



**MICHIGAN
INTERNATIONAL
PREP SCHOOL**

**Middle and High School
Student and Parent Handbook
2022-2023**



MICHIGAN INTERNATIONAL PREP SCHOOL



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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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MICHIGAN INTERNATIONAL PREP SCHOOL



WELCOME MESSAGE FROM THE SUPERINTENDENT

Welcome to the Michigan International Prep School, your neighborhood school online. It is with great pleasure and anticipation that we welcome you to your new school. Our mission is to serve our students and families with care, compassion, honesty and integrity. We are committed to serving your educational needs throughout the year and for many years to come. Each year MIPS works to improve the approaches to learning and engagement of our students to achieve academic success. This year is no exception as we are rolling out new classes, new pathways and a greater wrap around approach to student learning. Our primary goal is to successfully move you through your academic career; though we know that it is not always that simple, MIPS has surrounded each student with their own mentor, academic counselor, support services, etc. The tools for MIPS students to be successful are available - the Key to your success will be working with your mentor to determine what tools each student needs to be successful. MIPS creates individualized plans for each student so it is vital that your mentor knows you and your future plans. I am really looking forward to meeting each of you and cannot wait for each student to find their passions and internal love of learning.

Sincerely,

Drew Hulbert



OVERVIEW

Michigan International Prep School (MIPS) is an online college and vocational preparatory school for students in grades K-12. Students may also earn college credits while enrolled.

All students are required to complete 10 courses each year at MIPS. In order to accomplish this, and because all of our students may need different things, we utilize sequential learning to assign 1-5 courses at one time. All courseware is available 24/7, giving students the flexibility to complete coursework anytime and anywhere. Learning labs will also be open for students needing assistance or a focused work space.

ORIENTATION

All students and parents, both new and returning, are required to participate in a series of virtual orientation steps led by their assigned mentor & teachers. The steps take you through the various aspects of your orientation which differs based upon whether you are a new or returning student.

- **Step 1:** Students will be sent login information (if applicable) and receive a welcome email from their assigned mentor.
- **Step 2:** A virtual orientation will be scheduled with the student(s) and parent(s)/guardian(s). The following items will be addressed:
 - The Educational Development Plan (EDP) begins to be developed or revised.
 - Weekly meetings are scheduled between student and mentor
 - Navigating all applicable platforms and programs
 - Student demonstration of ability to log into and use various platforms such as gmail, calendar, etc.
 - Expectations of a MIPS student
 - Academic Calendar
 - And more!
- **Step 3:** Student schedules are created by the Counseling team. This team works with the student/parent/guardian to identify core courses, electives,



pathway offerings, and other non-standard grade-level courses.

- **Step 4:** Students will take NWEA assessment (Reading and Math) under the direction of the student's mentor beginning in early August. (They also will complete this again in May to see their educational growth.)
- **Step 5:** Follow-up meeting with mentor for course and teacher orientation

CURRICULUM and LEARNING MANAGEMENT SYSTEMS

All courses are aligned with Michigan approved standards and are accessible via Classlink, a single sign-on, that enables easier access to any of the programs they might need. Students are expected to complete 10 courses per year. MIPS offers a range of synchronous and asynchronous courses to fit the various needs of the course material and the individual students.

- Synchronous - Student meets with classmates and instructor at a set day and time
- Asynchronous - All curriculum is delivered online with support from the instructor coming by one on one tutoring.

SCHEDULING

Grades 6 – 8

All students will complete initial assessments during orientation. Course levels, Educational Development Plan, and student schedule will be determined based on individual student needs, and parent input. A 10 course schedule will be created with the student's assigned counselor. All 10 courses are to be completed, including summative exams, by the final day of the school year. All students will be expected to complete a full year of Language Arts, Math, Science, and Social Studies. Additional elective courses will be determined between the student and the counselor. Core courses will be assigned grades based upon the High School grade scale. Students will follow a sequential schedule set up with their mentor.

Grades 9 - 12

All students will complete initial assessments during orientation. Student schedules will be determined based on Michigan Merit Curriculum (MMC) requirements,



academic results, individual student desires, and parent input. A student's EDP will be used to align with college and career plans including specific student interests. All 10 courses are to be completed, including summative exams, by the final day of the school year. Core courses and additional electives will be determined based upon progress towards completing the MMC and the student's EDP. Courses will be assigned grades based upon the High School grade scale. Students will follow a sequential schedule set up with their mentor.

COURSE PROGRESSION

Students at MIPS are expected to progress in their courses each week and complete 10 courses by the end of the school year. The following are guidelines for successful course completion:

- Log in AND complete work daily in all assigned classes.
- Attend all scheduled live courses and teacher tutorials.
- Reach out to your teacher when you struggle academically in a course. (Additional assistance can be arranged if needed.)
- Set a consistent, daily schedule that works for you. Your mentor can be a great resource for this.
- It is generally recommended that you spend 5-6 hours per day engaged with your coursework. (25-30 hours per week.)

COMMUNICATION EXPECTATIONS

Students at MIPS are expected to communicate at least weekly with mentors and teachers. The following are communication expectations:

- Check and respond to MIPS assigned email and messages (texts, Google Chats, phone calls) daily.
- Attend all live lessons that are scheduled (if applicable).
- Attend scheduled tutoring sessions or notify the teacher to reschedule if you are unable to attend.
- Meet in video chats with mentors and teachers through your computers with cameras and microphones connected.



THE ROLE OF THE PARENT/GUARDIAN

The role of the parent/guardian is essential to the student's educational success. Evidence is clear that having an adult who supports the student's education results in higher achievement. An adult who is present during the school day can provide the student with additional accountability to help the student be successful. This primary role is to provide encouragement and supervision. Other supports include:

- Monitoring the student's progress daily. This includes checking and responding to emails and messages. Most MIPS correspondence will be sent to the parent/guardian email on file. If your email changes, please notify your student's mentor immediately.
- Assisting the student in maintaining a healthy and realistic school and sleep schedule.
- Creating an adequate workspace for the student to work virtually.
- Removing distractions that may impact the student's ability to focus.
- Helping the student to connect with their teacher and/or mentor weekly. This is especially important if they are struggling with technology or coursework.

If the parent/guardian is not present during the school day to assist the student, it is recommended that another family member or responsible adult be available to assist in these areas. It is advisable to check in daily with your student (use your parent/guardian access as well) to ensure that they are keeping pace with the recommended schedule.

COUNT DAYS

All students are **required** to complete an assignment or exam in each class assigned on each Count Day. Count day(s) for this school year are October 5, 2022 and February 8, 2023. All Learning labs will be open additional hours on these dates for student needs.



TESTING

All students are required to complete NWEA assessments each school year upon enrollment and at the end of the school year. For elementary students, they will also have a mid-year test as well. 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 parent/guardians prior to December 2022.

M-STEP Grades 5,8, and 11

M-STEP Grades 3,4,6, and 7

ALL MIPS M-STEP will be

SAT (Grade 11) 4/ (Makeup)

ACT WorkKeys (Grade 11) (Makeup)

PSAT (Grade 8) (Makeup)

PSAT (Grade 9) (Makeup)

PSAT (Grade 10) (Makeup)

Accommodations Testing Window

WIDA Testing Window

TECHNOLOGY

Any student using equipment (computer, internet, etc.) owned by Michigan International Prep School, agrees to be financially responsible for this equipment. The Student/Parent 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, MiFi, and iPad must be returned to a MIPS Learning Lab and checked in by a MIPS employee upon transferring out or graduation. Michigan International Prep School selected GoGuardian services to help our students stay safer and more scholarly online. This [link](#) is to the Acceptable Use Policy signed during new and



re-enrollment which includes more information about how GoGuardian works. MIPS will monitor all devices and internet access of student accounts.

GRADUATION – DIPLOMA REQUIREMENTS

For diploma eligibility, students must complete a minimum of 5 credits (10 classes) while attending MIPS AND complete the MME requirements which consists of SAT, ACT WorkKeys, and 11th Grade M STEP.

Graduation is not based upon the number of years you have been in school nor the number of credits you have earned. Graduation depends upon the successful completion of the Michigan Merit Curriculum and Michigan Merit Examinations. Each course/class counts as a $\frac{1}{2}$ credit towards graduation.

See the requirements below.

Subject Area	Description	Credits
English Language Arts	Courses aligned with subject area standards developed by the Michigan Department of Education and approved by the State Board of Education.	4
Mathematics	Algebra I Geometry Algebra II One additional math or math-related credit in the final year	4
Science	Courses aligned with the Michigan Science Standards approved by the State Board of Education. <i>Courses must be aligned to life, earth & space, physical science, and engineering content in order to be counted towards meeting the graduation requirements for science.</i>	3
Social Studies	U.S. History & Geography	3



	World History & Geography 0.5 Government 0.5 Economics	
Health & Physical Education	Courses must meet credit guidelines developed by the Michigan Department of Education. <i>One semester of Health (0.5 credit) and one semester of Physical Education (0.5) will satisfy graduation requirements.</i>	1
Visual, Performing, Applied Arts (VPAA)	Courses must meet credit guidelines developed by the Michigan Department of Education.	1
World Language	Credits must be in the same world language <i>or</i> an equivalent learning experience in grades K-12	2
Electives	Two credits based on student choice	2
Michigan Merit Exam	Students must participate in all state testing in grades 9-12.	
Total	Modifications defined by the State of Michigan will only be made after approval from the Academic Advising Department.	20

Grade Promotion/Credit Requirements:

MIPS does not focus on grade level in the same way that other schools might. We look more at how well a student is progressing towards graduation with the specific requirements in the Michigan Merit Curriculum. If a student needs to be promoted mid-year due to requirements of colleges, etc., then this must happen before the end of January after completion of your first sequence of classes for the year.



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High School students are expected to make proper progress towards graduation in order to be promoted with their class: Minimum requirements for each grade level are as follows:

- 5 credits for sophomore status
- 10 credits for junior status
- 15 credits for senior status
- 20 credits for high school graduate status

Note: To graduate from MIPS, students are required to have completed at least 20 specific credits which fulfill the Michigan Merit Curriculum requirements.

Our educators are experienced on-line teachers and certified at subject and grade levels in Michigan. All courses are accredited. Students fulfilling our graduation requirements (following Michigan Merit Curriculum guidelines) will earn a Michigan and Cogna (formerly AdvancEd) accredited high school diploma.

MIPS HIGH SCHOOL GRADE SCALE

Letter Grade	Percent	GPA	Letter Grade	Percent	GPA
A	100-92.5	4.0	C	76.49-72.5	2.0
A-	92.49-89.5	3.67	C-	72.49-69.5	1.67
B+	89.49-86.5	3.33	D+	69.49-66.5	1.33
B	86.49-82.5	3.0	D	66.49-62.5	1.0
B-	82.49-79.5	2.67	D-	62.49-59.5	0.67
C+	79.49-76.5	2.33	F	Below 59.49	0

PROGRESS REPORTS

Bi-weekly progress reports will be emailed to students and parents detailing current progress and number of courses completed to this point.



REPEATED COURSES

MIPS students are allowed to re-take any course in which they earned a failing grade. The given course may be attempted until a passing grade is earned. All attempts at the course will be reflected on the student's official transcript, and the highest passing grade will be calculated into the student's GPA.

If a student would like to retake a course they have not failed to attempt a higher final grade, this is permissible as long as they have completed and passed their regular 10 required courses for that present school year by the end of May. The student would need to talk to their assigned counselor to arrange this.

MIPS' POLICY FOR HIGH SCHOOL CREDIT IN MIDDLE SCHOOL

Pursuant to state law, the following guidelines are set forth for MIPS application.

1. If a student is taking a full semester high school course, and they pass the final exam of that course, high school credit will be awarded.
2. Scheduling students in these classes requires prior approval from counseling.
3. All courses in middle school that are attempted for high school credit will earn high school but the GPA will not appear on high school transcript regardless of grade earned.

TRANSFER CREDITS

Granting or denying credit for transfer students will be decided by applicable MIPS staff. Students transferring from comprehensive public or private high schools accredited by the State of Michigan or other appropriate agencies will receive comparable credit and letter grades. Transfer students must complete **at least five credits** with MIPS to qualify for a diploma. Students transferring from non-accredited schools, specialized schools, correspondence schools, or home-based schools will receive credit and/or letter grades based on the following criteria:

- If the curricula are comparable, credit earned at the previous school will be granted.
- If the curricula are not comparable, the student may be given a comprehensive examination and/or assessment on the curriculum for which the student is seeking credit.
 - If the assessment performance is satisfactory, the student will be granted credit toward graduation but will receive no letter grade.



- If the assessment performance is unsatisfactory, the student will not receive credit. To receive credit for that curriculum, the student will be required to take coursework at MIPS or another accredited high school.

GRANTING CREDIT FROM OTHER SCHOOLS

Because some schools where students transfer from have different credit granting requirements, this policy is designed to increase equity across the board for our students.

If a student earns a D grade (D+, D, D-) where their sending school does not award credit, this policy will still award the credit for the student for graduation purposes.

In addition, when schools don't award credit for two terms of a course due to their policy of needing to finish a full year, we will average their two terms into a semester grade.

Furthermore, all incoming transcripts that come to us with only percentage transcripts (no actual grade awarded) will be awarded the appropriate grade from MIPS grade percentage scale.

This policy will create greater equity regarding a student's GPA because it will all be based upon MIPS' scale as we do not award extra GPA points for honors, AP, etc.

INDEPENDENT STUDY

Independent Study is an opportunity for students to explore their passion or future career plan and earn credit at the same time. Independent Study requires Counselor/Mentor Teacher approval prior to the start of term. Independent Study communication must be content related - all students must submit weekly evidence of learning. They will also complete an approved final project. Students must maintain 2-way communication with the assigned teacher throughout the semester for Independent Study credit to be awarded.

DUAL ENROLLMENT

Pursuant to the Postsecondary Enrollment Options Act, students in grades 9-12 are potentially eligible to pursue dual enrollment opportunities while at MIPS. The following are some of the eligibility guidelines/standards:



1. Students in grades 9 through 12 may take up to ten postsecondary courses.
2. Students can qualify for dual enrollment by taking one of the following assessments: PSAT, PLAN, EXPLORE, ACT, or MME or with additional authorization from college.
3. 388.155 Rule 5 (2) The acts do not prohibit a district from supporting any pupil regardless of eligibility under these acts. A district may elect to support college-level courses or career preparation courses for any pupil if it is in the best interest of the pupil.
4. Students must be enrolled in both the eligible school (public or private) and eligible postsecondary institution during the local school's regular academic year and must be enrolled in at least one high school class.
5. The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education.
6. School districts are required to pay an amount equal to the prorated percentage of the statewide pupil-weighted average foundation allowance, based on the proportion of the school year that the eligible student attends the eligible postsecondary institution. Eligible charges include tuition and mandatory course fees, material fees, and registration fees required by an eligible institution for enrollment in the course. Eligible charges do not include transportation or parking costs or activity fees. If the total costs exceed what MIPS is allowed to pay, the family is responsible for the remaining balance.
7. For current MIPS students, all 10 courses (**prior to the deadline** for submitting dual enrollment form) must be completed and passed in order to take or continue with dual enrollment.
8. For new transfer students, all courses on the transcript (from the previous year of school) must be completed and passed in order to take dual enrollment courses.
9. **If a student withdraws or is removed from a course for any reason past the refund deadline, we are required to bill the amount that MIPS paid for the course back to the student for reimbursement.**
 - a. In addition, if a student changes a course that they had been authorized to take, MIPS will need to bill that course back to the student.



- b. If a bill back to students is required or a student withdraws past reimbursement deadlines, changes approved class, etc., then the student will not be eligible for dual enrollment for one full calendar year.
10. At the end of each semester, final grades received for the class must be submitted to appropriate MIPS staff. *If this step is not completed, eligibility for future dual enrollment will be in jeopardy.*

This [manual](#) has been created to assist in locating information about local colleges and universities as well as the MIPS form that is used for proper authorization of the course.

ADVANCED PLACEMENT (AP)

Advanced Placement, known as AP, is an opportunity to take a test that has the potential to lead to college credit based upon two factors:

- The specific score out of 5 that you receive on the test
- Your specific college/university's decision on how they use AP test scores

Some colleges and universities waive specific general education credits/classes while others just offer elective credit. Some colleges and universities require a higher score for the applicable credit than others. Testing for AP courses happens in May of each year and must be arranged with your local school district. MIPS cannot administer AP exams. There are specific deadlines students must follow in order to register for exams at their local high school. It is the responsibility of the student and parent to arrange for AP testing at their local school. Please note: Your local high school may or may not choose to allow you to test at their facility. If you are taking an AP course and want to take the test, you must arrange this early in September.

In order to qualify for taking an AP exam, the following parameters must be in place:

1. Take and complete both semesters of the AP course.
2. Within the first week of class, join the appropriate class section as directed by your local high school.
3. You must coordinate with your local high school regarding payment of the test. In the event that you decide to NOT take the test or you skip the test day, a



- \$40 fee is still charged by the Collegeboard.
- a. Note: If you believe you should qualify for a fee reduction (i.e. free and reduced lunch), please notify the Executive Director of College and Career Advancement.
 - b. Current cost is \$94 per exam
4. Follow any directions given by your local high school regarding setting up an online AP account at MY AP.
 5. Take the AP exam(s) in May at your local high school.

TESTING OUT

Michigan International Prep School (MIPS) provides two (2) yearly opportunities for students to request to test out of a given course per state law. MIPS will use a culminating assessment and/or supplemental materials appropriate to the course to gauge comprehensive knowledge of course standards. Students wishing to test out must request the test out using this [link](#) in collaboration with their mentors. This will notify the Director of Curriculum who will notify the teacher of record for the course. Testing will occur virtually (or face to face if possible) with the student camera and microphones on for the duration of the test. Students must be alone to take the test. Students may only attempt a test out one time per course and the course must be at a level more advanced than any course previously taken (i.e. cannot attempt an Algebra I A test out if already completed Algebra I B). Students still must have 10 courses scheduled in order to be eligible for a test out.

Students **must** earn a 77% on the culminating exam in order to be awarded credit. There will be no exceptions to this requirement and extra credit will not be given. The final grade will be “CR” for credit and will not be factored into the student’s GPA.

Further guidance about how test outs occur can be found in the full policy [document](#).

ATTENDANCE POLICY

All MIPS students are required to adhere to the MIPS Attendance policy. As a virtual school we measure attendance in multiple ways; progress in classes, live lesson attendance, and two-way communication related to coursework between teachers and mentors and the student. Students are expected to complete all 10 courses



assigned. Students are required to communicate with their Mentor teacher at least weekly.

The method of communication will be determined between the Mentor and student/parent or guardian but it must take place between the Mentor and the student..

Progress in classes equates to submitted, gradable work according to submission timelines (progress bars, due dates). In order to complete the school year in a timely manner, students must stay as close as possible to these deadlines. Submission of blank documents, copies of assignment directions, or copied and pasted online material is considered ungradable content and does not count as true progress. Lack of progress will result in academic probation. Mentors will attempt communication a minimum of three times each week. If a student has 10 consecutive days without progress and/or mentor communication, our Interventionist will step in to work with family/student to establish a plan of re-engagement through either our Academic Intervention or our Be Engaged, Be Successful (BEBS) process. These two processes are described below. Students who are removed from the school are eligible to reenroll at such time as they are prepared to actively participate in their education. Any student returning to MIPS following exit due to lack of participation will be placed on a probationary academic contract with specific progress and communication requirements to remain at MIPS.

If an extended absence becomes necessary, written/emailed notification to the mentor is required.

Excused absences include, but are not limited to:

- technology/Connectivity issues,
- illness (mental or physical),
- family emergency,
- economic hardship resulting in an unstable educational environment.
- Other administrative accepted reasons



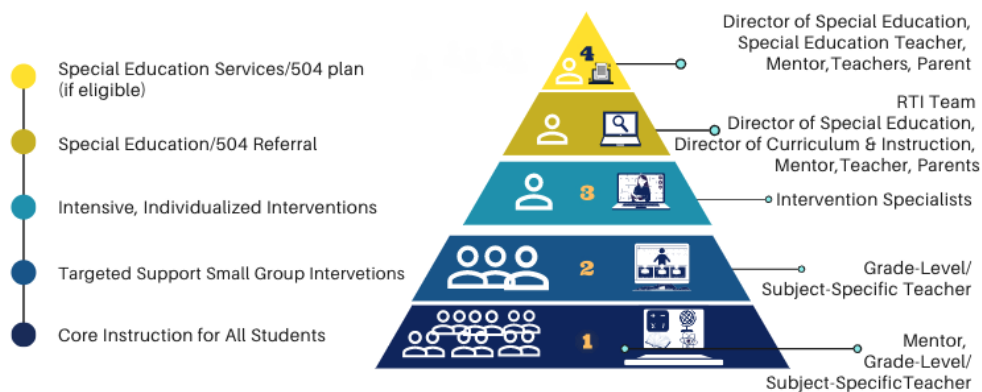
INTERVENTION

Academic Intervention

MIPS uses a **Response to Intervention (RTI)** process to support students needing additional support. RTI is a data-informed process designed to identify students who are at-risk of performing lower academically than desired, to intervene by providing targeted supplemental interventions to improve specific skills, and to measure the impact of the interventions on student learning. If necessary, during the school year teachers and/or parents may request academic evaluations based on student observation. The Academic Intervention Team will meet weekly to monitor and discuss student progress.



Academic Intervention Response to Intervention (RTI) Process



BEBS - “Be Engaged, Be Successful”

The BEBS Team consists of administrators, teachers and mentors who specialize in re-engaging students who are not progressing in their courses and/or communicating. Students are referred to the BEBS Team by their mentor. Once referred, the BEBS team will work with the mentor to assess the situation, break down barriers, and set



goals for the students to meet. If the student does not re-engage in their coursework, one of the following will occur:

1. Truancy will be filed.
2. The student will be placed on a 30 day probation with MIPS
3. The student will be exited from MIPS.

PLAGIARISM POLICY

Plagiarism means turning in work based on other people's thoughts and ideas without giving them credit. Using someone else's ideas as your own constitutes plagiarism. 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 acceptable and when it is plagiarism. Paraphrasing examples:

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.)

The below steps outline what happens when a student is found to have plagiarized. The offense applies to all classes a student is taking. I.e. you can't plagiarize in each class and get a first offense each time.

- First offense: A grade of zero will be entered for the assignment. It will be documented in our SIS (Student information system), and your parent/guardian will be contacted. You will be allowed to redo the assignment to erase the zero, but the Content Teacher and Mentor Teacher reserve the right to modify the second assignment.
- Any incident after the first offense has been addressed: The assignment grade will be a zero, with no opportunity to redo. This applies to all types of assignments, including the final exam. This will be documented in our SIS. Administration will be notified and additional restrictions or consequences may



be put in place up to removal from the school.

CITING SOURCES

If you need to include another person's ideas in your work, you must make it clear that you are not trying to pass it off as your own 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 your sources at the end of your report:

<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, email address, 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 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 create a safe place for students to gather and learn together. The lab is organized around this practice. MIPS has learning labs in various locations to enable students to access in-person support throughout the school year. When attending learning labs, the following check-in procedures will be followed:



- 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 electronic device 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.
- 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.

While the learning labs are available for student use, Administration reserves the right to limit access to students to ensure safety and security of all.

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/Profanity
- Public Display of Affection
- Disorderly Conduct
- Alcohol and illicit substances
- Accessing inappropriate content on the internet



Students exhibiting any of the behaviors listed above are subject to suspension and/or expulsion from MIPS.

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.

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 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 over-all 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



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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.

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.



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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.