



# **MICHIGAN INTERNATIONAL PREP SCHOOL**

**Middle and High School  
Student and Parent Handbook  
2024-2025**



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## **VISION STATEMENT**

Michigan International Prep School serves students first!

## **MISSION 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.



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## **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 a time. 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.

Students have access to a teacher for each course and are assigned a Mentor who 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 (if applicable) and receive a welcome email from their assigned Mentor.
- **Step 2:** 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 3:** A virtual orientation will be scheduled with the student(s) and parent/guardian(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
  - Review of expectations for synchronous and asynchronous programs
  - Review Live Lesson Expectations (if applicable)
  - Scheduling 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.
- **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. Each course will meet at least one time per week, but usually no more than two. 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 complete all their course work individually at any time of the day or week. This option offers more flexibility; however, students do not have any interaction with a MIPS teacher or other students.

### **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.

## **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**

MIPS students 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:

- Identify a comfortable place to work relatively free of distractions.
- Set up and follow a consistent daily routine that works for you. Your Mentor can help you set one up.
- Plan on spending 5-6 hours per day engaged in completing coursework. (25-30 hours per week.)
- Work five days per week. Log in, complete assignments, and submit completed work daily in all assigned classes.
- If in the Synchronous Program, attend all scheduled live classes, small group sessions, and teacher tutorials.
- If in the Asynchronous Program, take advantage of teacher office hours, tutorial sessions, and small group sessions.



- When stuck and not sure what to do, never hesitate to reach out to your Mentor and Teachers. There are various supports available that can help you, and we love to help young people learn and become successful.

## **COMMUNICATION EXPECTATIONS**

MIPS students and parents are expected to be in regular communication with their Mentors and Teachers. Here are some guidelines:

- On a daily basis as much as possible, respond to all messages you receive via email, text, Google Chat, and phone calls.
- Students in the Synchronous Program are to attend all live lessons, small group sessions, and scheduled tutoring sessions. If unable to attend, students are expected to inform their Teacher and Mentor.
- All students are required to keep their Teachers and Mentors informed of any changes in their schedule that may prohibit them from staying on track to complete their courses on time.
- Use of cameras and microphones are required during all video calls.

## **THE ROLE OF THE HOME COACH AND PARENT/GUARDIAN**

Students who are academically successful, have at least one active, caring, loving adult family member involved in their education throughout their schooling years. This person can be a parent/guardian or someone they designate to fulfill that role. At MIPS we call them the Home Coach. They are a crucial part of a student's education experience and each family is required to have one.

Home Coaches are responsible for overseeing all aspects of the student's experience which involves at minimum the following:

- Establishing and helping maintain a healthy, realistic school and sleep schedule.
- Identifying or creating, and maintaining a comfortable workplace within the home that is conducive to learning and free of distractions.
- Holding the student accountable to a daily routine that fosters completion of coursework even when the student is unmotivated to do so.
- Monitoring the student's daily progress and making sure they are staying on pace to complete courses on time.



- Staying in regular, timely communication with Teachers and Mentors, and reporting any irregularities that interfere with the student being academic successful.
- Verifying the student meets with their Teacher and/or Mentor weekly.

If the Home Coach and parent/guardian are not one in the same person, then it is imperative the parent/guardian is updated on a regular basis as well as meets periodically with their child to learn about their academic progress and provide any other necessary support.

## COUNT DAYS

All students are **required** to complete an assignment or exam in each class on both Count Days each year. The first Count Day occurs during the first week of October and the second one during the first week of February.

## TESTING

All students are **required** to complete NWEA assessments. One is administered upon enrollment and at the end of the school year. The NWEA 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 based on their grade level. Specific dates and locations will be emailed directly to students and their parent/guardian(s) during the Winter of each year. State assessments are administered in April of each year.

## 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.

## **GRADUATION – DIPLOMA REQUIREMENTS**

To graduate from MIPS, students must successfully meet the requirements of the Michigan Merit Curriculum and Michigan Merit Examinations (MME). Thus,

To be eligible for a MIPS Diploma, students must complete a minimum of 5 credits (10 classes) each school year, AND complete the MME requirements which consists of SAT, ACT WorkKeys, and 11th Grade M STEP. Each course/class counts as a ½ 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 &amp; 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 World History & Geography 0.5 Government	3.5





	0.5 Economics 0.5 Personal Finance (Starting with students in 8th grade 2023-24 school year)	
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  This changes to 1.5 Credits for 8th grade students starting the 2023-24 school year due to .5 credit requirement of Personal Finance	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 of 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.

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 18.5 specific credits which fulfill the Michigan Merit Curriculum requirements. The remaining 1.5 credits are chosen by the student and their parent/guardian(9s).*

Students fulfilling our graduation requirements outlined above will earn a State of Michigan and Cognia (formerly AdvancEd) accredited high school diploma. Our educators are highly qualified, online Teachers and certified through the Michigan Department of Education.

### **MIPS HIGH SCHOOL GRADE SCALE**

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

### **PROGRESS REPORTS**

Students and parent/guardian(s) always have access to the student's progress and grades; however, bi-weekly progress reports are emailed to students and parents detailing current progress..

### **REPEATED COURSES**

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

Students who would like to retake a course they previously passed and would like to



earn a higher grade, can retake the course only after they have completed the necessary ten courses for the school year.

## **EARNING HIGH SCHOOL CREDIT AS A MIDDLE SCHOOL STUDENT**

In accordance with state law, middle school students can earn high school credit. Below you will find the guidelines.

1. Students desiring to earn high school credit as a middle school must receive prior approval from their counselor.
2. Students must complete the course and pass the final exam in order to earn high school credit.
3. The student's transcript will show the high school credit earned, but the student's grade will not be factored into the GPA regardless of the grade earned.

## **TRANSFER STUDENTS AND CREDITS**

Transfer students must complete **at least five credits** with MIPS to qualify for a MIPS diploma.

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 as determined by MIPS administrative team.

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 and will have to take appropriate course(s) to earn the credit needed to graduate.

## **GRANTING CREDIT FROM OTHER SCHOOLS**

Sometimes school districts differ in how they grant credit for courses completed by students. In order to be fair and equitable, MIPS created the following policy.





1. When a sending school does not award credit for a student earning a D grade (D+, D, D-), MIPS will award credit toward graduation.
2. When a sending school does not award credit for two terms of a course due to their policy of needing to finish a full year, MIPS will average their two terms into a half credit grade.
3. When incoming transcripts only contain percentages, MIPS will award the appropriate grade according to the [MIPS High School Grade Scale](#) above.
4. MIPS does not offer a weighted GPA. When a transcript is received with both a weighted and unweighted GPA, the unweighted GPA will be used. When a transcript is received with only a weighted GPA, the parent/guardian will need to request a calculated, unweighted GPA from the sending school.

## **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.*

If you are interested in dual enrollment, please contact our dual enrollment coordinator, Sonya Dudley at [dudley@miprepschool.org](mailto:dudley@miprepschool.org)

## ADVANCED PLACEMENT (AP)

Advanced Placement (AP) provides an opportunity for students to accomplish college-level work while in high school and through taking AP Exams earn college credit and placement. It is based on two factors:

1. The specific score out of 5 that you receive on the test.



2. Your specific college/university's decision on how they use AP exam 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. AP Exams are administered in May of each year scheduled through your local school district since 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 with a local school.

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 of the exam you plan to take.
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.
  - a. Current cost is \$94 per exam
  - b. 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.
  - c. 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.
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 OF A COURSE

Michigan International Prep School (MIPS) provides 2 yearly opportunities for students to request to test out of a given course. MIPS will use a culminating assessment and/or supplemental materials appropriate to the course to gauge comprehensive knowledge of



course standards. 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 full courses on their schedules 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.

Students interested in testing out of a course should inform their Mentor and Counselor, and fill out [this form](#) to officially make the request.

### **Test-Out Schedule**

1. First opportunity - Week before school starts
2. Second opportunity - Monday through Thursday the two weeks before the end of the mid-year date in January of each year.

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

## **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.

Students 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 the student and parent/guardian, but it must take place between the Mentor and the student. 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 6-12 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

## **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](https://plagiarism.org) sponsored





by [turnitin](#).

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.

It is permissible for AI to be used under the teaching and direction of classroom teachers.

## **STUDENT RECORDS**

The educational records of any student enrolled in MIPS 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.

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 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. K-5 students are required to have a parent/guardian sign in on their behalf 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.
- Parent/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.





## **NONDISCRIMINATION AND ANTI-HARASSMENT POLICY**

Michigan International Prep School is committed to providing and maintaining an environment free from unlawful discrimination or unwanted harassment of any kind, including sexual harassment. Any discrimination and/or harassment on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, height, weight, marital status, veteran status, disability, genetic characteristic, or any other protected characteristic will not be tolerated. To report any violation of this policy students or their parents/guardians should contact the Secondary Principal, David Pilgreen, at [pilgreen@miprepschool.org](mailto:pilgreen@miprepschool.org). If a student experiences discrimination or harassment based on sex (including on the basis of sexual orientation and gender identity or expression), that student and/or their parents/guardians should refer to the Michigan International Prep School Title IX policy and report to the Title IX Coordinator.

Michigan International Prep School also maintains an anti-retaliation policy, and no student, employee, or other school community member will be retaliated against for filing a complaint made in good faith or participating in an investigation of a violation of this policy. However, individuals who knowingly submit false, inaccurate, or otherwise misleading information in connection with a report of alleged harassment or discrimination, or the investigation of an alleged incident of harassment or discrimination, may be subject to discipline. Reports of suspected retaliation can be reported to the Director of Human Services/Title IX Coordinator, Charles Carver, at [carver@miprepschool.org](mailto:carver@miprepschool.org).

## **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 interferes with both a school's ability to educate its students and with 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 defined as any gesture or written, verbal, graphic, or physical act (up to and including electronically transmitted acts – i.e., cyberbullying, which is any electronic communication that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly, 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 by bias or prejudice based upon any actual or perceived characteristic such as race, color, religion, national origin, gender, sexual orientation, gender identity or expression; a mental, physical, or sensory disability or impairment; by any other distinguishing characteristic, 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, 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”(including cyberbullying) 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;
- Having an actual and substantial detrimental effect on pupil’s physical or mental health; 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.

The Michigan International Prep School Board of Education requires the administrator 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. There is an assurance of confidentiality to anyone reporting an act of bullying where



procedures have been put into place to safeguard that pupils identity. Any act of bullying should be reported to Michigan International Prep School's Superintendent.

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.