MIPS iPad or Chromebook each time they visit the lab. They are to be respectful while attending the lab. Students are not allowed to leave the lab and return within the same day.



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Guardians and adult students are responsible for notifying MIPS of any health/medication/allergy issues pertaining to the student. Notification and instructions must be in writing and furnished to MIPS with any necessary or required medication (i.e. inhaler, epi-pen, etc.)

These items may be housed at MIPS and made available to the student as directed. They will be returned at the end of the school year. Alcohol and illicit substances are prohibited. Profanity will not be tolerated. The access of adult content websites is strictly forbidden.

PROHIBITED BEHAVIORS

The following behaviors are prohibited at all Learning Labs and school related activities and events:

- Possession of a weapon
- Physical Assault against Staff
- Physical Assault against Students
- Verbal Assaults
- Bullying
- Sexual Harassment
- Possession of illegal/illicit contraband
- Possession of alcohol/drugs
- Damage of school property
- Inappropriate language
- Public Display of Affection
- Disorderly Conduct

Students exhibiting any of the behaviors listed above are subject to suspension and/or expulsion from Michigan International Prep School.

NO weapons of any type are permitted or tolerated at any MIPS Learning Lab site. This is a "ZERO-TOLERANCE" policy and any violation will result in immediate expulsion.



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MIPS Learning Labs are all “Smoke Free” environments, smoking is not permitted in or around any MIPS Lab.

A food/kitchen area will be provided for those students that bring a lunch/snack to the MIPS Labs. All food and beverages MUST be consumed in the kitchen area only and eating/snacking is not permitted anywhere else in the lab or at work stations.

BULLYING PROHIBITION

The Michigan International Prep School board of education recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of education prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school’s ability to educate its students and a student’s ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.

“Bullying” or “harassment” is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and



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harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or overall well-being may be at issue.

"Bullying" is conduct that meets all of the following criteria:

- Is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- Is directed at one or more pupils;
- Is conveyed through physical, verbal, technological or emotional means; - Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- Is based on a pupil's actual or perceived distinguishing characteristic, or is based on an association with another person who has or is perceived to have any of these characteristics.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school, or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

The Michigan International Prep School board of education expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, and volunteers.



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The Michigan International Prep School Board of Education requires the administrators and/or the administrators' designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the administrator and/or the administrators' designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

The Michigan International Prep School Board of Education prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Michigan International Prep School Board of Education prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a *person* found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension **or** expulsion. Consequences and appropriate remedial action for a *school employee* found to have falsely accused another as a means of bullying or harassment shall be in accordance with district policies, procedures, and agreements.

DUE PROCESS

All students will be afforded due process as guaranteed by constitutional provisions. The process will be in accordance with state law when regarding suspensions and expulsions.

APPEALS

Families wishing to appeal any decisions relating to their student's suspension and/or expulsion must do so in writing within 5 days to the appropriate MIPS administrator.