



**MICHIGAN  
INTERNATIONAL  
PREP SCHOOL**

**Elementary Student and Parent  
Handbook  
2023-2024**



# MICHIGAN INTERNATIONAL PREP SCHOOL



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## VISION STATEMENT

To create an individualized educational pathway that inspires a passion for learning, cultivates a global awareness, and prepares students for a smooth transition into the workforce.

## MISSION STATEMENT

Michigan International Prep School serves students first!



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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. K-5 students are required to have a Home Coach who facilitates learning and is not the teacher. All courses are available 24/7 which gives students the flexibility to complete coursework anytime and anywhere. MIPS also has four Learning Labs open for students to visit in person for assistance and use as a comfortable place to get school work done.

All K-5 students will be assigned a MIPS Teacher and a Mentor. The Teacher will provide academic teaching and related support, and the Mentor works with them weekly to help with logistics, meeting expectations, and completing all courses successfully on time.

## ORIENTATION

Each year all students and their parent/guardian(s) are required to participate in a virtual orientation led by their assigned Mentor and Teachers. The series of steps are customized to meet the needs of new students and returning students accordingly. Below you will find an overview of each step.

- **Step 1:** Students will be sent login information and receive a welcome email from their assigned Mentor.
- **Step 2:** A virtual orientation will be scheduled with the parent/guardian(s) and student(s) during which the the following items will addressed:
  - Creation or revision of the student's Educational Development Plan (EDP).
  - Review of expectations of MIPS students
  - Identify official Home Coach and review expectations
  - Review of expectations for synchronous and asynchronous programs
  - Review Live Lesson Expectations (if applicable)



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- Scheduling of the weekly meetings of student and Mentor
- Navigating all applicable platforms and programs
  - Verifying student ability to log into and use various platforms and digital tools including Classlink.
- Review MIPS Academic School Calendar.
- And more!
- **Step 4:** Students are scheduled as soon as possible to take the mandatory NWEA assessment in Reading and Math under the direction of their Mentor. Once the student has completed the NWEA, they will be given access to their courses. To help us assess student growth, students retake the assessment in May of each year. Some K-5 students will be required to provide additional evidence of their academic capabilities through diagnostic testing so that customized programing can be developed.
- **Step 5:** The student's mentor will review and orient the student to the use of Xello that can be completed in a self-paced manner starting right after being enrolled.
- **Step 5:** A follow up meeting is scheduled during which the Mentor facilitates an orientation to the student's courses and Teachers.

## CURRICULUM AND LEARNING MANAGEMENT SYSTEMS

All courses are aligned with Michigan academic standards approved by the Michigan State Board of Education. Each year students are expected to complete 10 courses in order to be on pace to fulfill the Michigan Merit Curriculum by the end of their senior year.

Depending on their EDP, students will complete their coursework in various Learning Management Systems (LMS) and will access each of them, other digital tools, and useful information via a single sign-on account in Classlink. The student's Mentor and/or Teachers will always be available to provide training on how to access and navigate all of the software used to be successful.

## SYNCHRONOUS VERSUS ASYNCHRONOUS LEARNING

Michigan International Prep School offers synchronous and asynchronous programs and the amount of course work required for each to demonstrate mastery of the standards is



essentially the same. In both programs students are required to communicate often with their Mentors and remain on pace to finish all ten courses each year on time. How the programs differ is explained below.

### **Synchronous Program**

The MIPS synchronous program is an online learning program that requires students to attend live lessons during which learners and MIPS Teachers interact in real-time and participate in discussions, exchange feedback, and engage in activities with their peers.

Most live lessons last up to one hour with several other students attending at the same time. Students who are in the synchronous program have at least one live lesson per week for each core subject (English Language Arts, Mathematics, Science, and Social Studies). In some cases, Science and Social Studies may alternate every other week.

Some students taking courses in the MIPS School of Arts will also have scheduled, live private lessons.

Although students in the synchronous program have scheduled live lessons throughout the week, they still have a lot of flexibility to complete school work at other times during the day and week.

### **Asynchronous Program**

The MIPS asynchronous program is an online program in which students take courses without any required live lessons. They individually complete all of their coursework supervised by a Home Coach at any time of the day or week. This option offers more flexibility and it includes opportunities for students to meet with MIPS teachers in small groups, or if necessary, one-on-one.

### **A Note About Both Synchronous and Asynchronous Programs**

Any student in either program who does not stay on pace and/or shows low academic performance, will be required to attend small group instruction with a MIPS teacher and/or Mentor. The purpose of these required small group sessions will be to provide the necessary support that will lead to improved academic performance.



All students are expected and will certainly need to complete school work on their own time outside of any live lessons, small groups, or other meeting times in order to be successful.

## **HOME COACH**

To help foster academic success, each family must have a Home Coach assigned to each student. The Home Coach is not the teacher, but plays a necessary and significant role. The information below will provide clarity of the expectations and responsibilities for those taking on the role of Home Coach.

- Each family needs to have a Home Coach assigned to each student. A Home Coach can serve as many students as they choose based on their schedule and availability on a daily basis.
- Home Coaches should expect to be working with student(s) a minimum of four hours per day to be in compliance with the state requirement of students experiencing 1,098 hours of learning during the school year.
- Home Coaches facilitate the development and maintenance of routines that have been shown to help students be academically successful. When doing so, they should consider the following:
- Scheduling a specific time to go to bed and wake up each day
  - Scheduling meal times
  - Setting up an organized place to work
  - Helping students manage their time
  - Communicating often with teacher and mentor
  - Scheduling play time

## **COUNT DAYS**

There are two Count Days each year for all schools across the State of Michigan. One is scheduled during the beginning of October and the second is scheduled during the beginning of February. During these days the students attending each school district are counted which determines how much funding the school district gets to operate.

As a result, all students are **required** to complete an assignment, assessment, and/or





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attend a live lesson for each class on each Count Day. All Learning labs will be open additional hours during these days to provide support for students..

## TESTING

There are some assessments that all students are **required** to complete. The [MIPS' Assessment Manual](#) provides information about each assessment.

The NWEA assessment is administered two times per school year and provides base-line academic data used to measure growth over the course of the school year.

Students are also required to complete all mandatory state assessments in April of each year based on their grade level. Because MIPS is a virtual school, testing centers are rented across the state to which families travel and take the state assessments that are proctored by MIPS staff members. Several weeks in advance families are sent specific dates and testing locations so families can prepare accordingly.

## TECHNOLOGY

Any student using equipment (computer, internet, etc.) owned by Michigan International Prep School, agrees to properly care for the equipment and if damaged beyond repair or lost, be financially responsible for its replacement. The Student/Parent will sign out each piece of equipment after enrollment and are required to return all 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.

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.



## **SCHEDULING & GRADING**

Each student is required to complete a 10 course schedule (5 courses each half of the school year) by the end of school year as noted in the Student Academic Calendar. Access to courses will be provided upon completion of the NWEA assessment and Xello career exploration activities.

Parents have full access to their child's academic progress 24/7 which includes the percent completed for each course as well as the current grade. In addition, after the completion of the first half of the school year parents receive a progress report detailing their child's academic progress. By the end of June parents receive a report card that contains a final score indicating their child's performance level for each course. MIPS determines a student's overall score by reviewing a lot of academic data to identify what demonstrates beyond reasonable doubt how well the student performed. The goal is for all students to provide academic evidence they are proficient at meeting the grade level expectations. As a result, students receive a score of 1 through 4 that indicates their level of academic performance for each course.

<b>Score</b>	<b>What it Means</b>
<b>4 = Advanced</b>	<i>Students have independently <u>exceeded</u> grade level expectations and demonstrated a deep level of understanding of the material.</i>
<b>3 = Proficient</b>	<i>Students meet grade level expectations with consistency and accuracy.</i>
<b>2 = Partially Proficient</b>	<i>Student is developing an understanding of but is not yet fully meeting grade level expectations.</i>
<b>1 = Not yet Proficient</b>	<i>Students are not demonstrating an understanding of grade level expectations.</i>



## **ATTENDANCE POLICY**

As a virtual school we measure attendance in multiple ways.

- Progress in classes
- Live lesson attendance
- Two-way communication specifically about coursework between Teachers and/or Mentors and the student.

K-5 students and their parents are required to communicate with their Mentor at least weekly. The method (email, text, Chat, video call, phone call) of communication will be determined by the Mentor and parent/guardian. Mentors will attempt a minimum of three communications per week.

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 assignment/test deadlines in each course. Submission of blank documents, copies of assignment directions, or copied and pasted online material is considered ungradable content and does not count as progress in class and thus not counted as attendance. Lack of progress will result in academic probation.

If a student has 10 consecutive days without progress and/or communication with their Mentor, they will be referred to the K-5 Academic Support & Engagement (ASE) Team. The purpose is to ensure that all students at MIPS are provided with the necessary academic interventions and support to achieve academic and personal success. The ASE Team operates within a Multi-Tiered System of Support (MTSS) as one of four (4) Student Intervention Teams to provide strategies and resources tailored to meet the individual needs of each student at increasingly intensive levels of support.

Students who fail to make progress for reasons other than excused absences, will be removed from the school.

Students who are removed are eligible to re-enroll during open enrollment; however, they will be placed on and must meet the requirements of a probationary academic contract with specific requirements regarding progress and communication in order 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 administrator approved reasons

### **PLANNED ABSENCES**

If an extended absence becomes necessary, written notification to the Teacher and Mentor is required. Excused absences include, but are not limited to, illness (mental or physical), family emergency, technology/connectivity issues, or economic hardship resulting in an 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 is the act of using or presenting someone else's thoughts, ideas, work, or words as your own without giving them proper credit. It involves copying something from a source without permission, claiming it as your own, altering the original work slightly and claiming it as your own, or failing to acknowledge the original author's contribution. It is considered unethical and a form of intellectual theft, and can lead to serious consequences.

For more detailed information on how to avoid plagiarism, visit [plagiarism.org](http://plagiarism.org) sponsored by [turnitin](http://turnitin.com).

Here are the consequences when a student is found to have plagiarized. The offense applies to the student and not the specific course in which it occurred. A student does not get a first offense for each course.

- First Offense: The incident will be documented in the MIPS SIS (Student Information System), and the parent/guardian will be contacted. A grade of zero will be entered



as the score for the assignment; however, the student will be allowed to redo the assignment to replace the zero. The Teacher reserves the right to modify the second assignment.

- **Second Offense:** The incident will be documented in the MIPS SIS (Student Information System), and the parent/guardian will be contacted. A grade of zero will be entered with no opportunity to redo the assignment. Administration will be notified and additional restrictions or consequences may be put in place up to removal from the school.

## **CITING SOURCES**

To improve your writing skills and avoid plagiarism, read the following articles.

- [Preventing Plagiarism When Writing](#)
- [How do I cite courses?](#)

## **USE OF ARTIFICIAL INTELLIGENCE (AI)**

The use of AI tools by a student to complete coursework and submit as the student's original work is strictly prohibited, considered unethical, and a form of plagiarism. All student work will not only be checked for plagiarism, but will also be checked for use of AI. The consequences of a student using AI to complete assignments and submit as their own original work, will be the same as for plagiarism.

## **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 (FERPA). 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.

It is a violation of FERPA for any parent, guardian, or student to record video or take a picture of other students using MIPS technology equipment and is thus strictly prohibited. Individuals who violate FERPA could face criminal charges.

## **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.

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



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- 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.

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.





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“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 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,



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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.

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



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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.