



MICHIGAN
INTERNATIONAL
PREP SCHOOL

ELEMENTARY SCHOOL 2026–2027 Student Handbook

Michigan International Prep School
miprepschool.org

BOARD OF EDUCATION

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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 and families first!

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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 K-12 school dedicated to building a whole child experience steeped in foundational academic, social, behavioral, and physical knowledge preparing them for college, trades, or vocational careers.

All K-5 students are required to complete twelve courses each year at MIPS. Every class has a MIPS teacher who works in conjunction with the home coach. The home coach guides and facilitates daily lessons from the online learning platform. All courses are available 24/7 which gives students the flexibility to complete coursework anytime and anywhere. Students are expected to stay within ten lessons of course pacing. MIPS also has four [Learning Labs](#). Elementary staff are not scheduled daily at the labs. Students & home coaches may attend the labs together for assistance if they schedule with the lab/mentor in advance. 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 keeps families up to date on progress, provides home coach support, and may offer small group lessons.

ORIENTATION

Each year students, along with their parent/guardian(s), are required to participate in a virtual orientation led by their assigned teachers and mentors.

Orientation Steps:

- Step 1: Welcome
 - New students will be sent login information
 - All students receive a welcome email from their assigned Mentor
- Step 2: Virtual Orientation is Scheduled to:
 - Review student's Educational Development Plan (EDP).
 - Review expectations of MIPS students
 - Designate/affirm home coach and discuss the home coach role and responsibilities
- Step 3
 - Navigate all applicable platforms and programs
 - Verify student ability to log into and use various platforms and digital tools including Classlink
 - Review MIPS Academic School Calendar
 - Discuss grade level specific information
- Step 4: Xello
 - The student's mentor will review and orient the student to the use of Xello that can be completed in a self-paced manner

- Step 5: Share Assessment Expectations
 - The student's teacher will communicate upcoming assessment dates and expectations

CURRICULUM AND LEARNING MANAGEMENT SYSTEMS

Elementary students' courses are aligned with Michigan academic standards approved by the Michigan State Board of Education. Maintaining a full schedule throughout the student's career ensures they will be on pace to achieve all learning expectations.

Elementary students access learning platforms and other digital support tools via a single sign-on account in Classlink. The students' teachers and/or mentors will be available to provide training to access and navigate necessary programs.

SYNCHRONOUS VERSUS ASYNCHRONOUS LEARNING

Michigan International Prep School offers synchronous and asynchronous programs. The learning platform and curriculum standards for synchronous and asynchronous programs are the same. In both programs students and families are required to communicate with their teachers and mentors regarding progress a minimum of twice a week. In addition, students are expected to remain on pace to finish their coursework by the target date listed on the school calendar.

What's the Difference?

- Synchronous Program
 - Required Live Lesson Attendance in each core subject (reading, math, science, social studies, STEM)
 - Learners and teachers interact in real-time
 - participate in discussions
 - exchange feedback
 - engage in activities with their peers.
 - Last 30-60 minutes
 - One-on-one
 - Small group
 - Whole group
 - Some students taking courses in the MIPS School of Arts will also have scheduled, live lessons.
 - Although students in the synchronous program have scheduled live lessons throughout the week, they still have flexibility to complete school work at other times during the day and week, remaining within ten lessons of classroom pacing.
- Asynchronous Program
 - Optional Live Lessons
 - Weekly Required Check In

- More flexibility in daily schedule (staying within the ten day pacing expectation)
- Learning support as requested by students/families

A Note About Both Synchronous and Asynchronous Programs

Student progress will be monitored and students identified with low academic performance via assessments, teacher observation, and learning platform performance will be required to attend small group instruction with teacher, mentor, and/or intervention teacher. The planning for these lessons will be directly linked to areas of student need.

HOME COACH

To help foster academic success, each student must have a dedicated home coach. The home coach may be the parent/guardian or may be a friend or family member appointed by the parent/guardian. The home coach assists the student in navigating the learning platform, aids in understanding directions, and supports assignment submission.

Home Coach Expectations and Responsibilities:

- Work with students one hour per day per subject or four hours a day if using block scheduling.
 - This ensures compliance with the state requirement of 1,098 hours of learning during the school year.
 - Monitor online work and assignment submission
- Provide an organized school space
 - Supplies (white boards, markers, manipulatives, work pages, etc)
 - Distraction free location
- Create a daily schedule including:
 - Start time
 - Live lessons
 - Meal times
 - Breaks/Play time
- Communicate regularly with teacher and mentor
 - Read and respond to emails, texts, and phone calls
 - Attend meetings as requested

COUNT DAYS

There are two Count Days each year for all schools across the State of Michigan. One is the first Wednesday in October and one is the second Wednesday in February every year. During

these days the state tracks student attendance for every district. The attendance count determines funding for the school district.

All students are **required** to actively work in **all courses** on each Count Day. They should also complete assignments, assessments, and attend live lessons as normal.

TESTING

All students will be required to complete benchmark and progress monitoring assessments virtually. The iReady diagnostic is given at the beginning, middle, and end of the year. The Acadience Benchmark assessment occurs at the beginning, middle, and end of the year. Progress monitoring in Acadience occurs every three weeks - six weeks. Students in third through fifth grade have mandatory state assessments in April of each year. MIPS is a virtual school; therefore, testing centers are selected across the state. Students travel to their assigned location, and the state assessments are proctored by MIPS staff members. Specific dates and testing locations are shared with families several weeks in advance so families can prepare accordingly.

English Learner (EL) Assessment Requirement

Students who have been identified as English Learners (ELs) are required to participate in the annual WIDA ACCESS for ELLs assessment. This assessment measures students' progress in developing English language proficiency in the areas of listening, speaking, reading, and writing. Participation is required under federal law and Michigan Department of Education requirements and cannot be waived by the school or parent, except as permitted by state or federal guidance.

Students will continue to participate in the annual WIDA ACCESS assessment until they meet Michigan's established criteria for English language proficiency and are formally exited from English Learner services.

WIDA Parent Guides

[English](#)

[Arabic](#)

[Spanish](#)

TECHNOLOGY

Any student using equipment (Computer, internet, accounts, etc.) owned by Michigan International Prep School agrees to properly care for the equipment and, if damaged beyond repair or lost, will be financially responsible for its replacement. Families are required to return all equipment upon graduation or withdrawal from MIPS (including enrollment in another district). Only a technician who 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 withdrawal or graduation. Students and parents/guardians have no legal right to sell, lease, pawn, lend, give away, or otherwise transfer ownership of the device to any third party.

Michigan International Prep School uses Aristotle as a tool to help students stay safe and maintain good digital citizenship online. Consult the [Acceptable Use Policy](#) signed during new and re-enrollment, which includes more information. MIPS will monitor all devices and internet access of student accounts. Students must follow the student expectations regarding interactions throughout our educational platforms. To ensure student safety and facilitate a positive virtual environment, students are not allowed to attend meetings that are not facilitated by a staff member.

SCHEDULING & GRADING

Each student is required to complete a full schedule during the Student Academic Calendar. Parents have full access to the student(s) academic progress 24/7.

Pacing and progress will be shared throughout the year, and a final grade report card is available by the end of June. These reports portray the student(s) performance levels for each course.

MIPS determines a student's overall score by reviewing grades in the online learning platform, performance on iReady/Acadience Assessments, and attendance in live lessons. The goal is for all students to provide academic evidence that they are proficient in grade-level expectations. As a result, students receive a score of 1 through 4 that indicates their level of academic performance, taking into account their online platform grades, benchmark and progress monitor assessments, and attendance. It is important to note that students in reading or math interventions receive additional support due to the identification of below grade level skills and are therefore considered partially proficient.

Course Load Policy

The Course Load Policy ensures students maintain a balanced and manageable schedule to promote academic success and well-being. Students are typically expected to enroll in a full course load each semester, but accommodations can be made based on individual circumstances such as academic performance or extracurricular commitments. This policy aims to support student achievement while preventing burnout and ensuring adequate support resources are available.

Required Number of Courses per Semester

- Secondary students (grades 6-12) are scheduled in five (5) classes per semester.
- Primary students (grades K-5) are scheduled in six (6) classes per semester.
- Part time enrollment/Placeholder classes are not allowed.
- If a student finishes a class early, staff may assign a new class in PowerSchool and in the LMS.
- As best practice, additional classes should NOT be frontloaded until the student has demonstrated the ability to successfully complete extra coursework OR approved by the appropriate grade level principal.
- Frontloading classes for students who cannot finish them will result in end-of-year letter grades, which may negatively impact the student's overall GPA.
- Monitor student progress to recommend adjustments to course loads as needed.

Decision Rubric: Frontloading Readiness

Use this rubric to determine whether a student is ready for more than five classes or early replacement courses.

Criteria	Ready Indicators	Not Ready Indicators	Decision Review
Course Completion	Completed with mastery	Barely passed or rushed	Course Completion Review
Pacing	Consistent progress	Last-minute completion	Pacing Evaluation
Grades	All grades C or higher	Any grade below C	Grade Review
Work Habits	Strong engagement	Missing work or reminders	Work Habit Assessment
Self-Management	Independent learner	Needs frequent support	Self Management Check
Support Needs	No active interventions	Active interventions	Support Needs Review

Rubric Scoring Guide

- 5-6 Ready Indicators → Student may be frontloaded with additional class.
- 3-4 Ready Indicators → Student should not be frontloaded; reassess later.
- 0-2 Ready Indicators → Student must not be frontloaded

Decision Guidance

The Decision Guidance provides detailed instructions on how to use the decision review in the rubric above. Each corresponds to a review or evaluation process to help staff determine student readiness for course frontloading or overload.

- **Course Completion Review:** Evaluate the student's mastery of completed courses to ensure they meet academic standards.
- **Pacing Evaluation:** Assess the student's consistency in progressing through coursework without last-minute rushes.
- **Grade Review:** Review the student's grades to confirm all are at or above a C level.
- **Work Habit Assessment:** Monitor engagement and completion of assignments to identify strong work habits.
- **Self Management Check:** Determine the student's ability to work independently and manage their learning.
- **Support Needs Review:** Identify any active interventions or support services the student requires. Staff should use these guidelines to make informed decisions about assigning additional courses and to support student success

Grading Philosophy

MIPS maintains grading practices for all programs that uphold academic integrity and accurately reflect student learning. Staff must apply grading policies consistently across all grade levels.

Key Principles

- Grades reflect academic achievement only.
- Grades must be fair, consistent, and non-punitive.
- Feedback should be timely, accurate, and actionable.
- Grades serve as indicators of learning, not behavior or compliance.

Elementary Grade Scale (Grades K–5)

Elementary grading evaluates student mastery and understanding of grade level expectations.

Purpose

To communicate what a student knows and can do in relation to grade-level standards.

Core Components

- Multiple opportunities for students to demonstrate understanding.
- Feedback focused on growth and mastery.
- Reporting that reflects current learning, not cumulative averages.

Performance Levels

Level	Description
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1- Not Yet Proficient	Minimal growth; student is not demonstrating an understanding of grade level expectations
2 - Partially Proficient	Progressing toward expectations, but not yet fully meeting grade level expectations
3 - Proficient	Consistently meeting grade level expectations
4 - Advanced	Demonstrates mastery beyond grade-level expectations
N/A or Blank	Standard not yet addressed or insufficient evidence available

Transfer Students (grades K-5 only)

Students withdrawing before the end of the term receive the grade earned at the time of withdrawal.

ATTENDANCE POLICY

As a virtual school, we measure attendance in multiple ways.

- Progress in online courses
- Active work time in the learning platform
- Live lesson attendance
- Two-way communication about coursework between teachers and/or mentors and the family/student.

Each week, teachers and mentors of K-5 students reach out with newsletters and course progress. Parent/guardian(s) are required to respond to these communications at least twice weekly. Additional email, text, Google Chat, video call, and/or phone call communications will be shared. Within the K-5 grade levels, communication refers to any correspondence with students or their families. For grades 6-12, communication specifically pertains to interactions directly with 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 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.

If a student has ten consecutive days without progress and/or communication with their teacher or 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 the 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, may be subject to truancy and can be removed from the school. Students who have been withdrawn from MIPS are eligible to re-enroll during open enrollment times.

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.
- Unexcused absences are only those referred to above when zero communication along with zero course progress is made.

Work missed due to planned absences must be submitted within one week of the student's return to school.

TRUANCY POLICY

Virtual School Truancy Policy (Michigan Definition)

I. Legal Basis

This policy is established in accordance with the Michigan Compulsory Attendance Law, which requires a child aged 6 to 18 (with certain exceptions) to attend school for the entire school year. The school's administration, upon determining a student is a truant, will refer the student and parent/guardian to the local Intermediate School District (ISD) Attendance Officer or Probate Court for legal action. Youth who are not adequately attending school can be held liable for their own attendance and progress if they are over the age of twelve (12). MCL 712A.2(a)(4): (4)

II. Definition of Truancy

A student will be classified as Truant once they have accumulated fifteen (15) or more Truancy Points per school year.

III. Defining Lack of Attendance in the Virtual Environment

For purposes of this policy, lack of attendance is a day in which the student fails to meet the minimum required educational engagement for their program type without prior communication or acceptable documentation from a parent/guardian.

One (1) Truancy Trigger will be recorded for any school day in which a student fails to meet any of the following criteria:

Log Ins	When students log in to their platform(s), this is the equivalent of attending class.
Academic Progress	Students must maintain consistent academic progress in order to be successful in their classes. Each class has an expected amount of progress they're supposed to complete each day. Stacking these expectations week over week will lead to students completing classes successfully and mastering content.
Idle Time vs Time on Task	Simply logging into the platform is not the same as having meaningful engagement. While logging in gets them through the door, time on task is how progress is made in classes. It is where students receive direct instruction, practice skill and content, and take assessments.

IV. Truancy Triggers (Equivalent to Accumulating Truancy Points)

A student may be deemed truant, leading to formal referral to the ISD Attendance Officer, if they meet the 15 Truancy Trigger threshold through any combination of the following measures of lack of engagement or willful non-compliance with the learning program:

A. Absence Based on Non-Engagement

- Ten (10) consecutive school days with no documented login to the learning platform, regardless of the student's program type (Synchronous or Asynchronous).
- Five (5) consecutive days without a two way communication. These communications can be with a mentor, teacher, etc.

B. Absence Based on Lack of Progress

- Failure to make adequate academic progress that aligns with projected completion date.
- For K-5 Students they are expected to complete a minimum of ten (10) lessons per week
- For 6-12 Students enrolled in five (5) asynchronous classes at a time should expect to complete 15% total progress across all of their classes each week.
 - For example: Math 4%, Social Studies 2%, English 3%, Science 3%, Elective 3%.
 - 15% a week across all classes equals 60% for each class by the end of the semester
- For 6-12 Students enrolled in sequential classes should expect to complete 18% total progress across all of their classes each week.

- For example: Math 8%, Social Studies 4%, and Science 4%
 - 18% a week across all classes equals 60% for each class by the end of the semester
- Submission of ten (10) total ungradable assignments in any combination of core classes, which is considered an attempt to circumvent the attendance requirements. This includes, but is not limited to:
 - Blank, corrupted, or "junk" submissions.
 - Submitting a copy of the assignment directions.
 - Submitting copied/pasted online material as an original or graded assignment (after an initial warning).
 - AI generated assignment

C. Time on Task

- Logging in to the platform alone is not enough. Students must log time on task in order to be counted as present. Any ten (10) consecutive school day period with less than a cumulative 5 hours of time on task regardless of the student's program type (Synchronous or Asynchronous).

V. Intervention and Enforcement Protocol

The school will implement a tiered intervention process before a formal truancy petition is filed:

Intervention Step	Truancy Threshold (Cumulative Truancy Triggers/Equivalents)	Action Required
Early Warning	3 Truancy Point	Automated communication (email/phone) to Parent/Guardian from mentor.
Tier 1 Intervention	5 Truancy Points	Formal letter sent via mail. Teacher or Mentor makes direct phone contact to discuss attendance barriers and implement an initial support plan.

Tier 2 Intervention	8 Truancy Points	ASE Referral is initiated and Tier II meetings begin following ASE protocol
Tier 3 Intervention	12 Truancy Points	Students are moved to ASE Tier III. Parent meeting takes place with ASE Lead/Coordinator, possibility of truancy is discussed with family
Formal Truancy	15 Truancy Points	The student is officially declared Truant. The school files a formal referral with the local ISD Attendance Officer and/or the County Probate Court for legal action against the student and/or parent/guardian (MCL 380.1599).
Withdrawal Consideration	20 consecutive uncommunicated Truancy Points	Student is administratively withdrawn from the program, following all state and district withdrawal procedures, and a final referral is made to the ISD/Probate Court.

Collection of Truancy Points

I. Who collects and how?

Points will be automatically collected in the dashboard based on the criteria set above. When students do not meet the academic or engagement expectations, they will earn one truancy point per expectation missed

II. What is done with these points?

ASE Coordinators will manage the spreadsheet that accompanies the form. A column will be added to keep track of the number of truancy points each student has accrued.

Restorative Points

I. How can we reward students for meeting expectations?

Students who have accrued eight points should be eligible for “debt forgiveness” by meeting criteria. Maybe this is set in a conversation with parents at Tier II or Tier III meetings?

II. What is done with these points?

ASE Teams keep track of points won back and use that to move kids back to Tier II or Tier I

Retention

I. Guidelines

The goal of any educational institution is to provide students with a comprehensive education. Lack of course completion is not in alignment with the goals or expectations of Michigan International Prep School. Therefore, students completing 59% or less of their courses will be considered for retention.

SPECIAL EDUCATION AND RELATED SERVICES

Michigan International Prep School provides a continuum of special education and related services to eligible students consistent with the student’s IEP. Services include but are not limited to consultative support that provides modification and accommodation to the general education curriculum; and direct special education support to a student, which may be provided via the telephone, Internet, and/or LiveLesson sessions. Students receiving special education support services are required to attend all special education LiveLesson sessions to receive the support outlined in each student's IEP.

SECTION 504 NOTICE

In accordance with Section 504 of the Rehabilitation Act of 1973, the school provides equal access to educational programs and activities for qualified students with disabilities. Students who are eligible may receive reasonable accommodations, aids, or services to ensure equal opportunity to participate in and benefit from school programs.

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 sponsored by [turnitin](https://turnitin.com). In addition, to improve your writing skills and avoid plagiarism, read the following articles.

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

Consequences for Plagiarism

- 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;
 - Student will be allowed to redo the assignment
 - The Teacher reserves the right to modify the second assignment.
- Second Offense
 - The incident will be documented in the MIPS SIS (Student Information System)
 - The parent/guardian will be contacted
 - A grade of zero will be entered
 - No opportunity to redo the assignment.
 - Administration may add additional restrictions or consequences

USE OF ARTIFICIAL INTELLIGENCE (AI)

As technology continues to advance, so do the tools and resources available for learning. Our school is committed to preparing you for a future where Artificial Intelligence (AI) plays an increasingly significant role. Therefore, you can expect to encounter and interact with AI technologies as part of your educational experience here.

Here are some appropriate ways (outside of those lessons) to use AI to assist with learning in school:

- Super Study Skills: Make schedules and keep your notes neat.
- Writing Made Easy: Check your grammar and fix your stories.
- Cool Learning Tools: Use fun games and AI to learn new things and explore topics.
- Explore and Create: Use fun tools to learn new things, make cool projects, and learn about anything!

Although AI can be used in many beneficial ways, students should always follow the expectations of good digital citizenship. 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. The consequences of a student using AI to complete assignments and submit as their own original work, will be the same as for plagiarism.

Additionally, we above all value the importance of human interaction in education. AI will be used to enhance learning, but will never replace the value of an educator in human interactions.

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 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 and is thus strictly prohibited. Individuals who violate FERPA could face criminal charges.

LEARNING LAB POLICIES

MIPS Learning Labs are a place for students to experience in person learning support from mentors or teachers. Students should schedule a time with the lab coordinator. Students can utilize the scheduled lab times to work through assignments, work to strengthen skills, and develop schedules, goals, and learning plans. Guardians are responsible for transporting their 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.*

Guidelines when working in the lab:

- Bring MIPS iPad or Chromebook
- Be respectful while attending the lab.
- Follow the MIPS student code
- Stay until the work is complete. Students may not leave the lab and return within the same day.
- Alert staff of health/medication/allergy concerns in writing
 - Necessary/required medications (i.e. inhaler, epi-pen, etc.) must be furnished by the Parent/Guardian

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
- Smoking
- Possession of alcohol/drugs
- Damage of school property
- Inappropriate language
- Public Display of Affection
- Disorderly Conduct
- Accessing or seeking out inappropriate material

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 should be eaten in the study hall area. **BULLYING PROHIBITION**

Our Board of Education believes that a safe and nurturing educational environment in school is necessary for students to learn and achieve high academic standards. Therefore, it is the policy of the Academy to provide a safe and nurturing environment for all of its students. Appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of students, as well as administrators, faculty, staff, visitors, and volunteers. Bullying and cyberbullying of a student, whether by other students, staff, visitors, Board members, parents, guests, contractors, vendors and volunteers, is prohibited. All pupils are protected under this policy. Please refer to [Board Policy 5517.01 BP](#) for more information.

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. Families wishing to appeal any decisions relating to their student's suspension/expulsion must do so in writing within 5 days to the appropriate MIPS Administrator. Please see [Board Policy 5611 BP](#) for more information.

NON-DISCRIMINATION POLICY

It is the expectation of the Board of Directors that the Educational Service Provider will prohibit discrimination on the basis of race, color, national origin, sex (including sexual orientation or gender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, in its programs and activities, including employment opportunities.

SEXUAL HARASSMENT NOTICE

 SHSA Information Guide - MIPS.pdf