



**MICHIGAN
INTERNATIONAL
PREP SCHOOL**

**Student and Parent Handbook
2020-2021**



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VISION STATEMENT

To create a 21st Century education that challenges and motivates all students to become tomorrow's model global workforce and community leaders.

MISSION STATEMENT

To provide a 21st century education that taps into the affinity of each student so they will achieve their maximum potential, will be prepared to succeed in the global economy and will become self-directed lifelong learners.



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ORIENTATION

All students, both new and returning, are required to participate in a series of orientation steps led by their assigned mentor. This will include things such as:

- NWEA assessment (Reading and Math)
- Educational Development Plan (EDP)
- Demonstrated success logging into and using email and associated learning platforms
- Sequential planning for the year (In what order and when students will accomplish the required 10 classes)

CURRICULUM and LEARNING MANAGEMENT SYSTEMS

All decisions related to which learning platform, course sequence, etc. are made in conjunction with a student's mentor after applicable school testing has been completed. Students will access their courses via Classlink, a single sign-on, that enables easier access to any of the programs they might need.

COUNT DAYS

All students are **required** to complete an assignment or exam in each class assigned on each Count Day. Count day(s) for this school year are October 7, 2020 and February 10, 2021. All Learning labs will be open additional hours on these dates for student needs.

TESTING

All students are required to complete NWEA assessments each school year upon enrollment and at school year end. This [link](#) is to MIPS' Assessment Manual which outlines the specifics about each test, purposes, etc. Students are also required to complete all mandatory state assessments based on grade level. Below are the state approved testing windows. Specific dates and locations will be emailed directly to students and parent/guardians prior to December 2020.

M-STEP Grades 5,8, and 11 4/12/21-5/7/21

M-STEP Grades 3,4,6, and 7 5/3/21-5/28/21

ALL MIPS M-STEP will be 5/3/21-5/7/21

SAT (Grade 11) 4/13/20 or 4/28/21 (Makeup)

ACT WorkKeys (Grade 11) 4/14/21 or 4/29/21 (Makeup)

PSAT (Grade 8) 4/13/21 or 4/27-28/21 (Makeup)

PSAT (Grade 9) 4/14-15/21 or 4/27-28/21 (Makeup)



PSAT (Grade 10) 4/14-15/21 or 4/27-28/21 (Makeup)
Accommodations Testing Window 4/14/21-/28/21
WIDA Testing Window 2/1/21-3/19/21

TECHNOLOGY

Any student using equipment (computer, internet, etc.) owned by Michigan International Prep School, agrees to be financially responsible for this equipment. Student/Parent will sign out each piece of equipment after enrollment and are required to return said equipment upon withdrawal from MIPS (including enrollment in another district) or graduation. Only a technician that is authorized by the administration can repair any equipment that is damaged while in student possession. The student is financially responsible for any and all damages to MIPS technology equipment. Any MIPS property, including but not limited to laptops, power cords, and bags must be returned to a MIPS Learning Lab and checked in by a MIPS employee upon transferring out or graduation. This [link](#) is to the Acceptable Use Policy signed during new and re-enrollment.

SCHEDULING

Grades K-5

All students will complete initial assessments during orientation. Course levels, Educational Development Plan, and student schedule will be determined based on results, individual student needs, and parent input. Each spring, students will complete summative assessments to ensure development is within range determined for the individual. A 10 - course schedule will be assigned to each student upon completion of assessments. All 10 courses are to be completed, including summative exams, by the final day of the school year. Report cards will be issued at the end of each school year with following the numeric grade scale for core courses. All elective courses are issued “M” Mastered or “NM” Not Mastered.

4 = Exceeding

Student has independently exceeded grade level expectations and demonstrated a deep level of understanding of the material.

3 = Meeting

Student meets grade level expectations with consistency and accuracy.

2 = Developing

Student is developing an understanding of but is not yet meeting grade level expectations.

1 = Area of Concern

Student is not demonstrating an understanding of grade level expectations.



Grades 6 – 8

All students will complete initial assessments during orientation. Course levels, Educational Development Plan, and student schedule will be determined based on results, individual student needs, and parent input. Each spring, students will complete summative assessments to ensure development is within range determined for the individual. A 10 - course schedule will be assigned to each student upon completion of assessments. All 10 courses are to be completed including summative exams by the final day of the school year. If necessary, during the school year teachers and/or parents may request additional evaluations based on student observation. All students will be expected to complete a full year of Language Arts, Math, Science, and Social Studies. Additional elective courses will be determined based upon a student's EDP. Core courses will be assigned grades based on the High School grade scale. Electives not receiving high school credit are issued "M" Mastered or "NM" Not Mastered at year-end report card.

Grades 9 - 12

All students will complete initial assessments during orientation. Course levels, Educational Development Plan, and student schedule will be determined based on results, individual student needs, and parent input. Each spring, students will complete summative assessments to ensure development is within range determined for the individual. An individual plan will be built to suit college and career plans including specific student interests. A 10 - course schedule will be created with each student after assessments are completed and all 10 courses are to be completed, including summative exams, by the final day of the school year. Any courses not completed will receive an "I" Incomplete on the student transcript and report card. Corresponding grades will be added to final transcripts. Assigned courses that are not completed by the middle of August will need to start over the following school year.

GRADUATION – DIPLOMA REQUIREMENTS

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

MIPS calendar continues through summer if necessary to complete the 10 assigned courses. All courseware is available 24/7, giving students the flexibility to complete coursework anytime and anywhere. Learning labs will also be open for students needing assistance or just a focused work space. For diploma eligibility, students must complete a minimum of 5 credits while attending MIPS AND complete the MME which consists of SAT, ACT WorkKeys, and 11th Grade MSTEP.



Our educators are experienced on-line teachers and all courses are accredited. Students fulfilling our graduation requirements (following Michigan Merit Curriculum guidelines) will earn a Michigan Accredited high school diploma.

MIPS HIGH SCHOOL GRADE SCALE

Grade	Percent	GPA
A	100-93	4.0
A-	92-90	3.67
B+	89-87	3.33
B	86-83	3.0
B-	82-80	2.67
C+	79-77	2.33
C	76-73	2.0
C-	72-70	1.67
D+	69-67	1.33
D	66-63	1.0
D-	62-60	0.67
F	Below 60	0.0

REPEATED COURSES

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

MIPS’ POLICY FOR HIGH SCHOOL CREDIT IN MIDDLE SCHOOL

Pursuant to [state law](#), the following guidelines are set forth for MIPS application.

1. If a student is taking a full high school course, and they pass the final exam of that course, then high school credit will be awarded.
2. Scheduling students in these classes requires prior approval.
 - a. Mentor needs to ensure that the student understands this is a high school credit bearing class.
3. All courses in the middle school that are attempted for high school credit will count in the high school GPA regardless of grade earned.



TRANSFER CREDITS

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

- If the curricula are comparable, credit earned at the previous school will be granted.
- If the curricula are not comparable, the student may be given a comprehensive examination and/or assessment on the curriculum for which the student is seeking credit.
 - If the assessment performance is satisfactory, the student will be granted credit toward graduation but will receive no letter grade.
 - If the assessment performance is unsatisfactory, the student will not receive credit. To receive credit for that curriculum, the student will be required to take coursework at MIPS or other accredited high school.

INDEPENDENT STUDY

Students must maintain 2-way communication throughout the semester for Independent Study. Both also require Counselor/Mentor Teacher approval prior to start of term. Independent Study communication must be content related - all students must submit a weekly journal reflection of their learning for the week that will be turned in at the end of the term in addition to approved final project.

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.

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

ADVANCED PLACEMENT (AP)

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

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

Some schools waive specific general education credits/classes while others just offer elective credit. Some schools require a higher score for the applicable credit than others.

Testing for AP courses happens in May of each year and is under the auspices of the Collegeboard.

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 in Edmentum's LMS.
2. Within the first week of class, join the appropriate class section as directed.
3. Inform the Executive Director of College and Career Advancement by the end of October that you will be taking and paying for the test.
4. Send a check to MIPS for the full amount by the end of January. 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.



- Note: If you believe you should qualify for a fee reduction, please notify the Executive Director of College and Career Advancement
 - Current cost is \$94 per exam
5. Follow any directions regarding setting up an online AP account at MY AP.
 6. Take the AP exam(s) in May - Please note: Due to the nature of our school, the locations of the exams may vary and may require some travel. Sites are determined once students have decided to take the tests.

TESTING OUT

Michigan International Prep School will allow students to request to test out of a given course. Michigan International Prep School will use a culminating assessment and/or supplemental materials, depending on the course, to gauge knowledge of all items the student would have learned about throughout the duration of taking the course. Students wishing to test out must request this with their mentor through this [link](#). It will notify the MIPS staff who will add the test-out course for the student. The date, time, and location of the testing is at the discretion of the school. Students may only attempt a test out one time per course. Students must still have 10 full courses on their schedule in order to take a test out opportunity. A student must not have completed more than 15% of the course while at MIPS in order to attempt a test out.

Students must earn a 77% on the culminating exam (or parts of the exam) in order to be awarded credit. The final grade will be “CR” for credit and will not be factored into the student’s GPA.

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

ATTENDANCE POLICY

All Michigan International Prep School Students are required to adhere to the MIPS Attendance policy. Attendance is measured in two ways; progress in classes and two-way communication between mentor and student. Students are expected to complete all 10 courses assigned. Students are required to communicate with their Mentor teacher twice each week. The method of communication will be determined between the Mentor and student/parent or guardian. The parent/guardian may facilitate the communication for students in grades K-5 who do not yet possess the necessary communication skills to complete the requirement.

Lack of progress may result in academic probation. Mentors will attempt communication a minimum of three times each week. If a student has 10 consecutive days without progress and/or



mentor communication, our Interventionist will step in to work with family/student to establish a plan of re-engagement. 15 days with no progress/communication will result in Truancy procedures and/or possible removal from the program. MIPS administration will attempt three contacts following the 15 days. If no response, student's resident truancy department will be notified or the student will be dropped from MIPS. Students who are removed from the program are eligible to reenroll at such time as they are prepared to actively participate in their education. Any student returning to MIPS following exit due to lack of participation will be placed on an academic contract with specific progress and communication requirements.

If an extended absence becomes necessary, written notification to mentor teacher is required.

- Excused absences include, but are not limited to, technology/Connectivity issues, illness (mental or physical), family emergency, economic hardship resulting in unstable educational environment.

PLAGIARISM POLICY

Plagiarism means turning in work based on other people's thoughts and ideas without giving them credit. Paraphrasing (changing the words) does not make the work your own, and it still might be plagiarism. Here's how to tell when paraphrasing is OK and when it is plagiarism.

Paraphrasing is OK:

For short, factual information (example: there are 206 bones in the human body)

For assignments that give information and then ask you to put it in your own words.

Paraphrasing is plagiarism:

When you use someone else's idea and just change the words (example: you are asked to explain why something happened or to give an opinion, and you paraphrase something you found online.)

- First offense: A grade of zero will be entered for the assignment. A log entry will be made in PowerSchool, you will be required to complete an online ethics assignment, and your parent/guardian will be contacted. You will be allowed to redo the assignment to erase the zero, but the Content Teacher and Mentor Teacher reserve the right to modify the second assignment.
- Any incident after the first offense: The assignment grade will be a zero, with no opportunity to redo. This applies to all types of assignments, including the final exam. A log entry will



be made in PowerSchool, and your parent/guardian will be contacted. Administration will be notified and additional restrictions or consequences may be put in place.

CITING SOURCES

If you need to include another person's ideas in your work, you must make it clear that you are not trying to pass it off as your own by giving credit to the author. One way to do this is to mention the source and use quotation marks. Another way to give credit is to cite your sources at the end of your report: <http://rescomp.stanford.edu/~cheshire/EinsteinQuotes.html>

Listing the website/article/book alone is an informal way to cite an Internet source. There are several formal methods of citing sources. If your teacher specifies MLA, APA, or another format, be sure to use that format. Research papers and essays should always use a formal citation method.

STUDENT RECORDS

The educational records of any student enrolled in Michigan International Prep School are protected under the Family Educational Rights and Privacy Act of 1974. A parent or eligible student (one who has attained the age of 18) may review the records. Copies of educational records will be provided to parents or eligible students upon request. The following personally identifiable information is declared to be "Directory Information": student's name, address, telephone number, photograph, videotape, date/place of birth, gender, participation in official school activities, weight and height if in athletics, dates of attendance, diplomas/honors received, latest school attended, and major field of study. This information will be released at the discretion of the staff of Michigan International Prep School (MIPS) without consent of the parent or eligible student unless a signed directive is received by MIPS not to release any or all of the above information. Employees of MIPS in the areas of instruction, special services, administration, research/evaluation, and student records are authorized to have access to records in the educational interest of the student.

LEARNING LAB POLICIES

The purpose of the MIPS Lab is to learn together about practice and develop shared, collaborative practices. In this spirit, all participants engage in the learning, planning, and the enactment of a Lab visit. The lab is organized around this practice.

A Lab visit begins with collective learning about a specific content, a particular instructional activity, or a talk. This focus may be selected by the mentor, teacher, student, guardian, or



collectively decided upon by all the participants. Engagement may occur through a brief reading, investigating, or watching content videos.

Next, plan and practice occurs through collaboration. At this stage participants anticipate student thinking and consider the benefits and challenges of decision making to develop a shared goal for learning. The collaborators may identify particular areas of interest or curiosity or concern for focus areas during the Lab visit.

Lastly teachers teach a lesson by modeling best practices. The intent of this time is for educators to be involved in live teaching. Teachers may choose to pause a lesson and think aloud with the learner about what they are noticing, share with one another, and determine where to steer instruction. Be sure to make time to analyze how the lesson went, considering what was learned about student thinking in relation to the content and how this played out during the Lab visit.

All students are required to sign in upon arrival to the lab and sign out upon exiting the lab. Guardians are responsible for getting students into and from the lab. For students K-5 a guardian is required to sign in on behalf of their student and stay the entire duration of the visit.

Students are expected to bring their laptop each time they visit the lab. They are to be respectful while attending the lab. Students are not allowed to leave the lab and return within the same day.

Guardians and adult students are responsible for notifying MIPS of any health/medication/allergy issues pertaining to the student. Notification and instructions must be in writing and furnished to MIPS with any necessary or required medication (i.e. inhaler, epi-pen, etc.)

These items may be housed at MIPS and made available to the student as directed. They will be returned at the end of the school year.

Alcohol and illicit substances are prohibited. Profanity will not be tolerated. The access of adult content websites is strictly forbidden.

PROHIBITED BEHAVIORS

The following behaviors are prohibited at all Learning Labs and school related activities and events:



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- 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
- Public Display of Affection
- Disorderly Conduct

Students exhibiting any of the behaviors listed above are subject to suspension and/or expulsion from Michigan International Prep School.

NO weapons of any type are permitted or tolerated at any MIPS Learning Lab site. This is a "ZERO-TOLERANCE" policy and any violation will result in immediate expulsion.

MIPS Learning Labs are all "Smoke Free" environments, smoking is not permitted in or around any MIPS Lab.

A food/kitchen area will be provided for those students that bring a lunch/snack to the MIPS Labs. All food and beverages MUST be consumed in the kitchen area only and eating/snacking is not permitted anywhere else in the lab or at work stations.

BULLYING PROHIBITION

The Michigan International Prep School board of education recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of education prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's



ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.

“Bullying” or “harassment” is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or over-all well-being may be at issue.

“Bullying” is conduct that meets all of the following criteria:

- Is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- Is directed at one or more pupils;
- Is conveyed through physical, verbal, technological or emotional means;
- Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,



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- 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 administrators and/or the administrators' designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the administrator and/or the administrators' designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

The Michigan International Prep School Board of Education prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Michigan International Prep School Board of Education prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate



remedial action for a *person* found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a *school employee* found to have falsely accused another as a means of bullying or harassment shall be in accordance with district policies, procedures, and agreements.

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.