



MICHIGAN
INTERNATIONAL
PREP SCHOOL

MIDDLE AND HIGH SCHOOL 2026-2027 Student Handbook

Michigan International Prep School
miprepschool.org

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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

It is with great anticipation and absolute pleasure that we welcome you to Michigan International Prep School, your online neighborhood 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 students for college, trades, or vocational careers. Students may also earn college credits while enrolled.

Every student is required to complete all courses scheduled each year at MIPS. We recognize that every student has unique needs and use sequential learning to assign one to five courses at a time on the learning platform. All courses are available 24/7, which gives students the flexibility to complete coursework anytime and anywhere. MIPS also has [Learning Labs](#) (click the link to see locations and hours) open for students to visit in person for assistance and use as a comfortable place to get school work done.

All 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.

EXPECTATIONS

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 is customized to meet the needs of new students and returning students accordingly.

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 the student's Educational Development Plan (EDP).
 - Review expectations of MIPS students
 - Designate/affirm the home coach and discuss the home coach's role and responsibilities

- Step 3
 - Navigate all applicable platforms and programs
 - Verify the student's ability to log into and use various platforms and digital tools, including Classlink
 - Review the 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, which can be completed in a self-paced manner
- Step 5: Entrance Testing
 - Students will schedule NWEA testing sessions to complete Reading and Math NWEA Growth testing.

COMMUNICATION EXPECTATIONS

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

- All communication should take place via an approved communication platform.
- All students are expected to meet in a video call with their mentor every week.
- 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 is required during all video calls.
- If a student fails to engage or make adequate progress in the MTSS intervention process, Continued unexcused absences may result in the initiation of truancy proceedings in accordance with state law and district policy.

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. Mentors will attempt to initiate communication at least three times each week, and students are required to maintain a minimum of weekly communication with their assigned mentor. While the preferred communication method (such as text, email, phone call, video call, or Chat) is decided collaboratively by the student, parent/guardian, and mentor, at least one interaction per week must be conducted via a video call. For students enrolled in grades 6th-12th, these expectations apply to direct communication between the student and their mentor. Conversely, for students in grades K-5th, the requirement applies to communication between the mentor and the parents, or a joint interaction involving the mentor, parents, and 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 is 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 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. While students who are removed are eligible to re-enroll during open enrollment, they will be readmitted under academic probation 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

TRUANCY POLICY

Based on Michigan's Compulsory Attendance Law (MCL 380.1561 et seq.) and common practice among Michigan schools, which defines truancy primarily by a number of **Truancy Triggers**, the following is a comprehensive truancy policy for a virtual school with both synchronous and asynchronous students.

The core principle is that **lack of participation and lack of academic progress in an online program constitute a Truancy Point from school.**

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.
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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 live lesson sessions. Students receiving special education support services are required to attend all special education Live Lesson 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.

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 to attend 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 a MIPS iPad or Chromebook
- Be respectful while attending the lab.
- Stay until the daily work is complete. Students may not leave the lab and return on the same day.
- Alert staff of health/medication/allergy concerns in writing
- Necessary/required medications (inhaler, EPI-PEN, etc.) must be furnished by the Parent/Guardian

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

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 to 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 who 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. Lunch will be served in the study hall room, when needed.

THE ROLE OF THE HOME COACH AND PARENT/GUARDIAN

MIPS has found that students are more successful in the virtual environment if they have an active, caring adult involved in their education. This can be a parent, guardian, or other responsible adult. We define this role as the Home Coach and require that each student have an adult delegated to fulfill this role.

Home Coaches are responsible for, 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's academic success.
- Verifying the student meets with their teacher and/or mentor weekly.

If the Home Coach and parent/guardian are not one and the same person, then it is imperative that the parent/guardian is updated regularly, and 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 Wednesday of October, and the second one during the second Wednesday of February.

REQUIRED TESTING

All students are **required** to complete NWEA assessments. The assessment is administered remotely at the beginning of the year and at the end of the school year. The NWEA provides baseline 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 and **must be completed in person**.

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, be financially responsible for its replacement. The Student/Parent will sign out each piece of equipment after enrollment and is required to return all equipment upon withdrawal from MIPS (including enrollment in another district) or graduation. 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 transferring out 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 selected Aristotle 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 Aristotle works. MIPS will monitor all devices and internet access of student accounts.

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, and/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. Additionally, 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
 - Parents/Guardians will be contacted.
 - A grade of zero will be entered as the score for the assignment;
 - The 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 it 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 them as their own original work will be the same as for plagiarism.

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

GRADUATION ATTIRE EXPECTATIONS

Each year, MIPS provides an in-person graduation ceremony. We encourage all graduates to attend with their families to celebrate the hard work put forth toward earning a high school diploma. All students wear formal caps and gowns.

The purpose of this policy is to maintain uniformity, decorum, and respect for tradition during graduation ceremonies. It ensures that all graduates present a cohesive appearance, reflecting the dignity of the occasion and honoring the academic achievements of each individual.

Scope: This policy applies to all graduating students participating in commencement ceremonies organized by Michigan International Prep School.

Policy: Graduates are prohibited from making any alterations or modifications to their graduation caps and gowns. They are also prohibited from wearing any additional accessories. This includes but is not limited to:

1. Adding decorations, embellishments, or accessories to the cap or gown.
2. Cutting, sewing, or altering the size, shape, or structure of the cap or gown.

3. Writing, drawing, or affixing any messages, symbols, or images onto the cap or gown.
4. Stoles, cords, medals, etc.

Enforcement:

1. Pre-Event Communication: Students will be informed of this policy well in advance of the graduation ceremony through official communication channels, including but not limited to email, website announcements, and student handbooks.
2. Verification at Check-In: Prior to the commencement ceremony, designated staff members shall inspect each graduate's attire to ensure compliance with this policy.
3. Remedial Action: Graduates found to be in violation of this policy may be denied participation in the ceremony until the necessary adjustments are made to comply with the regulations.
4. Exceptions: Exceptions to this policy may be granted on a case-by-case basis for religious or cultural reasons, provided that prior approval is obtained from the appropriate authorities.

CURRICULUM AND LEARNING MANAGEMENT SYSTEMS

All courses are aligned with the Michigan Merit Curriculum approved by the Michigan State Board of Education. Each year, students are expected to earn passing grades in all courses to be on pace to fulfill the Michigan Merit Curriculum by the end of their senior year. Maintaining a full schedule throughout the student's time at MIPS ensures they will be on pace to achieve all learning expectations.

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 the software.

SYNCHRONOUS VERSUS ASYNCHRONOUS LEARNING

Michigan International Prep School offers synchronous and asynchronous programs. The 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.

A Breakdown of the MIPS Synchronous and Asynchronous Programs:

MIPS Synchronous Program

The **Synchronous Program** is an online learning experience that emphasizes real-time interaction. Students attend **live lessons** where they can engage directly with MIPS teachers and peers through discussions, feedback, and activities.

- **Live, Interactive Lessons:** Most live lessons are one hour long and include several students.
- **Weekly Meetings:** Each core subject (English Language Arts, Mathematics, Science, and Social Studies) will have at least one live lesson per week, typically no more than two. Science and Social Studies might alternate weekly.
- **School of Arts:** Some MIPS School of Arts courses also include scheduled live lessons.
- **Flexibility:** While there are scheduled live lessons, students still have significant flexibility to complete coursework at other times.
- **Independent Work:** On days without live lessons, students are expected to complete assignments created and assigned by their teachers for all classes.

MIPS Asynchronous Program

The **Asynchronous Program** offers a more flexible online learning experience with no required live lessons. Students complete all their coursework independently, at any time that suits them.

- **No Required Live Lessons:** Students have complete control over their learning schedule.
- **Independent Study:** All coursework is completed individually.
- **Flexible Schedule:** Students can complete work at any time of the day or week.

Important Note for Both Sync and Async Programs

Regardless of whether a student is in the Synchronous or Asynchronous program, **all students are expected to complete schoolwork independently** outside of scheduled live lessons, small groups, or other meeting times to succeed.

Additional Requirements for All Students:

- **Required Small Group Instruction:** Students in either program who fall behind or show low academic performance will be required to attend small group instruction with a MIPS teacher and/or mentor. These sessions aim to provide the necessary support for academic improvement.
- **Weekly Homerooms:** Both synchronous and asynchronous students are expected to attend weekly homerooms to check in with teachers and mentors.
- **Mentor Communication:** All students are also expected to communicate regularly with their assigned mentor.

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 schedule will be created with the student's assigned counselor. All courses, including summative exams, must be completed 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-based on the student's EDP. 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 choices, and parent input. A student's EDP will be used to align with college and career plans, including specific student interests. All courses, including summative exams, must be completed by the final day of the school year. Core courses and additional electives will be determined based on progress towards completing the MMC and the student's EDP. Students will follow a sequential schedule set up with their mentor.

GRADUATION – DIPLOMA REQUIREMENTS

To graduate from MIPS, students must successfully meet the requirements of the Michigan Merit Curriculum (MMC) and Michigan Merit Examinations (MME). The MMC requires 18.5 specific types of credits, as we outline in the table below.

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 consist of SAT, ACT WorkKeys, and 11th Grade M-STEP. Most courses count as a ½ credit towards graduation.

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.	3
Social Studies	U.S. History & Geography World History & Geography 0.5 Government 0.5 Economics 0.5 Personal Finance (Starting with students in 8th grade during the 2023-24 school year)	3.5
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 students who were in the 8th grade during the 2023-24 school	2

	year, due to .5 credit requirement of Personal Finance..	
Michigan Merit Exam	Students must participate in all state testing in grades 9-12.	
Total	<i>Modifications defined by the State of Michigan will only be made after approval from the Administration.</i>	20

**Adult Learners have modified graduation requirements. Please see the Director of Adult Learning for more information.*

Students fulfilling the graduation requirements outlined above will earn a State of Michigan and Cognia (formerly AdvancEd) accredited high school diploma.

SECONDARY GRADE SCALE

MIPS uses a percentage-based scale for secondary students.

Grading Scale

Letter Grade	Percentage Range
A	100 - 93
A-	92 - 90
B+	89 - 87
B	86 - 83
B-	82 - 80
C+	79 - 77
C	76 - 73
C-	72 - 70
D+	69 - 67
D	66 - 63
D-	62 - 60
E (Failing)	59 or below

Grade Definitions

- **A** – Excellent knowledge
- **B** – Good knowledge
- **C** – Fair knowledge
- **D** – Poor knowledge
- **E** – Failure; no credit
- **I (Incomplete)** – Coursework unfinished; must be completed or retaken by end of school year
- **WP/WF** – Withdrawal Passing/Failing; reflects standing at time of withdrawal

Considerations: Students will earn a letter grade for all classes that they are scheduled in regardless of completion IF they were enrolled for the entire term. Exceptions should only apply to late enrollees (25e students).

Incomplete, Withdrawal, and Drop Procedures (Grades 6–12)

These designations ensure accurate reporting of student enrollment and progress.

Incomplete (I)

Definition: Student remained enrolled through the end of the term but did not complete required coursework.

Purpose: Indicates full-term enrollment with incomplete work.

Expectations: Student must complete or retake the course with MIPS by year-end.

When to apply:

- 25e students
- Late enrollees lacking sufficient time to finish coursework

Restrictions: Not permitted for students who withdraw or students who were enrolled for the entire term.

Withdrawal (WP/WF)

Used when a student withdraws before the end of the term.

- **WP – Withdrawal Passing:** Student was passing at withdrawal.
- **WF – Withdrawal Failing:** Student was failing at withdrawal.

Completed Coursework Exception: Students who finish the course before withdrawing receive the earned letter grade.

Restrictions: Students who are enrolled for the entire term/majority of the term, will receive a letter grade regardless of completion status.

Drop (DR)

Used when enrollment changes early in the course.

Appropriate Uses:

- Course changes after initial enrollment
- Withdrawal within **14 days** of course start date

Record Handling: Drops are suppressed from academic records

PROGRESS REPORTS

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

REPEATED COURSES

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

Students wishing to repeat a course they have already passed to achieve a better grade may do so, but only upon completing their required scheduled courses for that school year. Additionally, this option is granted only after the counselor provides a written request to the administration, and has been granted approval.

TAKING HIGH SCHOOL COURSES AS A MIDDLE SCHOOL STUDENT

Eighth-grade middle school students can take high school courses under certain qualifying criteria.

Below you will find the guidelines.

1. Students interested in earning high school credit as a middle school student must receive prior approval from their counselor. Students must take the NWEA and show proficiency in the subject area they are attempting for credit **prior** to being scheduled.
2. Middle school students who demonstrate advanced academic mastery may be

permitted to enroll in high school courses. Upon approval by the school administration, these students may complete the coursework without earning high school credit. The course will satisfy advancement prerequisites but will not appear on the high school transcript or impact the high school Grade Point Average (GPA).

3. Students must complete the course and pass the final exam to earn high school credit.
4. 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.

Middle school students who demonstrate advanced academic mastery may be permitted to enroll in high school courses. Upon approval by the school administration, these students may complete the coursework without earning high school credit. The course will satisfy advancement prerequisites but will not appear on the high school transcript or impact the high school Grade Point Average (GPA).

TRANSFER STUDENTS AND CREDITS

Providing students the opportunity to demonstrate their learning progress and achievement is the cornerstone of the district's approach to proficiency-based education, promotion, and graduation. All students are expected to demonstrate achievement of the knowledge, skills, and work habits articulated in the Michigan academic content-area standards.

The transcript documents courses and standards achieved in different schools, as well as the student's proficiency levels in the content area at the time of graduation. While not always uniform for transfer students, the transcript should provide a more accurate picture of what the student actually knows and is able to do.

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 the 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 upon multiple points of criteria, such as:

- 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.

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 guidelines:

1. MIPS will translate transferred credits and courses to the equivalent of a MIPS course credit type.
2. When a sending school does not award credit for two terms of a course, due to a policy that students need to complete a full year of a course to earn any credit, MIPS will average their two terms into a half-credit (.5) grade.
3. When incoming transcripts only contain percentages, MIPS will award the appropriate grade according to the MIPS High School Grade Scale below.
4. In the event that a student earns a passing grade from a previous school but is not awarded credit, at the discretion of the counseling team and administration, credit may be awarded
5. MIPS can only input grades for Y1 (year-long), S1/S2 (semester-based), and T1/T2/T3 (trimester) terms. Therefore, any quarter-based credits or other store codes will be converted to one of the above-mentioned stored grade codes.
6. 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. MIPS does not offer a GPA that exceeds 4.0 or extra GPA points for honors, AP, or dual enrollment courses.

If a student or parent feels that the credit translation inaccurately represents their learning, they may send a written email to the administration for review of the credits. Administration withholds the right to a final decision and may ask for

additional documentation before determining that decision.

TESTING OUT OF A COURSE

Michigan International Prep School (MIPS) provides two 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 a full course schedule 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 complete the [test out form](#) to officially make the request.

TEST-OUT SCHEDULE

1. First opportunity - Week before school starts
2. Second opportunity - Monday through Thursday, the week before our December winter break.

PATHWAYS

At Michigan International Prep School, we believe education should be molded to fit the student - and not the other way around. Shape your own learning experience by choosing a customized online learning pathway that matches your unique goals and interests. Students and guardians need to meet with counselors and the College and Career Coordinator to determine what would be best for the student's individual needs. Options may include work-based learning, dual enrollment, early middle college, career and technical education, etc.

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. Students who

are college-oriented are encouraged to start through our dual enrollment options. The following are some of the eligibility guidelines/standards:

1. Students in grades 9 through 12 may take up to ten postsecondary courses.
2. Open entry, open exit- both starting second half of 9th grade.
3. Students can qualify for dual enrollment by taking one of the following assessments: PSAT, PLAN, EXPLORE, ACT, or MME, or with additional authorization from the college.
4. 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.
5. Students must be enrolled in both the eligible school (public or private) and the eligible postsecondary institution during the local school's regular academic year and must be enrolled in at least one high school class.
6. The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education.
7. 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.
8. For current MIPS students, all 10 courses (**prior to the deadline** for submitting the dual enrollment form) must be completed and passed in order to take or continue with dual enrollment.
9. 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.
10. **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 they had been authorized to take, the student will be billed.
 - b. In cases where students are administered a "bill back" or withdraw past the reimbursement deadlines, changes approved class, etc, the student will be ineligible for dual enrollment for one full year.

11. At the end of each semester, final grades received for the class must be submitted to the appropriate MIPS staff. *If this step is not completed, eligibility for future dual enrollment will be in jeopardy.*

EARLY MIDDLE COLLEGE

The middle college model high school program provides students the opportunity to receive a high school diploma and an Associate's degree or up to two years of credit toward a Bachelor's degree in the span of five years. Students take a combination of high school and college classes in order to obtain their high school diploma and an associate's degree for free.

If you are interested in dual enrollment or Early Middle College, please contact our [College and Career Coordinator](#).

ADVANCED PLACEMENT (AP) AND HONORS COURSE GUIDELINES AND RULES

AP and Honors courses are rigorous and in many cases require a substantial amount of additional work. As a result, students must have attained at least a C+ in the prior course for each subject. For example, a student desiring to take the AP English Literature and Composition course needs to have earned at least a C+ in English 10 or English 11, depending on the year they want to take the AP course. The same rule applies to Honors courses.

There is no final grade weighting. All courses are on a 4.0 grading scale.

If a student falls below a C+ in the first half of the course, then they will be removed from the honors or AP version for the second half of the course.

Honors and AP coursework cannot be modified or altered in any way. This means no assignments can be removed.

Advanced Placement (AP) provides an opportunity for students to experience college-level work while in high school. Students may earn college credit by scoring qualifying grades on the AP exam(s). It is based on two factors:

1. The specific score that you receive on the test.
2. Your specific college/university's decision on how they apply 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 meet 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.

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 the 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.

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, or 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 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.

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.

SEXUAL HARASSMENT NOTICE

 **SHSA Information Guide - MIPS.pdf**