

<u>Board of Education</u> President, 2024-2025	Okemos Public Schools board@okemosk12.net http://okemosk12.net	4406 Okemos Road Okemos, Michigan 48864 Phone: 517-706-5010
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This agenda is for general informational purposes only. Based on board policy, the board of education may revise this agenda and may take up other issues at the meeting.

7:00 PM

**MEETING AGENDA
Monday, June 9, 2025**

Community Conference Rm

CALL TO ORDER

Tom Buffett, Jason Burns, Katie Cavanaugh, Shulawn Doxie, Andrew Phelps, Leeni Shrestha and Jillian Winn

WELCOME AND MEETING FORMAT (2 Min)

Welcome to this regular meeting of the Okemos Board of Education held in public for the purpose of conducting the business of the school board.

There are two opportunities for public comment: Citizens who wish to address agenda or non-agenda items will have an opportunity at the beginning of the meeting, as well as near the end of the meeting. In-person individuals who wish to address the board must complete a blue form, located with the agendas near the room entrance, and present it to the board's secretary prior to the start of the agenda item. Virtual participants must submit their name and address in a message through the chat box located in Zoom's meeting controls prior to the start of the agenda item.

At the appropriate point in the agenda, the board president will call upon individuals who have submitted a blue card or chat message and that individual's microphone will be un-muted for their comments.

DISCUSSION MOVED FORWARD – Student Trip (5 Min)

OHS French Teacher Kim Floyd will present information regarding a French student trip to France, proposed for June 10-18, 2026.

DISCUSSION MOVED FORWARD: Cardiac Emergency Response Plan

Per State law and Board Policy 3402, the board must annually review and adopt the district's Cardiac Emergency Response Plan. Safety & Security Director Katie Diehl and School Nurse Stephanie Gosha will present the proposed plan.

DISCUSSION MOVED FORWARD: Student-Parent Handbooks

Assistant Superintendent Bailey and Building Administrators will present the proposed changes to the elementary, Kinawa, Chippewa Middle School, and Okemos High School student-parent handbooks.

PRESENTATION: Student Success Data Portal (15 Min)

Director Lara Slee will present information regarding a new student success data portal and accompanying annual reporting.

DISCUSSION MOVED FORWARD: 2025-2026 Budget Development

The board will enter into a work session for the purpose of developing the 2025-2026 budget. Potential budget reductions and revenue opportunities will be discussed. The 24-25 budget revisions will also be reviewed.

CITIZENS ADDRESS AGENDA AND NON-AGENDA ITEMS

At this time in the meeting, citizens have an opportunity to address the board regarding items of interest that may or may not be part of the evening's agenda. Citizens are required to limit comments to three minutes, except when this requirement is waived by the board president during the meeting. A designated timekeeper will communicate to the individual who is addressing the board at three minutes. The board highly values public comment and input; however, the board meeting format is designed to facilitate the evening's agenda and,

therefore, restricts board members from engaging in conversation with speakers or immediately responding to questions. Questions and concerns may be addressed by the board later in the agenda and may be assigned for follow-up by the board or superintendent at a later date.

SUPERINTENDENT REPORTS/REQUESTS (10 Min)

The superintendent will highlight events and issues of interest and take questions from the board.

BOARD REPORTS/REQUESTS (10 Min)

The board will acknowledge receipt of correspondence.

Individual board members may highlight other events and issues of interest and request follow-up on other matters of concern.

ACTION ITEMS

Within Action Items, there is a Consent Agenda to expedite the business of the board which groups a number of items together to be dealt with by one action of the board. However, items in the consent agenda may be extracted by individual board member request for further discussion or clarification.

CONSENT AGENDA (5 Min)

In an effort to expedite the business of the board of education, but in no way meant to diminish the importance of each item, a Consent Agenda has been developed.

That the board approve items 1 through 6 for immediate implementation and appropriate action.

Item 1: Approval of the Minutes of the Regular Meeting of May 12, 2025; Item 2: Approval of the Minutes of the Executive Session Meeting of May 12, 2025; Item 3: Approval of the Minutes of the Regular Meeting of May 19, 2025; Item 4: Approval of the Minutes of the Special Meeting of May 27, 2025; Item 5: Approval of the Minutes of the Executive Session Meeting of May 27, 2025; Item 6: Acknowledge receipt of the May financial statement and approve payment of bills for May.

OTHER ACTION ITEMS

The Other Action Items require additional discussion prior to board action.

Membership in MHSAA

Each year, the board of education is required to take formal action to affiliate with the Michigan High School Athletic Association.

That the board waive the reading and adopt the resolution permitting Okemos Public Schools to continue membership in the Michigan High School Athletic Association for the year August 1, 2025 through July 31, 2026 (Roll Call).

Certification of Summer Tax

Tax bills are sent out by Meridian and Alaieton townships and the City of Lansing twice a year; half for summer taxes and the balance for winter taxes. Williamstown Township collects school taxes during the winter only.

That the board waive the reading and certify collection of summer tax levy for Okemos Public Schools in the amount specified by the tax levy provided by the Ingham Intermediate School District and negotiation of the fee for collection of the tax levy (Roll Call Vote).

Board Policy - Final Reading

The board reviewed the following policies at before placing on the website for public review: 3115 Non-Discrimination, Anti-Harassment and Non-Retaliation; 3115A Definitions for 3115 Series; 3115B Designation of Coordinators; 3115C Supportive Measures; 3115D Informal Resolution; 3115E Grievance Procedure and Remedies; 3115F Complaint Dismissal and Appeals; 3115H Training Requirements and Policy Notice; 3118 Title IX Sexual Harassment; 3402 Drills, Plans and Reports; 4213 Anti-Nepotism; 5206 Student Discipline; and 5509 Public Appearances of School Groups.

That the board waive the reading and adopt final reading of board policies 3115 Non-Discrimination, Anti-Harassment and Non-Retaliation; 3115A Definitions for 3115 Series; 3115B Designation of Coordinators; 3115C Supportive Measures; 3115D Informal Resolution; 3115E

Grievance Procedure and Remedies; 3115F Complaint Dismissal and Appeals; 3115H Training Requirements and Policy Notice; 3118 Title IX Sexual Harrassment; 3402 Drills, Plans and Reports; 4213 Anti-Nepotism; 5206 Student Discipline; and 5509 Public Appearances of School Groups.

DISCUSSION ITEMS

Discussion items are intended to provide an opportunity for review of material and interaction concerning the individual items. Action is not taken during the board meeting. Discussion items may be acted upon by the Board of Education at a later date. The board president may move a discussion item forward in the meeting agenda to facilitate timely discussion and/or community input on that discussion item.

Strategic Planning Goals

The board will discuss the proposed strategic planning goals for action at the June 16th meeting.

COMMENTS FROM THE PUBLIC

At this time in the meeting, citizens have an opportunity to address the board regarding any item(s) of interest. Individual comments at this time will be limited to three minutes but may be extended at the discretion of the board president. A designated timekeeper will communicate to the individual who is addressing the board at three minutes. The board highly values public comment; however, our meeting format does not allow the board to engage in conversation with speakers. Questions or concerns may be assigned for follow-up by the board or the administration at a later date.

OTHER MATTERS (5 Min)

ADJOURN

OKEMOS HIGH SCHOOL EXTENDED FIELD TRIP PROPOSAL



Proposed Trip Location: *France: Paris, Dordogne & Cote d'Azur*

Proposed Trip Dates: *June 10-18, 2026*

Expected number of student participants: *20-25*

Expected number of chaperones required, and names of those already committed to attending:
*4-5
 Kim Floyd
 Melissa Samluk*

As per the Board of Education, policy #5506, please insert links to (or print out) multiple trip proposals below.

Proposal #1: *ACIS*
 Estimated Cost: *\$5800 USD*

Proposal #2: *Prométour*
 Estimated Cost: *\$4935 USD*

Proposal #3: *N/A*
 Estimated Cost:

Rationale for preferred trip proposal from the choices above:
I have traveled with both companies. Both are excellent experiences. Prométour gives you more experience for your money.

Possible Fundraisers:
*• Coin Drive
 • Flip Give
 • Culver's Night* } *would cover tip money & or treat/prizes while abroad.*

Date to present to the BOE: *June 9th*

Approval (Dept Head or Building Admin):
K. Berkeley Joyzel Date *5/28/2025*

JUN 18-26, 2026

Group Leader
Melissa Samluk

Group Leader ID
8485



Paris, Dordogne and the Côte d'Azur

WHAT'S INCLUDED

- ✈ Round-Trip Flights
- 🍽 Daily Breakfast and Dinner (unless otherwise noted)
- ★ 3- or 4-Star Hotels
- 👤 24-Hour Tour Manager
- 🏠 Centrally Located Hotels
- ★ Start Exploring
- 📍 Global Network
- 🚗 All Local Transportation
- 🎧 Personal Headsets Included Throughout Tour
- 🗺 Paris Tour with Guide
- 🗼 Eiffel Tower Top Floor
- 🚤 Seine Boat Ride
- 🚄 Paris-Bordeaux TGV
- 🍄 Truffle Hunt and Tasting
- 🏰 Lascaux IV
- 🗼 Pont du Gard Third Floor with Guide
- 🎨 Be Cézanne Painting Lesson
- 🌿 Jardin Exotique
- 🏭 Fragonard Perfume Factory Tour

TRIP ITINERARY

9 Days | Overnights: Overnight Flight (1), Paris (2), Sarlat (2), Provence (1), Cote d'Azur (2)



OUR PROMISE

Travel Changes Lives

In educational travel, every moment matters. Pushing the experience from “good enough” to exceptional is what we do every day. Our mission is to empower educators to introduce their students to the world beyond the classroom and inspire the next generation of global citizens.





TOUR COST

Depart From: Detroit

Cost per Traveler

\$5800

\$483 per month using an automatic payment plan

Full Payment Deadline

2/8/2026

Cost Breakdown

Program Fee	\$5880
Early Registration Discount	\$-200
Prepaid Tipping	\$120
Total Cost	\$5800

Valid through 7/1/2025

Additional Fees (as applicable)

Adult Surcharge	\$100
Single Room Supplement	\$840
Double Room Supplement	\$525
Ultimate Protection Plan	\$360
Ultimate-Plus Protection Plan	\$495

NOTES FROM ACIS

Earn a \$100 Bundle Discount by selecting an upgraded protection plan and enrolling in Automatic Payments.

All registered participants can enjoy the convenience and savings of having payments automatically withdrawn from a checking account with an Automatic Payment Plan. To learn more, visit [acis.com/autopay](https://www.acis.com/autopay).

Adult travelers over 21 should add in the Adult Surcharge and Double or Single Room Supplement to calculate Total Cost.

This educational travel program is not school or district sponsored unless expressly stated by the Group Leader.



ACIS TRIPSITE

Scan the code to view your group's Tripsite and learn more details about your upcoming trip, and to register!

Get Started Today

REGISTER:

Scan the above QR code or visit www.acis.com/findmytrip and enter your Group Leader's ID and last name and click Register Now when you're ready to sign up.

QUESTIONS?

Find answers to our most frequently asked questions at www.acis.com/faqs or contact Traveler Support via Live Chat on [acis.com](https://www.acis.com) or email accounts@acis.com.

FULL ITINERARY

DAY 1, JUN 18, 2026: OVERNIGHT FLIGHT

Depart from the USA.

DAY 2, JUN 19, 2026: PARIS

Bienvenue à Paris! Meet your ACIS Tour Manager and get acquainted with this graceful city's cobblestoned streets, charming cafés and vibrant neighborhoods. Paris is called the "City of Light" for its role as a center of education during the Age of Enlightenment (it was also one of the first cities to adopt streetlights). After settling in, you'll see the soaring stained-glass windows of Sainte-Chapelle. (D)

DAY 3, JUN 20, 2026: PARIS

Your day begins with a guided sightseeing tour that takes you past some of the most famous attractions in Paris. Your expert local guide will show you the magnificent Arc de Triomphe at the top of the Champs-Élysées, Napoleon's final resting place at Les Invalides and the Gothic wonder of Notre Dame. Later, enjoy a guided visit inside the Musée d'Orsay, a beautiful Beaux-Arts former railway station now housing one of the world's top Impressionist art collections. Tonight, ascend to the top of the iconic Eiffel Tower for breathtaking views of Paris. Then gain a completely different perspective of the city as you enjoy a serene evening boat cruise on the Seine (B,D)

DAY 4, JUN 21, 2026: SARLAT

Travel on the high-speed TGV to the southern city of Bordeaux, the wine capital of the world and a center for arts and culture. Here your tour manager will take you on a walking tour of this historic port city. You'll have time to grab lunch before the drive to the Dordogne, a picturesque region of France named after the river that runs through it. And you'll feel as though you've been transported back into the Renaissance when you arrive in the well-preserved town Sarlat-la-Canéda. (B,D)

DAY 5, JUN 22, 2026: SARLAT

This morning experience Lascaux IV, a beautiful, interactive and immersive museum that will unlock your understanding and appreciation of this region's world-famous prehistoric cave art. Then visit a truffle farm where you will take part in a truffle hunt with dogs trained to sniff out these highly prized delicacies. After this unique experience, you'll enjoy a tasting of truffles and truffle-infused products. (B,D)

DAY 6, JUN 23, 2026: PROVENCE

Drive through southern France en route to Provence, stopping to visit the walled city of Carcassonne, a fortified medieval town whose ramparts and towers are so well-preserved that they have been featured in movies. (B,D)

DAY 7, JUN 24, 2026: COTE D'AZUR

Marvel at Roman engineering today as you visit the Pont du Gard, a Roman aqueduct preserved in almost perfect condition. This impressive 161-foot tall bridge aqueduct is still standing nearly 2,000 years after its construction. Our tour offers an exclusive guided visit to the third floor for a closer look at the structure's architecture and exceptional views. Continue through the Provençal countryside to picturesque Aix-en-Provence, hometown of Paul Cézanne. During a Be Cézanne painting lesson a local artist and Cézanne expert will teach you the great artist's techniques and explain how he helped build the artistic bridge between 19th century Impressionism and 20th century Cubism. Then put your new skills to the test and re-create one of Cézanne's masterpieces.

Then admire the rugged limestone of majestic Montagne Sainte-Victoire, a favorite and frequent subject of Cézanne, as you continue to the chic Côte d'Azur for dinner. (B,D)

DAY 8, JUN 25, 2026: COTE D'AZUR

Stroll the city's splendid squares, the winding alleyways of Vieux Nice and the Promenade des Anglais on your morning sightseeing tour. Later you'll drive along seaside cliffs to the village of Eze where you'll visit to the Fragonard Perfume Factory and enjoy sweeping vistas from the fragrant Jardin Exotique. Then continue on to Monaco, the glamorous home of the rich and famous. The scenic drive back to Nice will cap off a full day and an exceptional week. (B,D)

DAY 9, JUN 26, 2026: DEPARTURE

Depart for the USA. (B)



Prométour

EDUCATIONAL TOURS



Paris, Dordogne & the Côte d'Azur 🏰 🌿

Okemos High School

June 10th - 18th, 2026

9 Days

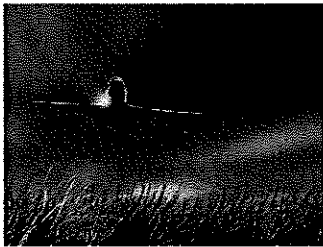
the perfect holiday according to...

Sher Afghan

✉ sher@prometour.com

DAY 1: Travel to Paris

Wed 10-Jun-2026



Board your flight from Detroit and begin your journey to Paris!

DAY 2: Paris

Thursday 11-Jun-2026



Bienvenue en France! Meet your French Prometour Tour Director at the arrivals section of the airport.

Transfer by **motor coach** to the hotel to drop off your luggage, check-in will be later.

While in Paris, travel like the locals do by walking and using the Paris **metro system**.
(pass included)

Explore Paris with your Prometour Tour Director. See **Place de la Concorde**, stroll along the **Champs-Elysees**, and admire several French monuments including the **Arc de Triomphe** where in lies the Tomb of the Unknown Soldier.

Explore **Paris** at **your own pace**; discover a less often visited Quartier, people watch from a sidewalk café, or indulge in some shopping.

Enjoy dinner with your group in a local restaurant.

Overnight accommodation in Paris.

DAY 3: Paris

Friday 12-Jun-2026



Enjoy breakfast at the hotel with your group.

Follow a local guide on a tour of **Ile de la Cité** - You'll see Cathedral Notre Dame de Paris, the Sainte-Chapelle, spend some time on Place Dauphine and then cross the **Pont St-Louis** off to **Ile St-Louis**

Explore the **Musée du Louvre** at your **own pace**. It is the world's most-visited museum, a Paris historic landmark, and home to more than 480,000 works of art and antiquities including the Mona Lisa and the Venus de Milo (**non-guided**)
(*this museum is subject to availability*)

Have lunch on your own.

(*location and time to be determined by your Prometour Tour Director and Group Leader*)

Explore the **Quartier Latin** at your **own pace** to discover some of its highlights like the Luxembourg Gardens, the Pantheon, the Sorbonne University, and the Petit Prince Store dedicated to St-Exupéry's masterpiece.

Admire the architecture of Paris as you cruise along the River Seine on board a **Bateau Mouche**. (*on board commentary / audio-guide*)

Take in the view from the **2nd floor of the Eiffel Tower**.

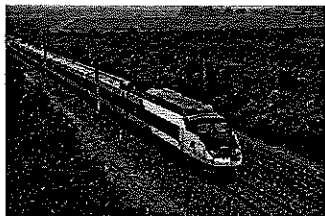
(*subject to availability, no access to 3rd floor*)

Enjoy dinner with your group in a local restaurant.

Overnight accommodation in Paris.

DAY 4: Continue to Sarlat

Saturday 13-Jun-2026



Enjoy breakfast at the hotel with your group.

Transfer by **motor coach** from your hotel to the train station.

Enjoy the scenery as you travel by **TGV high speed train** to **Bordeaux**.

With your **Tour Director** explore **Bordeaux's historic center**, a UNESCO World Heritage Site, including its famous **Mirroir d'Eau** and the lively **Quartier St-Pierre** Quarter.

Have lunch on your own.

(*location and time to be determined by your Prometour Tour Director and Group Leader*)

Board your **motor coach** and travel to **Sarlat-la-Canéda**, considered to be one of France's best examples of a 14th century town.

Explore the charming town of **Sarlat-la-Canéda** at your **own pace**. The shops sell local delicacies like foie gras and its cobbled stone streets lead to picturesque squares.

Enjoy dinner with your group in a local restaurant.

Overnight accommodation in Sarlat la Caneda (*or surrounding area*)

DAY 5: Sarlat

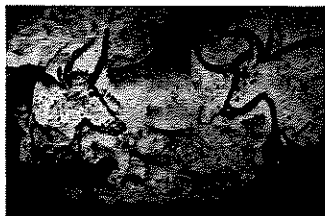
Sunday 14-Jun-2026

Enjoy breakfast at the hotel with your group

Go to the **Lascaux International Center**. Featuring a complete replica of the original cave famous for its ancient wall paintings, it invites visitors to experience the authentic emotion felt at its discovery. (**non-guided**)

Have lunch on your own.

(*location and time to be determined by your Prometour Tour Director and Group Leader*)



Enjoy the breathtaking views while **canoeing** under down the Dordogne River through La vallée des 5 châteaux -*subject to availability*

Board your **motor coach** and return to **Sarlat-la-Canéda**.

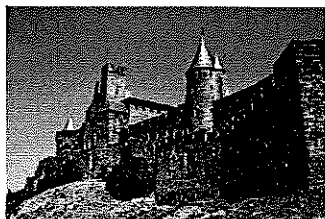
Wander the charming streets of Sarlat-la-Canéda, where quaint shops offer local delicacies like foie gras and picturesque squares invite you to linger

Enjoy dinner with your group in a local restaurant.

Overnight accommodation in Sarlat la Caneda (*or surrounding area*)

DAY 6: Provence

Monday 15-Jun-2026



Enjoy breakfast at the hotel with your group

Board your **motor coach** and travel to **Carcassonne**, famous for its hilltop medieval citadel.

With your **Tour Director** discover the **Cité de Carcassonne**, a medieval citadel that contains the Carcassonne Castle, Saint Nazaire Basilica, and medieval houses.

Board your **motor coach** and continue on to **Avignon**, surrounded by medieval stone ramparts.

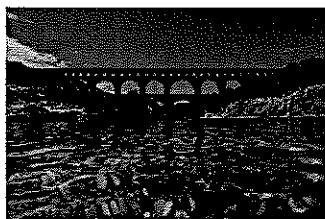
Enjoy dinner with your group in a local restaurant.

Explore **Avignon** at your **own pace**. Discover the 14th century City Walls, relax in cafe-lined Place de l'Horloge, look for the Pont d'Avignon, or explore the covered market of Les Halles.

Overnight accommodation in Avignon.

DAY 7: Cote D'Azur

Tuesday 16-Jun-2026



Enjoy breakfast at the hotel with your group.

Enjoy a **guided visit** of **Pont du Gard**, the famous three-level stone Roman aqueduct that crosses the Gardon River Valley

Have lunch on your own.

(location and time to be determined by your Prometour Tour Director and Group Leader)

Board your **motor coach** and travel to **Aix-En-Provence**, a city where many great artists have come for inspiration, including Paul Cézanne.

Be Cézanne: Painting Workshop

Learn Cézanne's techniques from a local artist, then bring his style to life as you paint—possibly in the shadow of his beloved Mont Sainte-Victoire

Board your **motor coach** and continue on to **Nice**, the heart of the Côte d'Azur.

Enjoy dinner with your group in a local restaurant.

Overnight accommodation in Nice.

DAY 8: Cote D'Azur

Wed 17-Jun-2026



Enjoy breakfast at the hotel with your group.

With your **Tour Director** explore **Vieux Nice**. The Old Town is a maze of narrow streets teeming with local life, buildings painted a faded Roman gold, flower-strewn squares, and traditional bakeries.

Walk along **Promenade des Anglais**. Paid for by Nice's English colony in 1822, it follows the complete 4km sweep of the Baie des Anges.

Have lunch on your own.

(location and time to be determined by your Prometour Tour Director and Group Leader)

Board your **motor coach** and travel to **Eze**, a medieval village perched like an eagle's nest on a narrow rocky peak overlooking the Mediterranean sea.

Visit **Parfumerie Fragonard** and **Boutique** to learn how French perfumes are made. (guided)

Explore the **Jardin Exotique d'Eze**; located at the top of the perched village of Eze, among the ruins of an ancient castle, overlooking the Mediterranean sea

Board your **motor coach** and continue on to **Monaco**, known for its glitzy casinos, yacht-lined harbor and prestigious Grand Prix motor race, which runs through Monaco's streets once a year.

Take a walk with your **Prometour Tour Director** through **Monaco**, also known as "the rock", a medieval village at heart and a magnificent picturesque site.

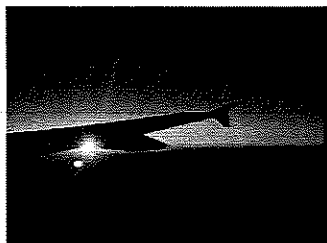
Board your **motor coach** and return to Nice.

Enjoy dinner with your group in a local restaurant.

Overnight accommodation in Nice.

DAY 9: Return Home

Thursday 18-Jun-2026



Enjoy breakfast at the hotel with your group.

Transfer by private **motor coach** to the airport.

Say a fond *Au Revoir* to your **French Prometour Tour Director**.

Board your transatlantic flight from Nice and fly back to Detroit

DOCUMENTS



PROTECTION PLAN: [student-group-coverage-highlights.pdf](#)

PRICE PER PERSON SHEET

This is a privately operated tour - you will not be combined with another group

Student Price Per Participant

29 to 30 participants : **4 590 USD**

27 to 28 participants : **4 685 USD**

25 to 26 participants : **4 795 USD**

23 to 24 participants : **4 935 USD**

SUPPLEMENTS

Adult Activity Supplement \$15 per day, per person
Twin Room Supplement \$60 per night, per person
Single Room Supplement \$120 per night, per person
Student Plus Insurance Plan Supplement \$300 per person
Adult Plus Insurance Plan Supplement \$394 per person

OPTIONAL ADDITIONAL COVERAGE covering group travel dates

Prométour is pleased to provide the Student Essentials plan from Travelex Insurance Services for all participants. Information for this included coverage can be found in the Student Essentials product filer [here](#).

For your convenience, we offer a travel insurance plan for additional benefits through Travelex Insurance Services. You will have the option to purchase this coverage. For more information and rates, refer to the Student Group Plus flyer [here](#).

Travel Insurance is underwritten by Zurich American Insurance Company, (NAIC #16535). Any person who knowingly presents a false or fraudulent claim for payment of a loss or benefit or knowingly presents false information in an application for insurance is guilty of a crime and may be subject to fines and confinement in prison. Please visit travelexinsurance.com/company/fraud-warning to view the state specific fraud warnings or call 844.825.1716.

This trip is quoted as a student tour, prices are subject to increase if number of adults exceeds 30% of group size.

PRICE INCLUDES:

Student Group Essentials Plan covering group dates of travel

PAYMENT SCHEDULE

Based on Travel Dates

To Be Determined

Please check with your credit card company and/or financial institution for any extra application fees.

PRICE DOES NOT INCLUDE:

Refer to **complete policy** for all insurance details.

Airline baggage charges according to their policies

Roundtrip airfare*

Detroit - Paris

Nice - Detroit

-direct flights not guaranteed

Departure tax depending on destination & airline

Transportation to/from Detroit Airport

Meals that are not indicated in the daily program

Ground transportation while in destination

Private bus transportation from Paris Airport to hotel: *day 2*

Public transit passes in Paris

TGV Train Paris – Avignon

Private bus transportation: *day 4 - day 8*

Private bus transportation from hotel to Nice Airport: *day 9*

Student Group Plus Plan

- Cancellation

- Cancel For Any Reason (CFAR)

Money for sub-costs, stipends or incidentals

Accommodation

7 nights multiple occupancy in quality hotels

3-star standard, 3 & 4 per room, single beds not guaranteed

Group leader & chaperones in twin accommodation according to gender

Tips

It's customary to tip as a token of appreciation, ultimately tips are at the discretion of the group.

These tipping suggestions are based on industry standards:

Prometour Tour Director \$6 per day, per person

Motor Coach Drivers \$3 per day, per person

Meals

7 Breakfasts / 7 Dinners

Group menu with 1 non-alcoholic beverage + vegetarian option

Personal spending money

Activities & Sightseeing

All aforementioned visits, activities, tours and admissions

Any applicable processing fees (\$45)

Tour Guides

Service of a dynamic, bilingual Prometour Tour Director

Local city/activity guides as indicated in the program

Costs associated with travel documents, visas, medical testing, vaccinations, or other as required by your destination(s) or home country

Chaperones

4 complimentary trips (twin accommodation according to gender)

Costs associated with changes to itinerary due to unforeseen circumstances including but not limited to: pandemics, epidemics, natural disasters, or other.

Other

Applicable service fees, taxes and FICAV contribution

NOTES

* AIRLINE FUEL SURCHARGE(already included in these prices): Airlines have the legal right to impose fuel surcharges to tickets even after bookings have been made. Departure taxes and airline fuel surcharges at time of this quote = \$645

* Flights can only be researched and booked within 11-months prior to return date, and confirmed once first deposits are received.

* Flight times are subject to airline-imposed schedule changes outside of Prometour's control. Direct flights are not guaranteed.

! Prométour reserves the right to alter your itinerary before or during your tour for reasons including but not limited to: severe weather conditions, government restrictions, holidays, special events, or other unforeseen circumstances. When a scheduled activity or tourist site is not possible, we will make every effort to minimize inconvenience by adjusting the itinerary or replacing the item with a similar item of equal standard and value.

New Green Initiative!

Prométour's target is to be a 100% carbon neutral company. Complimentary CO2 offsetting is now included on all tours including bus or air transportation.

EXCHANGE RATE: Prometour has quoted this package at an exchange of 1 E = 1.10 USD

Useful Information

→ **TERMS & CONDITIONS**

339 rue Saint-Paul East, Montreal, Quebec, H2Y 1H3, Canada

www.prometour.com

✉ info@prometour.com

📞 USA: 1-800-304-9446 / CAN: 1-800-657-7754



Cardiac Emergency Response Plan

Okemos Public School District

Stephanie Gosha - District Nurse

Katie Diehl - Director of Safety and Security

06.08.2025



CARDIAC EMERGENCY RESPONSE

- This plan is an updated and revised version of the already existing ***Cardiac Emergency Response Plan (CERP)*** in place.
- Compliant with MCL - Section 29.19b under Act 207 of 1941
- Aligns with BOE Policy 3402 Drills, Plans, and Reports
- 2024 MI HEARTSafe Certification; three-year designation

HIGHLIGHTS

- **Copy of plan on Okemos Public Schools website**
- **Medical Emergency Response Team (MERT)** - This language is incorporated into the plan.
- **Cardiac Emergency Response Drills** - Two (2) drills performed each year by each school and to be monitored by District Nurse.
- **AEDs** - AED locations updated and strategically placed in buildings per best practices and recommendations. Signage updated as well.
- **Locations** of AEDs are designated on emergency maps placed in all school buildings.

Medical Emergency Response Team (MERT)

- Each School has a Medical Emergency Response Team (MERT)
- All members of MERT team are required to complete and maintain CPR certification.
- All members will attend an initial training or refresher at the beginning of each school year.
- Nurse will conduct 2 drills throughout the school year with different scenarios.
- Debriefing will occur after MERT events are called to determine improvement.

Roles and Responsibilities

- Communication by health & safety team to principals and administrators at the beginning of school year.
- Each building (principal or administrator) will be responsible for appointing an emergency communicator (and backup) for incident reporting.
- Integrate CERP with EMS.
- Health and Safety team to conduct annual review and evaluation of CERP to improve school's response process.
- Board action to adopt the Cardiac Response Plan

Thank you!

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517-706-5008

Series 3000: Operations, Finance, and Property

3400 School Safety and Security

3402-AG Drills, Plans, and Reports

Cardiac Emergency Response Plan

The board is committed to maintaining a safe environment for the administration of automated external defibrillators.

The superintendent or the designee will develop and implement regulations that enable Okemos Public Schools to offer an appropriate response in the event of a cardiac emergency. These procedures will include, but are not limited to:

1. The use and regular maintenance of automated external defibrillators located within the district.
2. Activation of a cardiac emergency response team/medical emergency response team in the event of an identified cardiac emergency.
3. The methods for effective and efficient communication in the building or outside area in which the emergency arises.
4. A training plan for the use of automated external defibrillators and cardiopulmonary resuscitation techniques.
5. The incorporation or integration of a local emergency response system and emergency response agencies in the district's procedures.

For the purposes of the Cardiac Emergency Response Plan, Medical Emergency Response Team (MERT) and Cardiac Emergency Response Team (CERT) are interchangeable.

This Cardiac Emergency Response Plan is developed in compliance with Section 19 of the Michigan Fire Prevention Code.

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive, or unconscious
- Not breathing normally (i.e. may have irregular breathing, gasping or gurgling or may not be breathing at all),
- Seizure or convulsion-like activity.

Note: If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

A. Developing a Cardiac Emergency Response Team

1. Per District, Building teams are to be overseen by the District Health Team.
2. The Cardiac Emergency Response Team/Medical Emergency Response Team

shall be composed of those individuals who have current CPR/AED certification. It will include a building administrator, office staff, educators, athletic personnel, and/or others within the school.

3. Members of the Cardiac Emergency Response Team/Medical Emergency Response Team are identified in the “Cardiac Emergency Response Team” (Appendix A), to be updated annually and as needed to remain current. One of the team members shall be designated as the Cardiac Emergency Response Team Coordinator.
4. All members of the Cardiac Emergency Response Team/Medical Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.

B. Activation of Cardiac Emergency/Medical Emergency Response Team

1. The members of the Cardiac Emergency Response Team/ Medical Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
2. The protocol for responding to a cardiac emergency is described in “Protocol for Posting” (Appendix B).
3. The members of the Cardiac Emergency/Medical Emergency Response Team shall be notified when other medical crises occur.

C. Automated External Defibrillators (AEDs) – Placement and Maintenance

1. Minimum recommended number of AEDs:
 - *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the Okemos Public Schools Okemos, Michigan school building, A sufficient number is estimated by time to scene from recognition to AED placement within 2-5 minutes.
 - *Outside the school building* on school grounds / athletic fields for school-sanctioned sports and Community Education run sports– The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified people, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.
 - It is the responsibility of Community Education and School Athletics to check out an AED for outside activities
 - *Back-up AEDs* – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The backup AED(s) should also be available for use by the school’s athletic teams or other groups traveling to off-site locations within the state.
2. The Director of Operations or the designee will develop a process to regularly check and maintain each AED used OPS purposes in accordance with the AED’s operating manual and maintain a log of the maintenance activity. The Operations Director or the designee shall be responsible for verifying equipment readiness and maintaining maintenance activity records.
3. Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razors, scissors, towel antiseptic wipes, and a CPR barrier mask.
4. AEDs shall not be locked in an office or stored in a location that is not easily and

quickly accessible at all times.

5. AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities within the buildings, in accordance with this plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set with the AED case. All AEDs should have clear AED signage to be easily identified. Locations of the AEDs are to be listed on the protocol for posting (Appendix B).

D. Communication of this Plan executed by the Health and Safety Team

1. Locations of the nearest AED shall be *posted* as follows:
 - In each classroom, cafeteria, hallway restroom, faculty break room, auditorium, and in all school offices.
 - In the gymnasium, swimming pool area, and at other strategic school campus locations, including outdoor physical education and athletic areas.
2. The Cardiac Emergency Response protocol shall be:
 - Included in each classroom's emergency procedures folder.
 - Adjacent to the school telephone in the main office, guidance office, and
 - Registrar's office, when these exist.
 - Adjacent to the Meridian Senior Center main office telephone.
3. The Cardiac Emergency Response Protocol shall be distributed by the building Principal or Director to:
 - All staff and administrators at the start of each school year, with updates distributed as they are made.
 - All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
 - All Club Directors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
4. Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to building staff by the building Principal or Director.
5. A copy of this Cardiac Emergency Response Plan may be found on the OPS website at www.Okemosk12.net.

E. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

1. Staff Training:
 - Training shall be provided by a member of the Health Team who may or may not be a school staff member, currently certified by a nationally recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
 - Training may be traditional classroom or blended instruction but should include cognitive learning, hands-on practice, and testing.
2. Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this plan. Principals or Directors in conjunction with the health team will ensure that their building performs a minimum of two successful Cardiac Emergency Response Drills each school year with the participation of administrators, teachers, athletic

trainers, coaches, other targeted responders, and emergency personnel, if possible. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the drill in 5 minutes or less. Schools shall prepare and maintain a Cardiac Emergency Response Drill Report for each drill (Appendix C). These reports shall be maintained for a minimum of 5 years locally with other safety documents and housed in the district's drill reporting system, currently Munetrix. A member of the Health and Safety Team shall be present at each drill performed with a debriefing of the drill afterwards.

F. Local Emergency Medical Services (EMS) Integration

1. The Safety Team shall provide a copy of this plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS) with updates distributed as made.
2. The Safety Team shall work with local emergency response agencies to
 - Coordinate this plan with the local emergency response system and
 - To inform local emergency response systems of the number and location of on-site AEDs.

G. Annual Review and Evaluation of the Plan

The Health and Safety Team shall conduct an annual internal review of the school district's plan. The annual review should focus on ways to improve the school response process, including:

1. A *post-event review* following an event (Appendix E). This includes a review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The Principal or Director shall designate the person who will be responsible for establishing the documentation process. Post-event documentation and action shall include the following:
 - A contact list of individuals to be notified in case of a cardiac emergency.
 - Determine the procedures for the release of information regarding the cardiac emergency.
 - Date, time, and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - The identification of the person(s) who responded to the emergency.
 - The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - An evaluation of whether the plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the plan and in its implementation if the plan was not optimally suited for the specific incident.
 - An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
2. A review of the documentation for all Cardiac Emergency Response Drills performed during the school year.

3. A determination, at least annually, as to whether or not additions, changes, or modifications to the plan are needed (Appendix F). Reasons for a change in the plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or changes in school facilities, equipment, processes, technology, administration, or personnel.

H. Incident Reporting

1. Each building shall be responsible for appointing its own Emergency Communicator and a backup in the event that this staff member is not available. This staff shall be responsible for contacting and relaying emergency information to
 - a. 911 or emergency personnel
 - b. School Nurse or Human Resources if there is no Nurse available
 - c. Student's parent/guardian or staff member's emergency contact
 - d. Operations to replenish equipment

Legal authority: MCL 29.19, 29.19b; MCL 380.1241, 380.1308, 380.1308a, 380.1308b, 380.1310a, 380.1319, 380.1901, et seq.

Date adopted:

Date revised:

Appendix B: Protocol for Posting Cardiac Emergency - Response Team Protocol

Sudden cardiac arrest events can vary greatly. Faculty, staff, and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Building Location Information

School Name & Address _____

School Emergency Phone# _____

Cross Streets _____

AED Location _____

AED Location _____

AED Location _____

AED Location _____

AED Location _____

AED Location _____

Follow these steps in responding to a suspected cardiac emergency:

(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (irregular breaths, gasping, gurgling, or not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person demonstrates signs of cardiac arrest described above and is treated the same.

(b) Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit.
- Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team. o Give the exact location of the emergency. ("Mr. /Ms. ___ Classroom, Room # ___, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
- If you are a CERT member, proceed immediately to the scene of the cardiac

emergency.

- The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.

(c) Start CPR:

- Begin continuous chest compressions and have someone retrieve the AED.
- Press hard and fast in the center of the chest. The goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
- Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old).
- Follow the 9-1-1 dispatcher's instructions, if provided.

(d) Use the nearest AED:

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

(e) Transition care to EMS:

- Transition care to EMS upon arrival so that they can provide advanced life support.

(f) Action to be taken by Office / Administrative Staff:

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, etc.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify staff and students when to return to the normal schedule.
- Contact school district administration and the Operations Department for the replacement of any equipment used.

Appendix C: School-Based Cardiac Emergency Response Drill Report

School Name: _____

Date: _____ Drill #: _____

Location of the Victim: _____

Time from Victim down to found (min/sec): _____

Time from Victim down to shock (min/sec): _____

Goal: Complete the drill in under 3 minutes

Y	N	NA	
			Communication of emergency is clear and without delay?
			Team responded with urgency?
			Scene checked for safety?
			Victim checked for responsiveness?
			Someone directed to call 9-1-1?
			Staff sent to wait for EMS?
			Victim checked for breathing 5-10 seconds?
			CPR started with chest compressions?
			Compressions at least 2 inches deep and at a rate of approx. 30 compressions in 18 seconds?
			2 breaths given with just enough air to make the chest rise?
			Nose was pinched while giving breaths?
			Compressions resumed immediately after 2 breaths administered?
			AED arrived at the scene within 3 minutes?
			AED pads applied immediately and without pause in compressions except to apply pads?
			Team members communicated with each other throughout the drill?
			Shift of roles completed smoothly?

Questions for post-drill review:

What did the Cardiac Emergency Response Team do right?

What could the Cardiac Emergency Response Team do better?

What was easy to remember?

What was difficult to remember?

**Appendix D: School-Based Cardiac Emergency Response Plan
Annual Review of Drills**

*Examine each Drill Summary Checklist when completing
this annual review for your school documentation.*

School Name:

Number of Drills performed:

Months Drills were performed:

List staff strengths during drills leading to appropriate responses:

List areas for improvement during drills to lead toward more effective response:

List recommendations for improvements to the CERP to help ensure a more effective response:

**Appendix E: School-Based Cardiac Emergency Response Plan
Post-Event Review**

Designated person completing documentation: _____

School Name: Location of Event: _____

Date/ Time off Event: _____

List all steps taken to respond to the cardiac emergency:

Was the victim a student, staff member, parent, or other adult?

List all person(s) who responded to the emergency (including Name, Role):

List the outcome of the cardiac emergency (summary of the presumed medical condition as publicly available):

CERP Evaluation

- List components of the CERP that contributed to an effective response:
 -
- List recommendations for improvements to the CERP to help ensure a more effective response:
 -
- Discussions with medical personnel:
 -
- General comments:

Debriefing process for responders and post-event support (Aftercare services and counselors):

**Appendix F: School-Based Cardiac Emergency Response Plan
Annual CERP Evaluation**

*Examine the Annual Post Event and Drill reviews when completing
the annual CERP evaluation for your school documentation.*

List all strengths in carrying out the CERP during this school year (including strengths of the CERP in action and/or strengths of those who carried it out).

List any changes to be made to the categories of your CERP for next school year.
(Consider school facilities, processes, equipment, administration, personnel, and other changes in conditions.)

1. Developing a Cardiac Emergency Response Team
2. Activation of Cardiac Emergency Response Team during an identified cardiac emergency
3. Automated external defibrillators (AEDs) – placement and maintenance
4. Communication of this Plan throughout the school campus
5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use
6. Local Emergency Medical Services (EMS) integration with the school/school district's plan
7. Annual review and evaluation of the plan
8. Protocol for School Cardiac Emergency Responders

Memo to the Okemos Public Schools Board of Education: Proposed Recommendation & Changes for an Okemos Public Schools District Student/Parent Handbook 2025-2026

The OPS instructional leadership team has created a district handbook for all K-12 students for two main reasons: increase alignment between schools and align language with new or updated Board of Education policies.

In addition, given the additional academic components at the high school, there is an accompanying Student/Parent Handbook for High School Academics. We feel it is beneficial for all families to have this information as they plan for their students' learning experience in the district.

The purchase of Thrun Board policies included a sample Student Handbook aligned with the associated policy. Some of that language was utilized in the creation of this handbook.

Additions/Changes

- **Academic Information (p. 6-11)**

- **NEW** - High School Academic Student Handbook (p.9): There are many academic areas that are specific to the high school only. Rather than list all of them in the District handbook, a supplement was created to clearly define programs and processes.
- **NEW** - Homeless Children and Youth (p.9): recommended by Thrun sample handbook and alignment with District policy.
- **NEW** - Placement (p.9): recommended by Thrun sample handbook and alignment with current practices.
- **NEW** - Rights Of Custodial And Non-Custodial Parents (p.10): recommended by Thrun sample handbook
- **NEW** - Universal Accommodations (p.10): Implemented in the 24-25 school year. Teacher & Administrator feedback contributed to slight revisions.
- **NEW** - Video and Film Viewing (p.11): Written to align with current practice.

- **Behavior Expectations (p.12-30)**

- **Thrun Policy Alignment** - This was the bulk of our work. The majority of this section is based on Thrun policy alignment and Thrun sample handbook language. From that point, the leadership team reviewed the recommendations against current handbook language and current practices to ensure consistency and alignment.
- **NEW** - Prohibited Conduct and Potential Consequence(s) Chart: One key area created was the Prohibited Conduct and Potential Consequence(s) chart. Past handbooks had the information provided in a narrative mode. We felt that the chart created clarity and included the associated Board Policy links. The chart includes all Prohibited Conduct that had previously been included in any of the handbooks.
- **Definitions** - Definitions were also a key area of this section. We wanted to be sure that parents and students understood the school language, such as PBIS (p.12) and Restorative Practices (p.22).

- **Behavior Response Language** - All of the language regarding suspensions, expulsions, and appeals comes directly from Board Policy and Thrun sample handbook language. The only exception is keeping the Okemos process for a disciplinary hearing (p.25). We felt that was important to stay in the section.
 - **NEW** - An addition in this section was Educational Programming During Suspension or Expulsion (p.26), as recommended by Thrun sample handbook.
- **Building/District Information (p.31-39)**
 - **General Revisions** - Adjustments were made to this section to achieve common district language, a focus on code-of-conduct and procedural content, alignment with newly adopted board policies, and ease of usability and reference.
 - **NEW** - Early Release Procedures (p.32): Based on experiences throughout this year, added language to align with current practice.
 - **UPDATE** - Transportation (p.36): revision to the language for obtaining a bus pass so that the accurate process was represented
- **Health and Safety (p.40-46)**
 - **General Revisions** - Adjustments were made to this section to achieve common district language, a focus on code-of-conduct and procedural content, alignment with newly adopted board policies, and ease of usability and reference.
 - **NEW** - Asthma Inhalers and Epinephrine Auto-Injectors/Inhalers, to align with Board policy. Addition of form in Appendix C.
 - **NEW** - Sunscreen- To align with best practice, we need to obtain parental permission for student use of sunscreen. Working to add to our back to school forms via PowerSchool.
- **Home/School Connections (p.47-48)**
 - **General Revisions** - Adjustments were made to this section to achieve common district language, a focus on code-of-conduct and procedural content, alignment with newly adopted board policies, and ease of usability and reference.
- **Registration and Records (p.49-55)**
 - **General Revisions** - Adjustments were made to this section to achieve common district language, a focus on code-of-conduct and procedural content, alignment with newly adopted board policies, and ease of usability and reference.
 - **NEW** - Okemos Public Montessori at Central Elementary: Given the high interest in this choice program, if an OPM student plans an extended vacation beyond fifteen (15) consecutive school days, the district reserves the right to move the student to a traditional program upon their return. The student would then need to reapply to the Montessori program for the following school year.
- **Safety and Security (p.56-58)**
 - **General Revisions** - Adjustments were made to this section to achieve common district language, a focus on code-of-conduct and procedural content, alignment with newly adopted board policies, and ease of usability and reference.
 - **UPDATE** - Infectious Diseases p.41: information presented in a table format for ease of reference

- **Technology (p.59-70)**

- **General Revisions** - Adjustments were made to this section to achieve common district language, a focus on code-of-conduct and procedural content, alignment with newly adopted board policies, and ease of usability and reference.
- **UPDATE** - Artificial Intelligence (AI) p. 59: combined guidelines from each of the the levels/buildings for a single district approach to using AI tool for learning

- **Additional Resources (p.71-79)**

- **General Revisions** - Adjustments were made to this section to achieve common district language, a focus on code-of-conduct and procedural content, alignment with newly adopted board policies, and ease of usability and reference.
- **NEW** - *Self-Administration of Medication* form as provided by Thurn



Okemos Public Schools

**District Student and Family
Handbook
2025-2026**

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-

WELCOME

Welcome to another year of education in the Okemos Public Schools, where there is a strong tradition of success and progress for each child. We are committed to partnering with families to promote a strong educational foundation and the development of a well-rounded child. To accomplish this goal, we believe in continuing communication between home and school. This handbook is one way of establishing that link and it is intended as a way to help you manage the school year to your child's best advantage. Our mission is, "Together. . . educating with excellence and inspiring each learner for life."

Please review the handbook and utilize it as a guide to programs, policies and parent/guardian tips. After reviewing the booklet, you are welcome to call the school or visit with an administrator to discuss any questions or concerns. Specific Board of Education policies on any of these issues or items can be obtained at the Board Office and on our district's website.

Okemos Public Schools Leadership Team

Mission Statement

Together...educating with excellence, inspiring each learner for life.

Web Accessibility Statement

Okemos Public Schools (OPS) recognizes the importance of making digital information provided on the District's website accessible to students, prospective students, parents, employees, guests and visitors with disabilities, particularly those with visual, hearing or manual impairments or who otherwise require the use of assistive technology to access information.

Okemos Public Schools strives to adhere to the accepted guidelines and standards for accessibility and usability as comprehensively as possible on this website. If you cannot fully access the information on the District's website, please communicate specific issues with the District's Web Accessibility Coordinator. We will

Okemos Public School District Student & Family Handbook

make every effort to provide the information to you in an alternate format and/or make the necessary improvements to ensure the information is accessible.

Formal complaints regarding accessibility concerns may be filed through our Section 504 and Title II grievance procedure. The following persons have been designated to handle inquiries and/or complaints regarding the non-discrimination policies:

Section 504 and Title II Coordinator (adults)

John Hood, Superintendent
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864
517-706-5007
john.hood@okemosk12.net

Title IX Coordinator

Stacy Bailey, Asst. Superintendent
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864
517-706-5006
stacy.bailey@okemosk12.netPhot

Section 504 and Title II Coordinator (students)

Heather Pricco, Director Special Education
Department
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517-706-4829
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Web Accessibility Coordinator

Nathan Brown, Telecommunications Coordinator
Department of Technology
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864
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POLICY STATEMENT

The Okemos Student and Family Handbook is designed to provide a general overview of rules and expectations for the community. For a complete list and detailed content of policies of the Board of Education policies, please visit the [board policies page](#).




ACADEMIC INFORMATION

USE of GENERATIVE ARTIFICIAL INTELLIGENCE (A.I.)

In order to help students to acquire new knowledge and skills, as well as to build their knowledge and skills progressively over time, teachers must have access to students' authentic displays of learning. Sometimes, those skills can be ethically and productively enhanced in very positive ways using generative AI, and at other times, teachers will prefer that students complete assignments without using generative AI. This will likely depend upon the skills/knowledge being assessed.

Therefore, these levels may be used by teachers to communicate their expectations for students' use of AI to complete various creative assignments both in and out of the classroom.

For additional information, see [District Acceptable Use Policy](#) & [Board Policy 5208.01](#).

		
<p style="text-align: center;">AI RECOMMENDED</p> <p>Generative AI is recommended for use in completing this assignment or project. Students are encouraged to explore AI tools and techniques to enhance their work. Properly cite any AI-generated work products.</p>	<p style="text-align: center;">AI PERMITTED</p> <p>Generative AI is permitted but not required for completing this assignment or project. Students can choose to use AI tools and techniques if they believe it will improve their work. Properly cite any AI-generated work products.</p>	<p style="text-align: center;">AI RESTRICTED</p> <p>Generative AI use in completing this assignment or project is restricted. Students are expected to complete the work using only their own knowledge and skills.</p>

DRESS CODE

Dress Code Philosophy

The dress code for students attending Okemos Public Schools supports equitable educational access and is intentionally written in a manner that does not reinforce stereotypes or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

We Believe . . .

- Students should be able to dress comfortably for school and engage in the educational environment without fear of discipline or body shaming
- School staff should support a positive school environment that focuses on the development of the whole child without the additional and often uncomfortable burden of dress code enforcement
- The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s)
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression

Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. However, cleavage should not have coverage requirements.

Students **MUST** wear while following the *basic principle*:

- **A Shirt** (with fabric in the front, back, and on the sides under the arms), **AND**
- **Pants/Jeans or the equivalent** (for example, a skirt, sweatpants, leggings, a dress or shorts), **AND**
- **Shoes**

Examples that **SUPPORT** our *basic principle*:

- Head coverings must allow the face to be visible to staff and must not interfere with the line of sight of any student or staff
 - Religious headwear
 - Hoodie sweatshirts
 - Leggings, yoga pants and "skinny jeans"
 - Pajamas
-

- Ripped jeans
- Tank tops, including spaghetti straps; halter tops
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing

Examples that DO NOT support our *basic principle*:

- Racist messaging, images, or symbols (e.g., swastika, Confederate flag, etc.) on all clothing and accessories
- Violent language, weapons or images
- Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity)
- Bullet proof vest, body armour, tactical gear, or facsimile
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits (except as required in class or athletic practice)
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face (except as personal protective equipment (PPE) or as a religious observance)

Dress Code Implementation

School staff will have conversation with the student who is not adhering to the dress code to discuss the standards. The conversation with the student will be restorative in nature. School administration may direct students to change clothing or contact home for a change of clothes.

These dress codes shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances and prom.

For additional information, see [Board Policy 5204](#).

HIGH SCHOOL ACADEMIC STUDENT HANDBOOK

Okemos High School offers a variety of academic programs for students, including AP courses, Dual Enrollment, Early College, online courses, and Wilson Talent Center. Information regarding these programs, as well as OHS specific academic policies can be found in the supplemental, [High School Academic Student Handbook](#).

HOMELESS CHILDREN AND YOUTH

The District will provide a free public education to homeless children and youth who are in the District and will afford them the educational rights and legal protections provided by federal and state law. Homeless children and youth will not be stigmatized or segregated based on their homeless status and will have the same access to services offered to students who are not homeless.

A student or parent in a homeless situation who requires assistance should contact the District's homeless liaison:

Director of Human Resources
517-706-5006
hr@okemosk12.net

For additional information, see [Board Policy 5307](#).

PLACEMENT

The District has the sole discretion to make promotion, retention, and placement decisions for its students, consistent with state and federal law. The District may consider parent requests that a student be placed in a particular classroom, building, educational program, or grade. The District's placement decision is final.

POWERSCHOOL

To encourage students and parents/guardians to stay apprised of student academic information, grades, attendance, behavior, and other information can be accessed via PowerSchool. PowerSchool grades are not "real time" and are updated to align with the grade reporting cycle. If a parent/guardian has questions pertaining to PowerSchool data, they should contact the teacher.

To register for PowerSchool, contact the main office (K-6) or guidance office (7-12). All district communications are sent via this portal, so it is important that all parents/guardians maintain accurate and up to date information.

REPORT CARDS

Report cards will be distributed at the end of each grading period.

RIGHTS OF CUSTODIAL AND NON-CUSTODIAL PARENTS

Unless a parent has provided the building principal or designee with a court order that provides otherwise, District personnel will treat each parent, regardless of custody or visitation rights, the same as to accessing student records, meeting and conferring with District personnel, visiting a child at school, and transporting a child to or from school. District personnel are not responsible for enforcing visitation or parenting time orders.

Parents, regardless of custodial status, will be provided information about conference times so both parents may attend a single conference. The District is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff may terminate a conference and reschedule it with appropriate modifications or expectations.

A child's custody papers and any court restrictions on non-custodial parents must be on file in the school office. Release of a child to a non-custodial parent can only be prohibited when an official court document is on file stating the child may not be released to the non-custodial parent. Non-custodial parents may review report cards, newsletters and information on their child's progress when requested.

SCHEDULE/CLASS CHANGES

If a parent wishes to request a change in a student schedule, they should contact the guidance department or counselor. If the request is in response to a problem with a teacher or class, the parent must first meet with the teacher to problem- solve any issues before requesting a meeting with the office regarding a schedule change.

Class and schedule changes after the first two weeks of a marking period are only considered as a last resort and may not be possible.

UNIVERSAL ACCOMMODATIONS

The following Universal Accommodations are available to EVERY student*:

- Students will coordinate with their teacher for extended time on assignments when needed, up to 3 school days. Protocol: Students will contact the teacher in person or via email prior to the due date to establish a timeline for the assignment.
- Students will coordinate with their teacher for extended time for assessments when needed.
- Students will receive frequent check-ins to determine understanding of directions and content.
- Students will have access to assistive technology to support reading and writing when available and applicable.
- Students will collaborate with teachers to structure a break if needed.
- Students will be strategically assigned a seat that meets their needs to maximize learning.
- Students will have access to a support that will help them prepare for an assessment (e.g., study guides, class notes, rubric with success criteria, etc)
- Students' significant, long term assignments/projects will be segmented.
- Students will receive directions for assignments in multiple modes (written, verbal, Google Classroom, etc)
- Students will have access to copies of class notes (if notes are taken in class), after first attempting to take notes.

*Advanced Placement courses not included.

The following Universal Accommodations are building specific:

- Students will be able to use a multiplication chart when calculation is not being assessed. (K-6)
- Students will be able to use non-distracting sensory strategies (wiggle cushion, fidgets, etc) when first discussed with the teacher. (K-6)
- Students will be able to retake assessments, to show a level of proficiency, for 10 days after the assessment was first proctored. Protocol: Within 24 hours of getting the test back, the student must request a retake to the teacher in person or via email. The student will complete the additional learning required within 5 students to retake the assessment. (Kinawa Only- Specific to Standards-Based Grading Procedures)

VIDEO AND FILM VIEWING

Parental permission will be requested before a student is allowed to view a film with a PG rating at the elementary level and PG-13 rating at the secondary level.

BEHAVIOR EXPECTATIONS

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of prosocial skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide CR-PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

PBIS is considered a universal support for learning. Universal supports are the core programs and strategies provided to all students within the school building in order to promote successful student outcomes and prevent school failure. Unless discipline issues are at a minimum, instruction will be interrupted and teaching time will be lost. Additionally, poor academic performance may lead to students engaging in problem behavior that results in escaping academic tasks.

OPS works to move from a “culturally neutral” PBIS to be more culturally responsive in order to address the diverse strengths, needs, and interests of the school community. Cultural responsiveness includes (a) holding high expectations for all students, (b) using students’ cultures and experiences to enhance their learning, and (c) providing all students with access to effective instruction and adequate resources for learning (Klingner et al, 2005).

STUDENT CONDUCT AND DISCIPLINE

The District strives to provide a system that will support students’ efforts to manage their own behavior and promote academic achievement. The District may discipline students who engage in misconduct, up to and including suspension or expulsion from school.

The District will take steps to effectively discipline students in a manner that appropriately minimizes out-of-school suspensions and expulsions. The District will comply with applicable laws related to student discipline, including the consideration of specific factors and possible use of restorative practices.

If an administrator determines that an emergency requires the immediate removal of a student from school, the administrator may contact the student’s parent or local law enforcement or take other measures to have the student safely removed from school.

Students who are involved in extracurricular activities and engage in misconduct may face consequences related to the activity in addition to the consequences provided in this handbook.

The District reserves the right to refer to an appropriate non-school agency any act or conduct which may constitute a crime. The District will cooperate with those agencies in their investigations as permitted by law.

The District's rules and policies apply to any student who is on school property or school-affiliated transportation, who is in attendance at school or at any school-sponsored activity or function, or whose conduct at any time or place directly interferes with the operation, discipline, or general welfare of the school, regardless of location, date, or time.

STUDENT CODE OF CONDUCT

This Student Code of Conduct is meant to be a guide and is subject to the discretion of administration and the Board. Administration will, as required or permitted by state law, always consider the use of restorative practices as an alternative to, or in addition to suspension or expulsion. Nothing in the following table limits the District's ability to impose more or less severe disciplinary consequences depending on the situation's unique circumstances and the following factors:

1. the student's age;
2. the student's disciplinary history;
3. whether the student has a disability;
4. the seriousness of the behavior;
5. whether the behavior posed a safety risk;
6. whether restorative practices will be used to address the behavior; and
7. whether a lesser intervention would properly address the behavior.

The District will also comply with Policy 5206 Section I for victims of an alleged sexual assault.

Nothing in this handbook limits the District's authority to discipline a student for conduct that is inappropriate in school, but that is not specifically provided in this table. Depending on the circumstances of a particular situation, separate athletic or extracurricular sanctions may be imposed, in accordance with the applicable handbook or rules.

For additional information, please see [Board Policy 5206](#).

PROHIBITED CONDUCT

Prohibited Conduct	Potential Consequence(s)
<p>Illegal Substances or Paraphernalia, including Alcohol Possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of drugs, alcohol, fake drugs, illegal steroids, illegal inhalants, or look-alike drugs (Board Policy 3102, 3107)</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral ● Substance Abuse Referral
<p>Abusive/Obscene Language or Materials Any gesture or written, verbal, graphic or physical act (including electronically transmitted acts) that includes the use of abusive/offensive language. This includes, but is not limited to, swearing, racial and ethnic slurs, and abusive/offensive comments about one's religion, race, color, national origin, age, gender, sexual orientation, gender identity and expression, disability, height, weight, or socioeconomic status.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Detention ● Suspension or Expulsion
<p>Blackmail, Coercion or Extortion Forcing someone to do something against her or his will.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Detention ● Suspension or Expulsion

<p>Bullying</p> <p>Any gesture or written, verbal, graphic or physical act, or any electronic communication, including cyberbullying* that occurs at school, that a reasonable person should know may have the effect of harming a student or damaging the student’s property, placing a student in reasonable fear of harm to the student’s person or damage to the student’s property, insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school’s educational mission or the education of any student. Bullying may also constitute harassment and intimidation. Bullying, harassment or intimidation includes, but is not limited to, such a gesture or written, verbal, or physical act, or electronic communication that is reasonably perceived as motivated by a student’s religion, race, color, national origin, age, gender, sexual orientation, gender identity and expression, disability, height, weight, socioeconomic status, or by any other distinguishing characteristic including racial and ethnic slurs.</p> <p>*Cyberbullying is defined as the use of information and communications technologies such as, but not limited to, email, cell phone, instant messaging, defamatory personal websites, and defamatory online personal polling websites to support deliberate, repeated and hostile behavior by an individual or group, that is intended to harm others. (Anti-Bullying Board Policy 5207)</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Detention ● Suspension or Expulsion
<p>Tobacco/Nicotine</p> <p>Possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of any form of tobacco, including vaping devices or supplies. (Board Policy 3102, 3107)</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Detention ● Suspension or Expulsion ● Police Referral ● Substance Abuse Referral
<p>Disruptive Behavior or Insubordination</p> <p>Disrupting the learning environment or school activity or violating a school rule or directive.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Detention ● Suspension or Expulsion

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<p>Dangerous Weapon Possession Firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles. (<u>Board Policy 3408, 5206</u>)</p>	<ul style="list-style-type: none"> ● Parent Notification ● Suspension or Permanent Expulsion (from all Michigan public schools) ● Police Referral
<p>Other Weapons and Look-Alike Weapons Possession An object that is not a “dangerous weapon,” including but not limited to a pellet or air-soft gun, a knife with a blade of 3 inches or less, items intended to look like a dangerous weapon, or similar items.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Loss of Privilege ● Parent Notification ● Suspension or Permanent Expulsion (from all Michigan public schools) ● Police Referral
<p>Use of an Object as a Weapon Any object used to threaten or harm another, regardless of whether injury results.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion (from all Michigan public schools) ● Police Referral
<p>Arson Purposefully, intentionally, or maliciously setting a fire on school property, or doing any act that results in the starting of a fire, or aiding, counseling, inducing, persuading, or procuring another to do such an act. (<u>Board Policy 5206</u>)</p>	<ul style="list-style-type: none"> ● Parent Notification ● Suspension or Permanent Expulsion (from all Michigan public schools) ● Police Referral

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<p>Physical Assault (Student to Student) Causing or attempting to cause physical harm to another through intentional use of force or violence. (<u>Board Policy 5206</u>)</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion up to 180 school days ● Police Referral
<p>Physical Assault (Student to Employee, Volunteer, or Contractor) Causing or attempting to cause physical harm to another through intentional use of force or violence. (<u>Board Policy 5206</u>)</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion (from all Michigan public schools) ● Police Referral
<p>Verbal or Written Threat, including Bomb or Similar Threat Statement that constitutes a threat against a student, employee, other person, or school property. Including but not limited to, bomb threats, shootings, suggestions of bringing or having weapons on school property, etc. directed at students, staff, a school building, school property, or a school-related event. Includes threats communicated verbally, electronically (such as social media, text, etc.), written, and all other forms of communication. (<u>Appendix D, Board Policy 5206</u>)</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral
<p>Plagiarism, Cheating, or other Falsification of Schoolwork Submitting work that is not your own, including copying from others' work, or unauthorized use of AI.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Credit Loss or Grade Reduction ● Parent Notification ● Suspension or Expulsion
<p>Discrimination, Harassment (including Sexual Harassment), and Bullying Violating Board Policy addressing anti-discrimination, anti-harassment, and anti-bullying. (<u>Board policy 5202</u>)</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion

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<p>Criminal Sexual Conduct Commits criminal sexual conduct in a school building or on school grounds; or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the same school district; or commits criminal sexual conduct against another student enrolled in the same school district. (<u>Board policy 5202</u>, <u>Board Policy 5206</u>)</p>	<ul style="list-style-type: none"> • Restorative Practices • Parent Notification • Suspension or Permanent Expulsion (from all Michigan public schools) • Police Referral
<p>Fighting, Inciting Violence, Filming a Fight or Assault, Distributing or Publishing a Fight or Assault Video</p>	<ul style="list-style-type: none"> • Restorative Practices • Parent Notification • Suspension or Expulsion
<p>Sexting Distribution or publication of lewd, pornographic, or sexually suggestive videos or photographs of students or staff.</p>	<ul style="list-style-type: none"> • Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
<p>Misuse of District Technology Violating the District's acceptable use policies and agreement. (<u>District Acceptable Use Policy</u>, <u>Board Policy 3116</u>)</p>	<ul style="list-style-type: none"> • Restorative Practices • Detention • Loss of Privilege • Parent Notification • Suspension or Expulsion • Police Referral

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<p>Use of Personal Electronic Devices (PEDS)</p> <p>The use of PEDS is not allowed unless permission has been granted in advance by the building administration. These items include, but are not limited to cell phones, smart phones, personal laptops/tablets, music players, personal digital assistants or any other device with inbound/outbound communication capabilities. Also, laser pointers, which can cause harm to a person and are not permitted on school property. Use of any recording, video or camera functions without consent of subject is strictly prohibited. (<u>Acceptable Use Policy</u>, <u>Board Policy 5209</u>)</p>	<ul style="list-style-type: none"> ● Confiscation of Device ● Loss of Privilege ● Detention ● Parent Notification
<p>Earbuds/Headphones</p> <p>Students must be able to hear the intercom and directives from staff at all times to ensure safety. For this reason, students are not allowed to wear both earbuds/headphones outside of the classroom. The teacher may allow the use of both earbuds/headphones in the classroom.</p>	<ul style="list-style-type: none"> ● Confiscation of Device ● Loss of Privilege ● Detention ● Parent Notification
<p>Displays of Affection</p> <p>Student demonstration of affection between each other is personal and not meant for public display. This includes kissing, touching or any other contact that may be considered sexual in nature, or such conduct that is a distraction to the educational environment. Such behavior may result in disciplinary action.</p>	<ul style="list-style-type: none"> ● Restorative Practice ● Detention ● Loss of Privilege ● Parent Notification ● Suspension
<p>False Alarm</p> <p>Intentionally setting a false alarm/making false emergency calls or alerts to Law Enforcement and 911.</p>	<ul style="list-style-type: none"> ● Loss of Privilege ● Parent Notification ● Suspension
<p>Theft</p> <p>Theft of or damage to an individual's property or school property.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Financial Restitution ● Loss of Privilege ● Parent Notification ● Suspension

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<p>Explosives Possession, use or threat to use fireworks, explosives, bombs or bomb-like devices.</p>	<ul style="list-style-type: none"> ● Parent Notification ● Suspension or Expulsion ● Police Referral
<p>Hazing The intentional, knowing or reckless act by a person acting alone or acting with others that is directed against an individual and that the person knew or should have known endangers the emotional or physical health or safety of the individual and that is done for the purpose of pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization. (<u>Board Policy 5203</u>)</p>	<ul style="list-style-type: none"> ● Parent Notification ● Suspension or Expulsion ● Police Referral
<p>Skipping Class: Skipping is an unexcused absence from class.</p>	<ul style="list-style-type: none"> ● Parent Notification ● Restorative Practices ● Detention ● Suspension
<p>Trespassing. Trespassing - being in an unauthorized area and/or refusing to leave school property at the request of authorized personnel. (See also “Insubordination.”)</p>	<ul style="list-style-type: none"> ● Parent Notification ● Restorative Practices ● Detention ● Suspension
<p>Unauthorized Distribution or Sale. Unauthorized distribution or sale of materials on school property, including printed or written matter which, either by its content or the manner of distribution, will interfere with the proper and orderly operation and discipline of the school, cause violence or disorder, or constitute an invasion of the rights of others. (<u>Board Policy 3308</u>).</p>	<ul style="list-style-type: none"> ● Parent Notification ● Restorative Practices ● Detention ● Suspension

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<p>Unlawful Behavior Unlawful behavior of any kind at a school activity or on school property</p>	<ul style="list-style-type: none"> ● Parent Notification ● Restorative Practices ● Detention ● Suspension or Expulsion ● Police Referral
<p>Propping Exterior Doors. The propping or opening of exterior building doors to allow unauthorized persons to enter the building during the school day.</p>	<ul style="list-style-type: none"> ● Parent Notification ● Detention ● Suspension or Expulsion
<p>Dangerous Driving Failure to follow communicated traffic flow (i.e. driving around cones), disruptive parking, dangerous behavior in the parking lot, leaving campus or transporting others off campus without permission.</p>	<ul style="list-style-type: none"> ● Parent Notification ● Loss of Privilege ● Detention ● Suspension or Expulsion ● Police Referral
<p>Leaving Campus Without Signing Out Any area outside the sidewalk which encircles the school building, is considered an unauthorized area unless a student has left school under the school's Attendance Policy.</p>	<ul style="list-style-type: none"> ● Parent Notification ● Loss of Privilege ● Detention ● Suspension ● Police Referral
<p>Unauthorized Areas/Loitering School buildings are closed campuses. Students must remain with the building and school grounds. Students are not to be in the parking lot during the school day. Loitering anywhere on campus will not be permitted.</p>	<ul style="list-style-type: none"> ● Parent Notification ● Loss of Privilege ● Detention ● Suspension ● Police Referral

FORMS OF SCHOOL DISCIPLINE & APPLICABLE DUE PROCESS

Classroom Discipline

Teachers are expected to use progressive discipline which includes:

1. Explanation of established classroom rules, disciplinary procedures, and consequences.
2. Teaching, modeling, and practicing appropriate behavior throughout the year.
3. Parent/guardian contact where a pattern of misbehavior exists or where there is extreme misbehavior.

Where a student's behavior is inappropriate and/or disrupts the class, one or more of the following will occur:

- Teacher will speak to the student regarding inappropriate behavior and notify their parent/guardian. If appropriate, the teacher may write a referral to administration.
- The student will be sent to the administrator; student suspended from class until administration contacts the parent/guardian, to inform parent/guardian regarding continued misbehavior.
- In-person parent/guardian conference with teacher and administration.

For additional information, see [Board Policy 5206A](#).

Restorative Practices

Definition: Restorative practices emphasize repairing the harm to the victim and the school community caused by a student's misconduct.

Before suspending or expelling a student (except a student who possesses a firearm in a weapon-free school zone), teachers, administrators, and the Board must first determine whether restorative practices would better address the student's misconduct, recognizing the Board's objective of minimizing out-of-school suspensions and expulsions. Likewise, teachers, administrators, and the Board must consider whether restorative practices should be used in addition to the suspension or expulsion. Restorative practices, which may include a victim-offender conference, should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, harassment, and cyberbullying.

All victim-offender conferences must be conducted consistent with state and federal law and Policies. No student who claims to be the victim of unlawful harassment may be compelled to meet with the alleged perpetrator of the harassment as part of a restorative practice.

For additional information, see [Board Policy 5206](#).

Loss of Privilege

Definition: In an attempt to change behavior, removing student privileges prior to more significant disciplinary actions may be used.

These privileges may include, but are not limited to loss of recess, after-school athletic and/or extracurricular activities, in-house student activities, student field trips, and/or bus transportation.

Detention

Definition: Temporary placement of a student in a time-out area away from the classroom for varied amounts of time; or assignment of a before-school, after-school, or lunch session for misbehavior in the classroom or other infraction of school regulations.

Administrators or designees may assign students a detention when the student violates any of the rules contained in this handbook or violates classroom-specific conduct rules set by individual teachers.

A student and his or her parent/guardian(s) will be presented with an electronic or hard copy, if necessary, of the detention notice with the offense and the number of detentions assigned. A copy will be sent to the student's parents/guardians.

Students who ride the bus home from school will be given a 24-hour notice so that parents may make transportation arrangements for the student the following day.

If the detention has not been served within the specified time period an in-school suspension may be assigned. If the student does not serve the assigned in-school suspension the student may be assigned an out-of-school suspension.

In-School Suspension

Definition: Disciplinary removal from class

The building administrator may require a student to serve in-school suspension, during which students follow strict rules and must work on assignments the entire time, except for short breaks. Students not completing their In-School Suspension will face further disciplinary action.

Snap Suspension - Suspension from Class, Subject, or Activity by Teacher

Definition: Disciplinary removal from class, subject, or activity by teacher

A teacher may suspend a student from any class, subject, or activity for up to 1 full school day if the teacher has good reason to believe that the student:

- intentionally disrupted the class, subject, or activity;
-

- jeopardized the health or safety of any of the other participants in the class, subject, or activity; or
- was insubordinate during the class, subject, or activity.

Any teacher who suspends a student from a class, subject, or activity must immediately report the suspension and its reason to the building principal or designee. If a student is suspended from a class, subject, or activity, but will otherwise remain at school, the building principal or designee must ensure that the student is appropriately supervised during the suspension and, if the student is a student with a disability, that all procedures applicable to students with disabilities are followed.

Any teacher who suspends a student from a class, subject, or activity must, as soon as possible following the suspension, request that the student's parent attend a parent/teacher conference to discuss the suspension. The building principal or designee must attend the conference if either the teacher or the parent requests the building principal's attendance. The building principal or designee must make reasonable efforts to invite a school counselor, school psychologist, or school social worker to attend the conference.

For additional information, see [Board Policy 5206E](#).

Out of School Suspension

Definition: Temporary removal from school for less than 60 school days.

The temporary removal of a student from a class(es), school, and/or school-sponsored activities when, in the judgment of the building principal, the welfare of the student and/or student body and staff would best be served by keeping the student out of the class(es), school, or school-sponsored activities for less than 60 school days.

Such removal from school shall occur only after school personnel have followed the steps listed in Procedures for Suspension. Students under suspension are not allowed on any school property, in a school building, or admitted to any school function.

If a student is suspended early in the school day, the student can be sent home once parent/guardian contact is made and that day will be counted as a day of suspension.

A student on suspension is not allowed on campus, including extra-curricular participation or activities from the time the suspension is imposed until midnight of the final day of suspension. A suspended student is allowed full make up privileges - homework assignments, quizzes, chapter, unit, quarter, and final exams.

Suspension - Removal for 10 or Fewer School Days

Before a student is suspended for 10 or fewer school days, an administrator will: (1) provide the student verbal notice of the offense the student is alleged to have committed, and (2) provide the student an informal opportunity to respond and explain what happened. Except in emergency circumstances, an administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the administrator is reasonably certain that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The building administrator will consider the 7 factors provided in the Student Code of Conduct before suspending a student.

Suspension - Removal for 11-59 School Days

Before a student is suspended for more than 10 school days but less than 60 school days, the Superintendent or designee will provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a hearing at which the student may present evidence and witnesses to show that the student did not commit the alleged offense or that suspension is not an appropriate consequence.

The principal or the designee may suspend a student pending the long term suspension hearing before the superintendent or designee. The reasons for the suspension pending the long term suspension hearing shall be noted in the charges submitted to the student and parent or guardian. Where a suspension is issued pending a long term suspension hearing before the superintendent or designee, the hearing shall be held at the earliest possible time.

The Superintendent or designee will provide the parent or student at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

At the disciplinary hearing, an opportunity for all sides to be heard in detail shall be provided according to the following outline:

- Opening statement by the superintendent or designee
 - Opening statement by the school
 - Opening statement by the student or representative (usually the parent or guardian)
 - Presentation of school's position
 - Opportunity for student to ask questions, clarify issues brought forth by school and/or superintendent or designee
 - Presentation of student's position
 - Opportunity for school and/or superintendent or designee to ask questions, clarify issues brought forth by student
-

- Final statement by school
- Final statement by student
- Final questions by superintendent or designee

The Superintendent or designee will not suspend the student unless, following the hearing, he or she is convinced by a preponderance of the evidence that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The Superintendent or designee will consider the 7 factors noted in the Student Code of Conduct before suspending a student.

Opportunity for Appeal

The parent/guardian or student may, within three (3) calendar days of receipt of the decision, file a notice to appeal the Superintendent's or designee's decision to the Board. The Board will hear the appeal at its next regularly scheduled meeting. The Board's decision is final. The student's suspension will run while the appeal is pending.

Educational Programming During Suspension or Expulsion

Except as otherwise required by law or as provided in this Policy, a student who has been suspended or expelled may not be on school property, attend classes or other school functions, or participate in extracurricular activities during the student's suspension or expulsion without written permission from the Superintendent or designee. District personnel may assist students who have been suspended or expelled to explore alternative means, as allowed by law, to earn credit and to complete coursework during the period of the student's suspension or expulsion.

Expulsion - Removal for 60 or More School Days

Definition: Disciplinary removal from school for 60 or more school days.

Termination of enrollment for an extended period of time of sixty (60) or more consecutive school days. A student may be expelled only by action of the Board of Education following recommendation by the building principal or designee.

Before the Board suspends or expels a student, the Superintendent or designee must provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a Board hearing at which the student may present evidence and witnesses to show that the student did not commit the suspected offense or that suspension or expulsion is not an appropriate consequence.

The principal or the designee may suspend a student pending the long term suspension hearing before the superintendent or designee. The reasons for the suspension pending the long term suspension hearing shall be noted in the charges submitted to the student and parent or guardian. Where a suspension is issued

pending a long term suspension hearing before the superintendent or designee, the hearing shall be held at the earliest possible time.

The Superintendent or designee will provide the parent or student at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Board of Education shall conduct a hearing scheduled with the parent/guardian and school administration. The hearing will be conducted as a special meeting of the Board of Education in accordance with the Open Meetings Act. The parent/guardian may request in writing that the hearing be conducted in a closed session meeting of the Board of Education as permitted by Section 8(b) of the Open Meetings Act. The student and parent or guardian may, at their own expense, be represented by legal counsel and shall have the right to bring relevant fact or character witnesses.

At the hearing, an opportunity for all sides to be heard in detail shall be provided according to the following outline:

- Opening statement by the Board
- Opening statement by the school
- Opening statement by the student or representative (usually the parent or guardian)

- Presentation of school's position
 - Opportunity for student to ask questions, clarify issues brought forth by school and/or Board members
- Presentation of student's position
 - Opportunity for school and/or Board members to ask questions, clarify issues brought forth by student
- Final statement by school
- Final statement by student
- Final questions by board members

The Board will not suspend or expel the student unless, following the hearing, a majority of the Board finds by a preponderance of the evidence that the student committed misconduct that should result in suspension or expulsion under either the Student Code of Conduct or Board Policy and that suspension or expulsion is the appropriate consequence. The Board will consider the 7 factors noted in the Student Code of Conduct before suspending or expelling a student. The Board's decision is final.

In accordance with the Open Meetings Act, the vote on the Board's decision will take place in open session. The Board of Education shall make a written report to concerned parties within five (5) school days containing

the findings and the decision concerning expulsion. (Michigan law does provide for possible reinstatement and enrollment in alternative education programs and strict discipline academies.)

A record shall be kept of the Board of Education hearing in accordance with the Open Meetings Act; however, in accordance with Michigan law, student name(s) and student personal representatives will not appear in the official minutes of the meeting.

Discipline of Students with Disabilities

For students with disabilities, all disciplinary consequences under this policy shall be applied in a manner consistent with applicable student discipline procedures, as well as federal and state law. The superintendent or designee shall establish administrative guidelines to inform the discipline of students with disabilities and ensure those guidelines are properly used when disciplining any student with a disability.

For additional information, see [Appendix A](#) and [Board Policy 5206B](#).

Reinstatement Procedures Following Expulsion

It is the policy of the Board to consider a petition for reinstatement from an expelled student and the parent/guardian and to follow the requirements of sections 1311 and 1311a of the Revised School Code.

For additional information, see [Board Policy 5206C](#).

Reinstatement Following Mandatory Permanent Expulsion

The parent/guardian (or the student if emancipated or at least 18 years old) of a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a firearm or threatening another person with a dangerous weapon may file a petition for reinstatement 60 school days or later from the date of the expulsion. The Board, in its discretion, may reinstate a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a firearm or threatening another person with a dangerous weapon no sooner than 90 school days after the date of the expulsion.

The parent/guardian (or student if emancipated or at least 18 years old) of a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a dangerous weapon but not for possessing a firearm or threatening another person with a dangerous weapon, or who was expelled for committing arson or criminal sexual conduct, may file a petition for reinstatement at any time. The Board, in its discretion, may reinstate a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a dangerous weapon (unless the possession was of a firearm or involved threatening another

person with a dangerous weapon) or for committing arson or criminal sexual conduct no sooner than 10 school days after the date of the expulsion.

The parent/guardian (or student if emancipated or at least 18 years old) of a student who was in grade 6 or above at the time of expulsion and who was expelled for (1) possessing a dangerous weapon; (2) committing arson; (3) committing criminal sexual conduct; or (4) physically assaulting an employee, volunteer, or contractor, may file a petition for reinstatement 150 school days or later from the date of the expulsion. The Board, in its discretion, may reinstate a student who was in grade 6 or above at the time of expulsion and who was expelled for (1) possessing a dangerous weapon; (2) committing arson; (3) committing criminal sexual conduct; or (4) physically assaulting an employee, volunteer, or contractor, no sooner than 180 school days after the date of the expulsion.

It is the responsibility of the parent/guardian (or the student if emancipated or at least 18 years old) to prepare and submit the reinstatement petition. The Board will, however, provide a reinstatement petition form, upon request, for the parent/guardian or student to use. The Board may request that the parent/guardian or the student attach additional relevant information to the reinstatement petition.

The Board will appoint a reinstatement committee, consisting of 2 board members, 1 administrator, 1 teacher, and 1 parent of a current district student, to consider a reinstatement petition. The Board will appoint the reinstatement committee no more than 10 school days after receiving a reinstatement petition. The Superintendent is directed to prepare and submit information to the reinstatement committee related to the circumstances surrounding the student's expulsion and any factors supporting and not supporting reinstatement.

The reinstatement committee must convene not later than 10 school days following its appointment to: (1) review the reinstatement petition and supporting documentation submitted by the parent/guardian or the student; (2) review the information submitted by the superintendent; and (3) submit to the Board a written recommendation on whether the Board should unconditionally reinstate the student, conditionally reinstate the student, or deny reinstatement to the student, based on consideration of all of the following factors:

1. The extent to which reinstatement would create a risk of harm to other students or personnel;
 2. The extent to which reinstatement would create a risk of school liability or individual liability for the board or school personnel;
 3. The age and maturity of the student;
 4. The student's school record before the incident that caused the expulsion;
 5. The student's attitude concerning the incident that caused the expulsion;
 6. The student's behavior since the expulsion and the student's prospects for remediation; and
 7. If the petition was filed by a parent or guardian, the degree of cooperation that the parent or guardian has provided the student and the degree of cooperation that the parent or guardian can be expected to provide the student if the student is reinstated.
-

Before making its recommendation, the reinstatement committee may request that the student and his or her parent/guardian appear in person to answer questions. If the committee recommends that the student be conditionally reinstated, the committee must include in its written recommendation to the Board a list of recommended conditions.

At or before its next regularly scheduled meeting following receipt of the reinstatement committee's recommendation, the Board will consider the recommendation and make a final decision to unconditionally reinstate the student, conditionally reinstate the student, or deny reinstatement. The Board may require a student, and if the petition was filed by a parent/guardian, the parent/guardian, to agree in writing to specific conditions to reinstatement, including, without limitation, a behavior contract, completion of an anger management program, a "last-chance" agreement, counseling, drug treatment, or a psychological evaluation. The Board's decision to unconditionally grant, conditionally grant, or deny the reinstatement petition is final. Unless otherwise expressly authorized by the Board at the time of denial, if the Board denies reinstatement, the parent, guardian, or student may not file another petition for reinstatement until 180 school days after the date of the denial. For additional information, see [Board Policy 5206C](#).

Reinstatement Following Discretionary Permanent Expulsion

Unless otherwise expressly authorized by the Board at the time of a permanent expulsion, a student expelled for reasons other than those resulting in a mandatory permanent expulsion may not petition the Board for reinstatement until at least 150 school days after the date of the expulsion, and the student may not be reinstated until at least 180 school days after the date of the permanent expulsion. Upon receipt of a timely reinstatement petition, the Board will hold a hearing at its next regularly scheduled meeting to consider the petition and any information submitted by the student or his or her parent/guardian and the Superintendent in either support of or opposition to the petition. The Board may unconditionally grant, conditionally grant, or deny the reinstatement petition. The Board's decision is final. Unless otherwise expressly authorized by the Board, if the Board denies reinstatement, the parent, guardian, or student may not file another petition for reinstatement until at least 180 school days after the date of the denial.

For additional information, see [Board Policy 5206C](#).

BUILDING/DISTRICT INFORMATION

ANIMALS/PETS

Animals are not allowed on District property except as provided in Board Policy 3108 & 3109. An exclusion to this policy includes the Okemos Woof Pack therapy dogs. For additional information, see Board Policy [3108](#), [3109](#).

BIRTHDAYS

Birthdays are important to every child and many like to celebrate this special day with their classmates. Birthday celebrations may be done in the classroom by the teachers and classmates. Please do not send any birthday treats (edible or inedible) to share with classmates. We appreciate your cooperation as we work to make birthdays equitable and enjoyable for all students.

BULLETIN BOARDS

Space may be provided within school buildings or on school electronic media for students and student organizations to post notices related to student groups. The following general limitations apply:

- All postings will be subject to the review and approval of the appropriate building administrator or designee. Students may not post any material containing any statement or expression that is libelous, obscene, or vulgar; violates Board policy, including the student code of conduct; promotes illegal substances (including, but not limited to, substances that are illegal for minors to possess or consume); or is otherwise unsuitable for or disruptive to the school environment.
- All postings must identify the student or the student organization responsible for posting the notice.
- The building principal or designee may remove any posted material after a reasonable time, as determined at the building principal or designee's Discretion.

For additional information, see Board Policy [5503](#).

CLOSING/DELAY OF SCHOOL

In the event of an emergency or school closing, Okemos Public Schools will use multiple methods to communicate with families:

- **Phone Notification System:** The district uses the Alert Now system (via BrightArrow) to call all phone numbers listed on student emergency cards. The message will begin as soon as you say "hello." If background noise is detected, the system may pause and restart the message. To avoid interruptions, mute your phone or cover the microphone during the call. You can restart the message at any time by pressing the Star (*) key.
- **Website Updates:** The district website (www.okemosk12.net) will post up-to-date information on school closures, delays, and other emergencies.
- **Media Announcements:** School closing information will also be announced on local radio stations (WJIM, WVIC, WITL, WKAR, WILS, WFMK, WHMI, WIBM, Q106) and television channels (WILX-TV, WLNS-TV), including the Okemos Schools Channel.

Severe Weather Closings

Severe inclement weather may cause school to be closed or dismissed unexpectedly. If this occurs:

- Parents/guardians will be notified via phone and media announcements.
- All school-related activities, including practices, games, meetings, dances, and special events, will be canceled.
- If a snow day occurs on a scheduled final exam day, the exam will be moved to the next school day, and all other exams will follow their original order.

Emergency Dismissals During the School Day

If school must close early due to an emergency, students will be released when buses arrive to ensure their safety. Parents and guardians are responsible for staying informed about emergency closings and delays.

EARLY RELEASE PROCEDURES

In the event of an unexpected building emergency, such as a power outage or gas leak, students may be dismissed early from school. Parents/guardians will be notified of the early release by email and by robocall.

If the event happens when all buses are available, the school will run a normal dismissal procedure, just at an earlier time. However, bus transfers will NOT happen for an early release situation.

Please note: Due to the age of elementary students and need for adult supervision, a normal dismissal will not happen during an early release. All students must be picked up by an adult. Please talk as a family to have a plan in place in case of an early release.

FIELD TRIPS

Field trips are an extension of learning for students. Parent/guardian permission is required for students to participate. To help offset the costs for such experiences, parents may be asked to pay a trip fee. A confidential call to the counselor is requested if families need assistance with field trip costs. We always welcome donations to help assist families in need.

When misconduct or a pattern of inappropriate behavior exists, students may be denied the privilege of a field trip or a parent may be required to accompany their child.

End of the year activities and trips are a privilege for students who exhibit appropriate behavior during the year. (Good attendance, academic effort, positive behavior).

For students that require the administration of medication during a field trip (local or international travel), and do not already have a Medication Authorization Form filed with the school, one must be completed and medication must be provided in order for the student to attend the trip.

FINES

Parents may be fined replacement costs for lost or misplaced school property, including but not limited to:

- Lost/damaged textbooks
- Lost/damaged library books
- Lost/damaged musical instruments
- Lost/damaged combination locks
- Damage to school equipment/facilities
- Lost or damaged student personal learning devices and accessories

Damages to school property, beyond normal wear and tear, may result in fines so the district may ensure it has enough for use for all students in subsequent years.

LOCKERS AND BACKPACKS

Separate lockers are provided for coats and books, musical instruments and physical education clothing. Book bags, coats, backpacks, etc. are to remain in lockers until the end of the school day. In the event that we have more students than lockers, students may be asked to share.

Students must keep all lockers locked when not in use. The removal of locks from lockers is strictly prohibited.

Students are responsible for keeping all lockers in good order and are responsible for any excessive damage or wear. Students should not place stickers or other decorations in lockers that cannot be easily removed.

Students are responsible for the content in their lockers. Locker clean out and periodic inspections will occur.

Students are responsible for keeping locker combinations confidential. Combinations will not generally be changed for students who willingly give out their combinations.

The school retains joint custody and control over student lockers.

Students are expected to store their backpacks in their lockers. Students requiring the use of the backpack must provide medical documentation. If approved, administration will issue a school owned clear backpack with OHS branding for the student to carry during the school day. The student will be responsible for caring for the backpack, and will be required to return the backpack when it is no longer needed. Students who refuse to store their backpacks in their lockers will be subject to disciplinary consequences.

For additional information, see [Board Policy 5102](#).

LOST AND FOUND

Please identify all of your student's belongings so they may be easily returned to them when misplaced. If your child has lost something of value, they should report it to the guidance office. Okemos Public Schools cannot be held responsible for articles that are misplaced by students.

Found articles are placed in the designated lost and found area.

Periodic announcements are made to students and families to remind them to check the lost and found for belongings. Parents and students are welcome to check the lost and found at any time.

Unclaimed items are donated to charity monthly and at the end of the year.

PERMISSION TO PUBLISH

Students who attend Okemos Public Schools may occasionally be asked to participate in District publicity, publications, and public relations activities. Parents/guardians will have the opportunity to grant the district permission to do so. The form, shown below, will be sent to families to fill out for their student(s):

Okemos Public School District Student & Family Handbook

Students who attend Okemos Public Schools may occasionally be asked to participate in District publicity, publications, and public relations activities. By signing this form, I grant the District permission to publish, display, reproduce, and distribute my Child's name, image, likeness, and work at school or school-related events in print and digital media for the purpose of advertising, marketing, and promoting the District's educational services. I waive any rights to compensation, ownership, inspection, and approval of such use. I, on behalf of myself and my Child, release, indemnify, and hold harmless the District from any demands, claims, and liability resulting therefrom, and waive any causes of action based on copyright infringement, defamation, disparagement, slander, false light, or invasion of privacy or publicity. I understand that I may withdraw this consent at any time by notifying the District in writing.

- I PERMIT use of my Child's name, image, likeness, and work to be used in school and/or District publicity, publications, and public relations activities.*
- I DO NOT PERMIT use of my Child's name, image, likeness, and work to be used in school and/or District publicity, publications, and public relations activities.*

By the Electronic signature. This rollover language handles those families that do not renew, and also lets them know that they can change at any time, in writing.

"I understand that I may withdraw this consent at any time by notifying the District in writing."

PERSONAL PROPERTY

Students are responsible for the care of their own personal property. Okemos Public Schools cannot be held responsible for personal property.

To prevent problems, damage, theft, hurt feelings and distractions to class time, personal property should be kept at home.

In addition, personal property of great value, like electronic devices, brought to school are at a student's own risk. **We strongly encourage these items to be left at home.**

RECESS

When participating in outdoor recess, students must wear appropriate clothing and accessories for warmth, including items such as: hats, coats, boots, snow pants and gloves or mittens. Please label all clothing with children's names.

Children should not participate in recess only when they are not well enough to go outside. A doctor's statement is required if a child is to be excused from recess.

In the cases of extreme weather, students will have indoor recess and will follow indoor arrival and dismissal procedures. Extreme cold temperature is considered 0° F or below (including wind chill) and extreme hot temperature will follow the MHSAA guidelines for outdoor activities.

[See MHSAA guidelines for heat here.](#) [See MHSAA guidelines for cold here.](#)

SCHOOL ENTRANCE AND EXIT TIMES

Students are only permitted into the building during defined school hours. Students cannot be in the building outside of these defined times unless a school-based reason exists and permission has been provided. Once the school opens, students should remain in the designated area for the bell to ring.

TELEPHONE USE

A school phone is available for student use in the event of an **emergency or illness**. We ask that students not use this phone for forgotten items such as gym clothes, musical instruments, or to make after-school plans. We hope this policy encourages students to become more responsible for their belongings, avoids interrupting parents at home or work, and keeps students in class so they are not missing instruction.

For additional information, see [Board Policy 5209](#).

TRANSPORTATION

Walkers/Bikers/Scooters, Rollerblades, and Skateboards

Walkers and bikers should proceed home after school utilizing crosswalks and sidewalks along the route. We urge walkers and bikers to use caution and watch for traffic, especially at busy intersections near the school.

All bikes are to be parked and locked in the bike racks during the school day. No bikes are to be parked inside the school buildings under any circumstances.

Because safety is the most important consideration for transportation to and from school, each school's location determines whether bikes, roller blades, scooters and/or skateboards are allowed. If your child's school permits these, parental/guardian permission is required. The school is not responsible for loss or

damage to bikes, roller skates, roller blades, or skateboards. If permitted at your child's school, the following rules apply:

1. Children must follow safe practices.
2. Children must wear helmets and other protective equipment.
3. Bikes must be locked in bike racks with their own locks.
4. Bikes, roller blades, and skateboards must be left in the storage area during the school day.
5. Roller blades may not be worn inside buildings.
6. Children must stay clear of bus areas and parking lots unless accompanied by an adult.
7. Children must take their equipment home each night.
8. Privileges may be revoked if rules are broken.

Bus Riders

Students are expected to conduct themselves in a responsible manner and are subject to the Code of Conduct while getting on, off, at the bus stop, and riding the bus.

Bus drivers handle routine discipline problems. If there is continual misconduct by a student after the driver has attempted to resolve the problem, the driver will complete a Bus Misconduct Notice. Copies will be forwarded to the parents/guardians, the administration, the student and the transportation office. The parent(s) will sign and return the notice to the bus driver the next day.

If the problem continues, the driver will again fill out a Bus Misconduct Notice and contact with the building administrator. The administrator shall meet with the parents/guardians and the student and take appropriate action which may include a warning, a conference with the parent(s) and/or the bus driver, and/or removal from the bus for a period of time.

In cases of a severe act of misconduct, a student may be suspended from the bus. The building administrator will be notified and a conference scheduled with the administrator, driver, a parent and student as soon as possible.

Appropriate discipline shall be instituted including after school detention or suspension from school. Students may also be subject to school discipline, including suspensions and expulsions.

Students are encouraged to walk down the side of the street or on the sidewalks to and from the bus stop.

We do not advise parents to transport students to school when bus transportation is available. However, parents who drive students to school should park in designated parking areas and follow car line procedures. Do not, for any reason, block fire or bus lanes.

Bus schedules are available on the district website. Students should be at the bus stop 5 minutes prior to the listed time. Students are reminded that the bus stop is considered an extension of the school and that appropriate behavior is expected.

Bus Behavior

School bus transportation is an extension of the school. The same behavior standards in school are expected on the bus. Good behavior on a school bus is even more important because of the safety factor. Pupils are expected to conform to the following bus regulations as developed for the safety of the pupil riders. How well bus riding rules are adhered to and the manner in which they are adhered to may lead to student discipline.

Bus Riders Rules and Regulations

1. Be on time at the designated bus stop. Buses cannot wait for tardy pupils.
 2. The driver is in charge. Pupils are expected to obey the bus driver.
 3. Expect to walk some distance to a bus stop as required by State Regulations.
 4. Stay off the roadway while waiting for the bus. Form a line to get on the bus.
 5. Cross in front of the bus when crossing a road or the highway, not in back of the bus.
 6. Wait until the bus has come to a complete stop before attempting to get off or on the bus.
 7. Leave the bus only at the consent of the driver.
 8. Occupy any seat assigned by the driver. Keep feet out of the aisles, off seats and off backs of seats and refrain, at all times, from moving around while the bus is in motion.
 9. Sit upright and keep your head, arms and hands inside of the bus.
 10. Observe classroom conduct. Avoid unnecessary disturbing noises. Drivers should not be distracted while the bus is in motion. Do not shout at passing persons or vehicles.
 11. Be courteous. Use no profanity or vulgar language.
 12. Help keep the bus clean. No eating or drinking on the bus.
 13. Fighting, pushing, shoving or other rowdiness will not be tolerated.
 14. Report to the driver at once any damage to the bus that is observed.
 15. There shall be no smoking or drinking on the bus.
 16. Skateboards, animals and dangerous objects such as shovels are prohibited.
 17. Students are to use the same bus stop location on a consistent basis.
-

Bus Pass District Policy

Please follow these procedures when arranging for a child to ride a bus other than their own. District policy requires that a child be taken to the original destination if these procedures are not observed:

1. A note must be written by the parent/guardian (indicating the name of the student their child is riding with and the bus #) and sent to school with the student. The school office will also accept a phone request for alternate transportation arrangements, if done in advance.
2. For students within Kindergarten through 8th grade, the office will write an official Bus Pass and return it to the student. Students will be responsible for giving the Bus Pass to the bus driver.

The office will not be able to make phone calls regarding bus changes or write notes for students if prior arrangements have not been made by the parent/guardian.

Students will not be allowed to ride a bus other than their own without a bus pass. They will be taken to their original destination.

Occasionally, buses are full and do not allow extra riders. Please verify availability with the transportation department with a 24 hour notice prior.

Student Vehicles

All student vehicles must be registered at the high school main office. Registration will include name, address, phone number, make and year of car, and license plate number. Other pertinent information may be requested at the time of registration.

A parking sticker will be issued for each vehicle and the sticker must be displayed in the **front windshield** on the driver's side. There is no fee to attain a parking pass.

ALL VEHICLES MUST BEAR A PARKING STICKER BY THE END OF THE SEVENTH FULL SCHOOL DAY AFTER THE SCHOOL YEAR BEGINS.

HEALTH AND SAFETY

ACCIDENT CARE

Students, teachers and supervisors shall report school accidents to the office, Reporting Accidents (see Board Policy). When necessary, an accident report is filled out and parents/guardians are called. If the action requires professional medical attention, the parent/guardian will be asked to pick up the child in the office. Parents/guardians must update emergency information annually so they can be contacted in case of an accident or illness.

In rare instances a child must be transported to a hospital by ambulance. School personnel will accompany the child until a parent/guardian arrives at the hospital.

For additional information, see Board Policy 3403.

AED PROGRAM and MI HEARTSafe COMPLIANCE

Our school district is dedicated to the health and safety of our students, staff, and visitors. In accordance with the Michigan Schools Cardiac Emergency Response (CERP) laws and MI HEARTSafe recommendations, we have established a comprehensive AED (Automated External Defibrillator) program. This includes the strategic placement of AEDs throughout our facilities to ensure quick and efficient response in the event of a cardiac emergency. AEDs signs are clearly displayed above each machine and labeled on building maps for quick reference to include fire exits and shelter areas.

Our compliance to these guidelines emphasizes our commitment to providing a safe environment for everyone in our schools. We regularly train our staff in the use of AEDs and conduct emergency drills to maintain a state of readiness. This proactive approach ensures that we are prepared to handle cardiac incidents effectively, safeguarding the well-being of our school community

HEAD LICE

Head lice are a common condition that can be transmitted where any group assembles regularly, especially among students whose hats and jackets hang close together. Itching or scratching may be a sign of lice, but sometimes there are no signs until you look closely. Please check your student's head frequently. Look around the ears and back of the neck. Be sure you have good light; stand near a window or use a lamp. Nits (lice

eggs) look like little white spots hanging on a shaft of the hair. They are difficult to move or pull off the hair. Dandruff or scalp flakes move very easily. Nits do not. If there are lice, notify the attendance office and start treatment immediately.

For additional information, see [Board Policy 5709](#).

HEALTH

Our school district follows the guidelines provided by the Michigan Department of Education (MDE) and the Michigan Department of Health and Human Services (MDHHS) for managing communicable diseases in schools. These recommendations help us ensure a safe and healthy environment for all students, staff, and visitors.

INFECTIOUS DISEASES

The following is a chart of some of the common infectious diseases. Parents/Guardians should ask their doctor for information regarding the communicable period of other contagious diseases not listed below.

Disease	Incubation Period	Communicable Period	Board Policy
Chicken Pox	10-21 days, average 14-16 days	5 days before rash to 5 days after rash starts	Communicable Diseases (Board Policy 3404)
COVID-19	See COVID handbook	See COVID handbook	
Influenza	24-72 hours	1 day before onset of symptoms to about 7 days from the first symptoms in children	Immunizations and Communicable Diseases (Board Policy 5713)
Measles	8-13 days, average 10 days	4 days before rash and for up to 4 days after	Student Illness and Injury (Board Policy 5702)
Rubella	14-21 days, average 16-18 days	7 days before and 7 days after rash onset	
Mumps	2 to 3 weeks, average	Most contagious 48 hours before swelling	

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	18 days	and 5-9 days after	
Scarlet Fever	2-5 days	Variable	
Strep Throat	1-7 days, average 2-4 days	Variable. If not treated can be contagious for weeks	
Impetigo	4-10 days	As long as pus filled lesions continue to drain	
Scabies	Several days or weeks before itching is noticed	Until mites and eggs are destroyed by chemical treatment	
Pink Eye	27-72 hours	Until under medical care and drainage from eye has cleared	
Fifth Disease	4-20 days	Usually 3-5 days before rash	
Head Lice	6-10 days	Until eggs and lice in hair, clothing and bedding have been destroyed	Lice, Nits and Bed Bugs (<u>Board Policy 5709</u>)

Our school district follows the guidelines provided by the Michigan Department of Education (MDE) and the Michigan Department of Health and Human Services (MDHHS) for managing communicable diseases in schools. These recommendations help us ensure a safe and healthy environment for all students, staff, and visitors.

Fever (for this purpose, defined as temperature above 101 °F [38.3 °C])

For additional information, see [Board Policy 3404](#), [Board Policy 5713](#), [Board Policy 5702](#).

MEDICATION

Whenever possible, parents should arrange student medication schedules to eliminate the need for administration of medication at school. When a student requires prescription or over-the-counter medication at school, the following procedures apply:

- The student's parent must annually submit a written request and consent form located in [Appendix B](#).
- A building principal or designee must request that the parent supply medications in the exact dosage required whenever feasible.
- The building principal or designee will notify the student's parent of any observed adverse reaction to medication.
- All medications must be in the original container.

For additional information, see [Appendix B](#) and [Board Policy 5703](#).

Asthma Inhalers and Epinephrine Auto-Injectors/Inhalers

A student may possess and use an asthma inhaler or epinephrine auto-injector or inhaler with written approval from the student's healthcare provider and consistent with [Board Policy 5703](#). A minor student must also have written permission from the student's parent. The required documentation, located in [Appendix C](#), must be submitted to the building principal or designee. If a student is authorized to self-possess or self-administer an asthma inhaler or epinephrine auto-injector or inhaler, the building principal or designee will notify the student's teachers and other staff as appropriate.

Additionally, the school must maintain a written emergency care plan drafted by a physician in collaboration with the student's parent. The emergency care plan will contain specific instructions related to the student's needs. The physician and parent should update the emergency care plan as necessary to address any changes in the student's medical circumstances.

For additional information, see [Appendix C](#) [Board Policy 5703](#).

SUNSCREEN

Parental permission is required for students to possess and administer sunscreen.

TOILET TRAINING

Except when toilet training is part of the instructional program, students are expected to be fully toilet trained before the first day of school, unless otherwise specifically addressed in the student's IEP or Section 504 Plan.

The student's parent/guardian is responsible for ensuring that the student is toilet trained. The parent/guardian is also responsible for providing clean clothes for a student who may have toileting accidents.

No student will be punished or humiliated for soiling or wetting clothing or not using the toilet.

The building principal or designee should consider whether repeated toileting accidents are related to a disability.

Except when toilet training is part of the instructional program, staff will not assist a student with toileting unless directed to do so by the student's IEP or Section 504 Plan.

For additional information, see [Board Policy 5711](#).

UNDERSTANDING CONCUSSION

Beginning on July 1, 2013 Public Acts 342 and 343 (Concussion Laws) will go into effect in the State of Michigan. These laws require all levels of schools and youth sports organizations to educate and train staff, notify parents/guardians of the law, and monitor all possible youth concussions or head injuries. Please read this fact sheet and sign as acknowledgement that you have been provided this information.

Some Common Symptoms

Headache	Pressure in the Head	Nausea/Vomiting	Dizziness
Balance Problems	Double Vision	Blurry Vision	Sensitive to Light
Sensitive to Noise	Sluggishness	Laziness	Fogginess
Grogginess	Poor Concentration	Memory Problems	Confusion
"Feeling Down"	Not "Feeling Right"	Feeling Irritable	Slow Reaction Time
Sleep Problems			

What is a Concussion?

A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by a fall, bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. A concussion can be caused by a shaking, spinning or a sudden stopping and starting of the head. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious. A concussion can happen even if you haven't been knocked out.

You can't see a concussion. Signs and symptoms of concussions can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If the student reports any symptoms of a concussion, or if you notice symptoms yourself, seek medical attention right away. A student who may have had a concussion should not return to play on the day of the injury and until a health care professional says they are okay to return to play.

If you suspect a concussion:

- **SEEK MEDICAL ATTENTION RIGHT AWAY** – A health care professional will be able to decide how serious the concussion is and when it is safe for the student to return to regular activities, including sports. Don't hide it, report it. Ignoring symptoms and trying to "tough it out" often makes it worse.
- **KEEP YOUR STUDENT OUT OF PLAY** – Concussions take time to heal. Don't let the student return to play the day of injury and until a health care professional says it's okay. A student who returns to play too soon, while the brain is still healing, risks a greater chance of having a second concussion. Young children and teens are more likely to get a concussion and take longer to recover than adults. Repeat or second concussions increase the time it takes to recover and can be very serious. They can cause permanent brain damage, affecting the student for a lifetime. They can be fatal. It is better to miss one game than the whole season.
- **TELL THE SCHOOL ABOUT ANY PREVIOUS CONCUSSION** – Schools should know if a student had a previous concussion. A student's school may not know about a concussion received in another sport or activity unless you notify them.

Signs Observed by Parents

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Can't recall events prior to or after a hit or fall
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes

Concussion Danger Signs

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. A student should receive immediate medical attention if after a bump, blow, or jolt to the head or body s/he exhibits any of the following danger signs:

- One pupil larger than the other
 - Is drowsy or cannot be awakened
 - A headache that gets worse
 - Weakness, numbness, or decreased coordination
 - Repeated vomiting or nausea
 - Slurred speech
Convulsions or seizures
-

- Cannot recognize people/places
- Becomes increasingly confused, restless or agitated
- Has unusual behavior
- Loses consciousness (even a brief loss of consciousness should be taken seriously.)

How to Respond to a Report of a Concussion

If a student reports one or more symptoms of a concussion after a bump, blow, or jolt to the head or body, s/he should be kept out of athletic play the day of the injury. The student should only return to play with permission from a health care professional experienced in evaluating for concussion. During recovery, rest is key. Exercising or activities that involve a lot of concentration (such as studying, working on the computer, or playing video games) may cause concussion symptoms to reappear or get worse. Students who return to school after a concussion may need to spend fewer hours at school, take rest breaks, be given extra help and time, spend less time reading, writing or on a computer. After a concussion, returning to sports and school is a gradual process that should be monitored by a healthcare professional.

Remember: Concussion affects people differently. While most students with a concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer. To learn more, go to www.cdc.gov/concussion.

For additional information, see [Board Policy 5712](#).

HOME/SCHOOL CONNECTIONS

COMMUNICATION

BrightArrow Messages

Parents may share their email addresses with the school and receive Monday email updates and other periodic email reminders and information.

If you are receiving a school issued message from BrightArrow, please be aware that the message will start as soon as you say "hello". Should the system detect any background noise during the call session, it will pause and restart from the beginning. To prevent this from happening, you can put your phone on mute or cover the microphone. At any time, you can restart the message by pressing the Star key.

VISITATIONS

Parents/Community Members

Okemos Public Schools welcome visits to our schools by parents and other citizens. Classroom visits need to be limited in number and frequency and pre arranged and approved by the principal. All school visitors must report to the office upon arrival in the building.

Students

Students who wish to have other school aged children visit must make arrangements with the office at least two days before you wish to have a visitor attend. (Children in fourth grade or under are not allowed to visit.)

Approval must be obtained from the principal after your teachers have given their written approval. Visits are limited to one day and visitors are not allowed in school after Memorial Day. All school visitors must report to the office upon arrival in the building.

Visitor Management

All visitors to the school during school day operational hours must follow the visitor management process established by the district. Failure to comply with such processes will hinder the safety and security of students, staff, and the building.

- **Name and Reason:** At the main entrance, each visitor will ring the video doorbell and will be asked for their name and reason for visiting before entering the vestibule.

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- **One at a time:** Each visitor must individually be verified through the video doorbell before entering the vestibule. After verification, we ask that visitors do not hold the door open for anyone behind them. Each person should be verified before entering.
- **Office check in:** Visitors will be checked in through the main office and may be required to present photo identification. They must sign in and obtain a visitor's pass prior to entering the school.
- **Visitors pass:** All visitors must wear and be identified by a visitor's pass while in the building.
- **Office check out:** Before leaving the building, visitors must return the visitor's pass and check out with the office.
- **Item drop off:** If a visitor needs to drop off items for a student (lunch, homework, device, etc.), they can label and deposit those at that school's designated location. Visitors will not need to enter the building to drop off items.
- **Student pick up:** If a visitor plans to pick up a student during the school day or before the end of the day, please notify the school prior to dismissal. If you are picking up from an elementary school, call the main office. At the middle schools and high school, contact the registrar or attendance office.

For additional information, see [Board Policy 3105](#).

REGISTRATION AND RECORDS

ATTENDANCE

Attendance Expectations

- Students are expected to attend all classes daily. Regular attendance is vital for academic and social success.
- Absences should be limited to illness, family emergencies, funerals, religious observances, medical appointments, or school-related activities.
- Family vacations should align with school breaks whenever possible.
- Excessive absences or tardiness may result in loss of privileges, truancy referral, or loss of course credit.

Attendance Process & Protocol

- Parents/guardians must call the attendance office/front office to report an absence, providing the student's full name, grade, and reason.
- Absences must be reported within 24 hours (by 3:00 p.m. the day of or following the absence) or they will be marked unexcused.
- Written notes may be accepted if a phone call is not possible.
- OHS Students leaving for an appointment during the school day must submit a healthcare provided note to receive an excused absence.
- Notify the office of changes to emergency contact information.
- For extended absences (over one week), assignments will not be provided in advance.
- Okemos Public Montessori at Central Elementary: Given the high interest in this choice program, if an OPM student plans an extended vacation beyond fifteen (15) consecutive school days, the district reserves the right to move the student to a traditional program upon their return. The student would then need to reapply to the Montessori program for the following school year.

Types of Absences

- Excused Absences: Illness, medical appointments, emergencies, religious observances, funerals, school activities, or approved planned absences (with prior notification). Communication from a parent/guardian is required.
 - Unexcused Absences: Absences without timely parent/guardian communication. More than 10 unexcused absences may result in truancy referral or loss of privileges.
-

- Planned Absences/Trips: Strongly discouraged during the school year. Work will not be available until the student returns to school.
- Suspensions and Field Trips: Count as excused; full make-up privileges provided.

Late Arrivals

- Students arriving after the start of school must sign in at the office or guidance office.
- Parents/guardians should accompany or call/note to excuse tardiness.
- Students arriving late will be marked tardy.
- Chronic tardiness may result in further action.

Early Dismissal

- A parent/guardian must sign out students in the main office for early dismissal.
- Students will remain in class until the arrival of a parent/guardian.
- Students may only leave with a parent/guardian or approved adult listed in school records.
- Students must sign out before leaving; failure to do so may result in disciplinary action.
- Okemos has a closed campus policy; students cannot leave without permission.

Make-up School Work

- Students with excused absences or suspensions may make up all missed work, including assignments, quizzes, and exams.

ENROLLMENT

- Register online through the Okemos Public Schools website or at the school building.
 - Required documents: birth certificate, proof of residence, immunization records (with dates), and custody papers if applicable.
 - Students without up-to-date immunizations or waiver will be excluded per state law.
 - Most students attend their neighborhood school; in-district transfer requests must be approved by the Superintendent.
 - Kindergarten eligibility: child must be 5 by September 1; waivers available for birthdays between September 2 and December 1.
 - Each year, parents are required to update emergency/contact info electronically via BrightArrow.
 - Notify the school of any changes to contact information or authorized pick-up persons.
 - Report medical conditions or disabilities to the main office; provide written medical plans if needed.
-

- All medications require a completed medication form ([Appendix B](#), [Appendix C](#)); medications are stored/administered by the guidance office.

For additional information, see Board Policy [5302](#), [5303](#).

STUDENT EDUCATION RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen years of age ("eligible students") certain rights with respect to the student's education records. These rights include:

- Parents have the right to inspect and review the student's education records and to have the district respond to reasonable requests for explanations and interpretations of the records.
- Parents should submit to the appropriate administrator a written request that identifies as precisely as possible the record(s) they wish to inspect or review, or receive explanation or interpretation. The building administrator will make the necessary arrangements within not more than 30 calendar days following receipt of the request. All records must be examined in the school district office during the business day in the presence of the appropriate administrator or designee.
- Parents have the right to request the amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's privacy or other rights.
- The parent should submit to the appropriate administrator a written request, clearly identifying the part of the record they want changed and specify what is inaccurate or misleading within 10 school days from the date the records were examined.

In the event the District decides not to amend the record as requested by the parent, the District shall notify the parent of the decision and advise the parent of their rights to a hearing regarding their request for amendment. Additional information regarding the hearing procedure will be provided to the parent when notified of the right to a hearing.

Parents have the right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosures without consent is disclosure to school officials with legitimate educational interests, or as provided by statute or regulation. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, or assisting another school official in performing his or her tasks.

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A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill professional responsibilities.

Directory information from the student's education record may be disclosed, unless it includes the student's address, telephone number, date of birth, class designation, dates of attendance, extra-curricular activities, achievement awards or honors, weight and height of members of athletic teams, photograph, and school or school district previously attended.

Parents have the right to file a complaint with the U.S. Department of Education concerning an alleged failure by the District to comply with the requirements of FERPA. Such a complaint should be filed with the U.S. Department of Education at the following:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, D.C. 202202-4605

A copy of the District's student record policy and implementing regulations are available in each school building or superintendent's office. For more information concerning this notice of the District's policy, please contact Heather Pricco, Director of Special Education.

For more information on the District's FERPA Policy, see [Board Policy 5309](#). Copies of this policy may be obtained from the Superintendent's Office.

Directory Information

The District designates the following information as directory information:

- a. student names, addresses, and telephone numbers;
- b. photographs, including photographs and videos depicting a student's participation in school-related activities and classes;
- c. weight and height of athletic team members;
- d. degrees, honors, and awards received; and
- e. the most recent educational agency or institution attended.

The Board further designates District-assigned student email addresses as directory information for the limited purposes of: (1) facilitating the student's participation in and access to online learning platforms and applications; and (2) inclusion in internal school and District email address books.

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School officials may disclose “directory information” without the prior written consent of a parent or eligible student unless the parent or eligible student specifically notifies the District that the parent or eligible student does not consent to the disclosure of the student’s directory information for 1 or more of the uses for which the District would commonly disclose the information.

A Directory Information Opt Out Form is included during enrollment and annually when updating emergency contact information. This form allows the parent or eligible student to elect not to have the student’s directory information disclosed for 1 or more of the listed uses. Upon receipt of a completed Directory Information Opt Out Form, school officials may not release the student’s directory information for any of the uses selected on the form.

TARDIES

The District believes that students should arrive at school prepared and on time. Failure of students to do so compromises valuable instructional time for all students. A student is deemed tardy to class if that student is not in the classroom by the time the bell has rung marking the beginning of class. A student will be considered absent when they arrive to class more than fifteen minutes after the class period begins.

We will work closely with the student and parent/guardians to identify reasons why the student is struggling to report to class on time. Parents/guardians will be notified of tardies via our auto call system.

ELEMENTARY	
<ul style="list-style-type: none"> ● Students are expected to be in the classroom when the bell rings. ● Students arriving at school when the bell rings will be marked tardy. ● Principals will schedule a meeting with the parent/guardian of a student with excessive tardies. 	

KINAWA 5-6 SCHOOL	
1st Hour Tardy	<ul style="list-style-type: none"> ● Parents/guardians may request to excuse a 1st hour tardy only in the case of an emergency. ● A request to excuse a 1st hour tardy must be made within 24 hours of the student having received the tardy.
Third Tardy	<ul style="list-style-type: none"> ● Student warning note ● Parent notification via email that lunch detention may be assigned at 5th tardy
Fifth Tardy	<ul style="list-style-type: none"> ● Parents notified via email. ● Lunch detention

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	<ul style="list-style-type: none"> • Tardies “reset” back to zero
<p>All tardies will “reset” at the end of each six-week period.</p>	

CHIPPEWA MIDDLE SCHOOL	
1st Hour Tardy	<ul style="list-style-type: none"> • Parents/guardians may request to excuse a 1st hour tardy only in the case of an emergency. • A request to excuse a 1st hour tardy must be made within 24 hours of the student having received the tardy.
Fourth Tardy	<ul style="list-style-type: none"> • Parents/guardians notified. • Students warned that a fifth tardy will result in a lunch detention via written communication.
Fifth Tardy	<ul style="list-style-type: none"> • Parents/guardians notified. • Lunch detention
Sixth Tardy and Beyond	<ul style="list-style-type: none"> • Parents/guardians are notified. • A forty-minute detention will be served either before or after school. • Additional consequences may include any or all of the following: <ul style="list-style-type: none"> ○ Behavior Improvement Plan ○ Hall restriction (leave class early, no passes, hall support, etc.) ○ Additional lunch detentions ○ Parent/student conference
<p>All tardies will “reset” at the end of each trimester.</p>	

OKEMOS HIGH SCHOOL	
Tardies	<ul style="list-style-type: none"> • Tardies may not be excused by parents/guardians. The only exception is with a medical note upon return from an appointment. • Parents/guardians notified of each tardy via automated calling system from guardian enrollment in BrightArrow
Third Tardy	<ul style="list-style-type: none"> • Parents/guardians receive a warning notification with a review of the tardy policy.

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Fifth Tardy per class	<ul style="list-style-type: none"> ● Parents/guardians notified via email of student's additional consequences <ul style="list-style-type: none"> ○ Student is issued a 1-hour detention
Seventh Tardy per class	<ul style="list-style-type: none"> ● Parents/guardians notified via email of student's additional consequences <ul style="list-style-type: none"> ○ Additional 1-hour detentions
Ninth Tardy per class	<ul style="list-style-type: none"> ● Parents/guardians notified via email of student's additional consequences <ul style="list-style-type: none"> ○ In-school suspension
Tenth Tardy per class and beyond	<ul style="list-style-type: none"> ● Parents/guardians notified via email of student's additional consequences (see below) ● Additional consequences may include any or all of the following: <ul style="list-style-type: none"> ○ Loss of extracurricular attendance privileges ○ In-school suspension ○ Additional detentions ○ Hall restriction (leave class early, no passes, hall support, etc.)
All tardies will "reset" at the end of each semester.	

SAFETY AND SECURITY

BEHAVIORAL THREAT ASSESSMENT

Behavioral Threat Assessment is recognized as the standard of best practice for preventing targeted violence in schools. Behavioral Threat Assessment is a systematic process and methodology to:

1. Identify threats and recognize other forms of concerning behavior and communications.
2. Assess the seriousness and potential for violence.
3. Manage, mitigate, and prevent violence and other adverse outcomes.

Okemos Public Schools are committed to identifying, assessing, and managing individuals who may pose a threat as set forth by the National Threat Assessment Center (NTAC), United States Secret Service publication, Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence.

Okemos Public Schools trained Threat Assessment teams are established in all schools and respond to reports of threats, concerning behaviors and/or communications by gathering information, investigating the facts and circumstances, and assessing the potential seriousness and imminence of risk for violence or physical harm to self or others.

The Behavioral Threat Assessment process will follow policy established by the Board see 5714.01 - Behavioral Threat Assessment [w Consolidated Revisions to OPS BTA Policy rev mhc 03142024.docx](#)

For additional information, see [Board Policy 5714.01](#).

EMERGENCY PROCEDURES

Practice for emergency response is conducted with tornado, fire and lockdown drills. Information sheets are posted in each classroom stating directions to follow in case of an emergency. The fire alarm is a special horn. The tornado alarm is made by a P.A. or hallway announcement.

Cooperation and alertness are necessary during all drills. Students who misbehave during drills may have disciplinary consequences.

In case of an emergency, students are expected to:

- Remain quiet. There is no talking except when necessary to make the drill safe.
- Walk. Running or rushing may create unsafe conditions.
- Listen and remain alert.

Teachers will give further instructions about leaving the building in case of emergencies. In any drill or emergency, it pays to be calm so the most intelligent and safest course of action can be followed if it becomes impossible to follow the instructions as originally given.

In an emergency shelter in place of an emergency, teachers will move classes to designated areas, take attendance, and then remain with the students. All students and teachers will remain in their shelter in place locations until dismissed by the office.

The Okemos Public Schools have established procedures to follow in the case of an internal or external threat that results in a lockdown situation. These procedures will be practiced and reviewed annually.

For additional information, see [Board Policy 3402](#).

IDENTIFICATION

Students and all other persons, on request, must identify themselves to school authorities in the school building, on school grounds, or at school-sponsored events.

SEARCH AND SEIZURE

The school authorities retain the right to search areas assigned to students (such as lockers, desks, computer accounts, e-mail messages, text messages, etc.). Students do not have any reasonable expectations that such areas are private.

Student personal property may be seized by school authorities if the items are illegal, stolen, prohibited or are determined to be a threat to the health, safety, or security of others. Items which are used to disrupt or interfere with the educational process may be temporarily removed from student possession.

School authorities may also search a student's person or personal property, to enforce school rules, if such authorities have a reasonable suspicion that items that are illegal, stolen, dangerous, prohibited or threaten safety or the educational process, are likely to be found on a student's person.

For additional information, see [Board Policy 5103](#).

SECURE STORAGE LAW

One of the District's top priorities is to provide students and staff with a safe educational environment, which includes an environment free from gun violence.

Public Act 17 of 2023 amended the Firearms Act by adding MCL 28.429 which went into effect on February 13, 2024. It is a crime to improperly store or leave a firearm unattended at one's home when that individual knows or reasonably should know a minor is, or is likely to be, on the premises. Any unattended firearms must be unloaded and locked with a locking device or stored in a locked box or container.

If a student ever feels unsafe or has a concern regarding school safety, they are encouraged to report it immediately to any District employee or through the OK2SAY program.

TECHNOLOGY

ACCEPTABLE USE POLICY

All users of the District Network Resources must comply with the following regulations, which have been specifically established to protect our educational community and the district's networks.

Artificial Intelligence (AI)

The following guidelines outline the acceptable use of artificial intelligence (AI) tools and technologies by students. Violations of these guidelines may be subject to disciplinary action.

1. **Academic Integrity** - AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. Students are expected to give credit to the source or acknowledge the AI tool they used to generate content, similar to how they would cite a source in a traditional research paper or project.
2. **Class Use** - The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork must align with the teacher's assignment guidelines and/or class syllabus for using AI. If a student is unsure about expectations for appropriate use, communication with the teacher should occur.
3. **Bullying & Harassment** - Do not use AI to engage in any form of bullying, harassment, discrimination, or other behavior that may be harmful to others. Examples include, but are not limited to, modification of images, video, audio, or text.
4. **Bias & Inaccuracy** - AI results may generate inaccurate or biased results. It is the student's responsibility to check results for relevance and accuracy.
5. **Privacy** - Students are expected to protect the privacy and security of personal information.
6. **Policy Statement: Responsible Use of AI:** Users must use AI technologies in a responsible and ethical manner, respecting the rights and privacy of individuals and ensuring compliance with applicable laws and regulations.
7. **Data Privacy and Security:** Users must protect the privacy and security of personal and confidential data when using AI tools. It is important to ensure that any data collected or processed by AI

technologies are securely stored, transmitted, and used in accordance with relevant data protection laws and district policies.

8. **Bias and Fairness:** Users must be aware of the potential biases that can exist within AI technologies and take measures to minimize their impact. When using AI tools for decision-making processes, users must ensure fairness and equity, considering the potential implications for diverse student populations.
9. **Transparency and Explainability:** Users must prioritize the transparency and explainability of AI systems, particularly when they have a significant impact on students or staff. Clear explanations should be provided to help users understand how AI technologies operate and the reasoning behind their outcomes.
10. **Ethical Considerations:** Users must consider the ethical implications of AI technologies, including issues related to privacy, consent, dignity, and the well-being of individuals. It is important to foster a culture that encourages thoughtful discussions and critical thinking around the ethical dimensions of AI.
11. **Educational Purpose:** The use of AI technologies should align with the district's educational goals and objectives. Users should prioritize educational outcomes, personalized learning, and pedagogical effectiveness when integrating AI tools into instructional practices.
12. **Professional Development:** Users should receive ongoing professional development opportunities to enhance their understanding of AI technologies and their effective integration into teaching and administrative practices. These opportunities should address topics such as AI ethics, bias mitigation, and effective instructional strategies.
13. **Compliance with Existing Policies:** The use of AI technologies must comply with all existing district policies, including but not limited to the AUP, data privacy policies, and student code of conduct. Users are responsible for familiarizing themselves with these policies and ensuring compliance.

Computer Network

- A. A network account is provided for **educational purposes only**.
 - B. Acceptable Network use by district students and staff include:
 1. Creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research.
 2. Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, email and web pages that support education and research.
 - C. A network account is to be used only by the authorized user. The sharing of logins, passwords or accessing in another user's accounts and/or data is prohibited.
 - D. Users are expected to abide by the generally accepted rules of Network Etiquette (Netiquette). This includes:
 1. Be polite. Do not send abusive messages or ones containing inappropriate language.
-

2. Do not reveal your personal information (address, social security number, phone number, etc.) or that of other students/colleagues.
 - a. Do not wastefully use finite resources (paper, network/email storage space, etc.)
 - b. Do not use the network in such a way that you would disrupt the use of the network by others.
3. Email/Social Media/Messaging may not be used to spam, advertise/sell personal property, for commercial activities, or for political lobbying for personal gain. Messages relating to or in support of illegal activities will be reported to legal authorities.
4. Uploading, downloading or transmission of material, information, or software in violation of any district policy or federal, state or local law or regulation is prohibited and may be reported to legal authorities.
5. Users may access educational materials for school use via the Internet. Compliance with Copyright notices and/or Terms and Conditions pertaining to a website is required. Plagiarism, in any form, is prohibited.
6. Non-educational, inappropriate communication including, but not limited to, instant messaging, network messaging, and chat rooms, is prohibited.
7. Accessing, transmitting, submitting, posting, publishing, or displaying any inappropriate or illegal material including, but not limited to, defamatory, inaccurate, abusive, obscene, profane, sexually oriented, bullying, threatening, racially offensive, or harassing is prohibited and may be reported to legal authorities.
8. Student network files may be purged at the end of the school year. It is the student's responsibility to back-up any files the student wants to retain.
9. The network account, email account and network files of a user who leaves the district may be deleted.
10. It is the student's responsibility to backup any files the student wants to retain.
11. The Children's Online Protection Privacy Act requires website operators to obtain parental consent before collecting information from children under the age of 13. In certain instances, the District may act as an intermediary and provide the required parental consent on behalf of a student when the website is used for educational purposes.
12. A staff member wishing to design and publish a web site must read and adhere to the district's Web Page Development Guidelines and Policy.

Equipment

- A. The user will utilize district hardware (computers/printers/scanners, etc.) with care. Food, drink and candy must be kept away from any hardware.
 - B. To protect logins/files, users must restart or shutdown the computer after use or when the computer will be unattended for a period of time.
-

- C. Users are always responsible for their assigned device. Users must take appropriate security measures at all times such as setting a passcode and/or logging out when necessary.

Internet Safety

- A. In compliance with CIPA (Children's Internet Protection Act passed by Congress on 12/15/00) Internet filtering is in place for every networked computer to prevent access to inappropriate material on the district network. Internet filtering is provided by the district, both in and outside of the school setting for students. It is impossible to control access to ALL material on the Internet. The OPS firmly believe that the availability of valuable information and the potential for interaction on the Internet far outweigh the possibility that users may be exposed to material not consistent with the educational goals of the Okemos Public Schools. Furthermore, during student Internet use in school facilities, District staff will make reasonable efforts to supervise student access and use of the Internet.
- B. To help ensure student safety and citizenship in online activities, students and staff will be educated about:
 - 1. Appropriate online behavior.
 - 2. Safety and security while using email, chat rooms, social media, and other forms of electronic communications.
 - 3. The dangers inherent with the online disclosure of personally identifiable information.
 - 4. The consequences of unauthorized access (e.g., "hacking") and other unlawful or inappropriate activities.
 - 5. Cyberbullying awareness and response.

Security

- A. It is the responsibility of every user to notify a staff member or administrator who, in turn, must notify the Department of Media & Technology if the District Network Resources policy violation or security problem involving the District Network Resources or Internet is identified. The user must not in any way communicate and/or demonstrate the problem to others.
- B. Attempting to login to the network as any other user or disclosing another user's login and password is prohibited.
- C. Any user identified as a security risk or having a history of technology violations may be denied access to the District Network Resources.

Software

- A. Downloading of unlicensed, malicious, illegal or inappropriate software from the Internet is prohibited and may be reported to legal authorities.
 - B. Unauthorized copying, use or altering of licensed or copyrighted software is prohibited.
-

Tampering

- A. Tampering with, or activities that threaten the integrity and/or security of any network, computer operating system, software or materials (including, but not limited to, hacking into the District network(s), downloading or installing files that will compromise the network(s), dual booting devices, removal of district computer policies, removal of anti-virus software, transmission of worms, viruses and other malicious codes, and accessing any device or data without proper authorization) is prohibited and may be reported to legal authorities.
 - B. Any attempt to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content).
- 6.

Video Network

- A. All programming to be aired over the district's broadcasting system must be approved by the Department of Media & Technology.
- B. Programming which may be in violation of someone's civil rights, or that is discriminating in nature or content, or inappropriate for the educational audience is prohibited.
- C. Inappropriate language or behavior is prohibited from Okemos Channel programming.
- D. Student programming and use of equipment must be adult supervised at all times.
- E. Copyrighted materials or programming must be used in accordance with district policy and applicable laws.

For additional information, see [Board Policy 3116](#), [Board Policy 5208](#) & [Board Policy 5208.01](#)

PERSONAL ELECTRONIC DEVICES

Personal Electronic Devices (PEDs) are defined as any student owned laptop, smartphone, cell phone, tablet, music player, personal digital assistant or any other device with inbound/outbound communication capabilities.

PEDs can be valuable tools/resources for staff and students. The intent is to allow teacher directed usage of PEDs for educational, time management and communication purposes, while also providing opportunities to educate stakeholders on appropriate use of electronic devices in an educational setting.

This policy allows students to bring their own device to school and use it within the educational setting **at the teacher's discretion**. Use of PEDs will remain a privilege when used responsibly and properly, and can be revoked at any time per administrative discretion.

Cell phones and other communication devices are to be turned off and placed in the locker upon entering the building. They are not to be used during the school day unless a teacher has given permission for use in their classroom. They may be used after school for purposes of contacting parents for pick up.

If a staff member hears the phone or a student is seen using the phone, the staff member will confiscate the device and turn it into the office.

Texting, videotaping, recording or taking pictures with cell phones or other electronic devices is prohibited, however they may be used after school for purposes of contacting parents for pick up. Laser pointers are not permitted on school property.

Failure to adhere to these rules will involve progressive discipline that may include parent contact, detention, suspension, and the confiscation of the device.

Texting, videotaping, recording or taking pictures with cell phones or other electronic devices is prohibited. Students who violate this policy will have their device confiscated with appropriate administration action.

1st and 2nd Offense: Student's caregiver will pick up the device at the end of the school day from the office. It is the responsibility of the student to communicate home (student can utilize the guidance office phone) sharing their device has been confiscated.

Further Offenses: Student's right to possess the cell phone or PED at school will be revoked. The device will be checked in and out of the office for an assigned period of time.

PERSONAL LEARNING DEVICE (PLD)

The Personal Learning Devices are a critical component of the classroom instruction as we move forward; therefore students do not have the option of declining a district provided device. Students will be required to use their school issued device during the school day to provide continuity for classroom instruction. The intent is for students to use the devices both in school and at home. Additionally, students are required to use school-provided Google accounts for classroom assignments.

Bringing the Device to School

1. It is expected that students will have their fully charged device at school each day. Teachers will be designing their lessons and classrooms based on students having access to their device.
 2. If students fail to bring their device to school or bring it uncharged, they are responsible for getting the course work completed as if they had their device present and working.
 3. If a student repeatedly fails to bring their device to school, they may be required to turn in and check out their device from school.
-

Student Use in the Classrooms

1. Use of the device in the classroom is at teacher discretion.
2. Students are expected to take their device to each class each day unless told differently by the teacher.
3. Devices in the classroom are to be used for teacher approved educational purposes only.
4. The use of earbuds/headphones and other accessories in class are at teacher discretion. Earbuds/headphones will not be provided by OPS.

General Care

1. Treat this equipment with as much care as if it were your own property. Students may be assigned the same device for multiple years.
2. Do not attempt to alter, modify or upgrade the device in any way. Doing so may void the warranty.
3. Any and all support or repair will be handled through the district. PLEASE DO NOT CONTACT ANY OUTSIDE VENDOR (i.e., Geek Squad, device manufacturer) FOR REPAIR OR SUPPORT ISSUES.
4. Do not remove or interfere with the serial number or any identification placed on the device.
5. Keep the equipment clean. For example, don't eat or drink while using the device. *It should be noted that liquids cause immediate damage to electronics.
6. Do not put stickers or use any type of markers on the device.
7. District issued carrying cases and/or device covers must be used at all times.
8. Close the device when it is not in use or it is being transported.
9. Never use a chemical to clean the screen or keyboard (i.e. Windex, bleach wipes). Use a soft, dry, lint-free cloth when cleaning the device.
10. Do not lean on the top of the device or put excessive pressure on the screen.
11. Devices should always be stored in a safe, secure location. Avoid extreme temperatures.
12. Unattended devices found by staff will be moved to a designated location in the building.

Student Printer Use

1. Use of a school printer is for educational purposes only and will be at the discretion of the teacher.
2. Installing a printer for home use is allowed.

Prohibited Areas

Use of the device is prohibited in the following areas/situations:

1. Locker Rooms
-

2. Bathrooms
3. Cafeteria
4. Hallway - Left unattended and/or on the floor
5. Areas used for the purpose of changing clothes
6. Any other areas as designated by administration

Device Camera/Recording

1. Users shall not capture, record, transmit or post images, audio, or video of a person or persons unless provided with authorization by a teacher or administrator in compliance with OPS policies and procedures. This applies both in and out of the school setting.
2. Use of any recording, video or camera functions without a subject's consent is strictly prohibited.

Device Problems

1. It is the student's responsibility to report device issues as soon as they occur.
2. The student must take the device to the designated technical support location as soon as possible.
3. If the device cannot be fixed immediately, the student may be issued a different device to use on a temporary basis.

Discipline

1. Violations of the Student Code of Conduct (i.e., cheating, harassment, illegal activity, inappropriate images and content, etc.) that involve the use of any electronic device will be handled by administration as outlined in the Student Handbook. Loss of electronic device privileges up to and including confiscation of the device may accompany discipline for the offense. Failure to surrender and allow access to any electronic device upon request from a staff member is considered insubordination and will be handled by administration as outlined in the Student Handbook.
2. Please refer to the district Code of Conduct Policy for further details regarding electronic communications and student expectations.

Device Damages and Care/Loss or Theft of Devices

1. In the event of damage to the device not covered by the warranty, the student and parent/legal guardian may be billed for the damages.
 2. Repeated damage offenses may result in the parent/legal guardian being billed for the damages and/or loss of the device for the remainder of the year (a daily check out device will be provided).
 3. The administration has the authority to waive or modify charges if the cause of damage is judged to be beyond the student's control.
-

4. Devices that are lost or stolen need to be reported to the school's main office immediately.
5. If a device is stolen or vandalized while not at an OPS sponsored event, the parent/or legal guardian shall file a police report and notify the school's main office as soon as possible.
6. If a device is lost or stolen, the student may be financially responsible for its replacement.
7. The student may also lose the right to take future devices home.
8. Lost, damaged, or stolen devices in the care, custody, and control of a student may be covered by the homeowners'/renters' policy of the parent/guardian. Most homeowner/renter policies will provide some limit of coverage for the "damage to the property of others" under the comprehensive personal liability coverage part of the policy and is not normally subject to any deductible. Please consult your insurance agent for details about your homeowners'/renters' coverage.

Checking Out and Returning a Device at the End of the Year

1. Students will be expected to attend an orientation session to receive their equipment. Each student will receive a device, case and AC charger.
2. Devices will be returned at a specified time at the end of the school year so they can be checked for serviceability.
3. It is the student's responsibility to maintain the power adapter and cable.
4. The student or parent/or legal guardian will replace lost or damaged power adapters or cables with the same model. It is recommended that students NOT use the prongs on the charger to wrap the power cord, as over time, this has proven to damage the cord.
5. If a student transfers out of the OPS during the school year, the device must be returned at that time.
6. This equipment is, and at all times remains, the property of OPS and is herewith loaned to the student for educational purposes only for the Academic School Year. The student may not deface or destroy this property in any way. Inappropriate use of the machine may result in the student losing their right to use the device and may lead to disciplinary action.

Disclaimer

The Okemos Public Schools makes no guarantees of any kind, whether expressed or implied, for the District Network Resources or the device. The Okemos Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its services. OPS staff and Board of Education members are released and indemnified from:

1. Any damages users may suffer including, but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries, interruptions in service, or other reasons.
 2. Any fees, expenses or damages a user incurs as a result of use, or misuse, of the District Network Resources. The district retains the right to seek monetary restitution from the user.
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3. Any claims, causes of action and damages of any nature arising from the use, or inability to use, the District Network Resources.
4. Unauthorized financial obligations, identity theft or fraud resulting from District-provided access to the Internet and/or email.

Terms and Conditions

All Terms and Conditions as stated in this document are applicable to the Okemos Public School District. These Terms and Conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. These Terms and Conditions shall be governed and interpreted in accordance with the laws of the State of Michigan, and the United States of America. These Terms and Conditions are subject to change with proper notification to the registered users.

Regulations: July 29, 2014

SCREEN TIME/TECHNOLOGY USE

Okemos Public Schools provides students with meaningful and innovative learning opportunities, which includes the integration of technology into the classroom environment and district provided “one to one” devices as tools to support learning.

Students in grades 5-12 should turn off and charge computers outside of school hours in preparation for the next school day.

Families should be aware that students will access school technology during school hours, with older (secondary) students having more use than younger (elementary) students. We encourage families to visit the [National Sleep Foundation](#) for information on screen time use and impacts on student sleep after hours.

Additionally, as a district we are committed to the Health and Safety of all of our students. As part of our commitment we have a Securly Filter on all our students school issued devices. Securly is a K-12 filtering tool that prevents students from accessing inappropriate or distracting content on the web. It also provides data for administrators to see what content students are accessing over time and alerts on concerning search terms, such as those referencing weapons, grief, self-harm, and sexual content. Coupled with the school-based filter, Seculy Home provides families with a report of what sites their child is on or topics they may be searching.

SECURLY DEVICE MANAGEMENT USE

At Okemos Public School, we are committed to fostering a safe and secure digital environment for all students and staff. As part of our efforts to ensure responsible and appropriate use of technology, we utilize Securly Device Management to manage and monitor school-issued devices.

Purpose

Securly Device Management is employed to:

1. Ensure compliance with school policies and procedures regarding technology use.
2. Safeguard the integrity and security of school-issued devices.
3. Monitor and manage internet usage to promote a productive and educational environment.
4. Protect students from accessing inappropriate or harmful online content.

User Responsibilities

Students and staff using school-issued devices are expected to:

1. Use the devices in accordance with school policies and guidelines.
2. Respect the integrity of the devices and refrain from tampering with or attempting to bypass security measures.
3. Report any issues or concerns regarding device functionality or security to the appropriate school personnel.
4. Understand that internet activity on school devices may be monitored and logged for security and accountability purposes.

Consequences of Misuse

Misuse of school-issued devices or attempts to circumvent Securly Device Management may result in disciplinary action, including but not limited to:

1. Loss of device privileges.
 2. Suspension or revocation of technology access.
-

3. Academic penalties.
4. Legal consequences for severe breaches of security or illegal activity.

By using school-issued devices, students and staff acknowledge their understanding of and agreement to abide by the terms outlined in this handbook section.

For additional information, see [Board Policy 3116](#) and [Board Policy 5208](#).

ADDITIONAL RESOURCES

NON-DISCRIMINATION POLICY

The Okemos Public Schools and the State Board of Education comply with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the United State Department of Education. It is the policy of these governmental agencies that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated in any programs or activity for which it is responsible or for which it receives financial assistance from the United States Department of Education.

If any person believes that the Okemos Public Schools or any parent of the school organization has inadequately applied the principles and/or regulations of Title IX (prohibits discrimination based on sex), or Section 504 (prohibits discrimination based on handicap), a complaint may be brought forward to the Local Title IX and/or Section 504 Coordinator at the following address:

Title IX Coordinator

Director of Human Resources
Okemos Public Schools
4406 N. Okemos Road
Okemos, MI 48864

Title IX Coordinator

Ms. Stacy Bailey
Okemos Public Schools
4406 N. Okemos Road
Okemos, MI 48864

Section 504 Coordinator

Ms. Heather Pricco
Okemos Public Schools
4406 N. Okemos Road
Okemos, MI 48864

Additionally, sexual or racial harassment is forbidden regardless of the source of harassment, e.g. student to student, teacher to student, school employee to student, etc. In the event that a student believes that sexual or racial harassment has occurred, the student should file a complaint with a school administrator, as per the Okemos Public Schools Harassment Policy.

For additional information, see Board Policy 3115.

OKEMOS SCHOOL BOARD

The Okemos School Board appreciates interest in our meetings and in the school system. Public participation and open lines of communication are vital to a successful educational environment for our schools.

Board meetings are conducted the second and fourth Monday of each month at 7:00 P.M in the Board office, located on the third floor of the administration building. Notice of all meetings are posted in accordance with the Open Meetings Act and are on the district website.

All meetings of the Board of Education are open to the public except those specifically exempted by law; these closed Executive Sessions may be a discussion of negotiations or certain personnel or student matters.

Policies of the school board are posted on the district website under the School Board link on the district homepage. For additional information, please visit the [Board of Education website](#) or contact the superintendent's office at 706-5010.

WEBSITE

The district website contains valuable information for families, including a staff email and phone directory, enrollment information, departmental information, bus schedules, food menus, school newsletters, teacher web pages, and much more. Please utilize this resource as it contains information that is intended to help our families.

A link to the [Okemos Channel](#) provides information about the district cable channel and on demand streaming of events that have been taped by the district such as concerts, special assemblies, and school board meetings.

<http://www.okemosk12.net>

APPENDIX A

Students with Disabilities

All applicable state and federal laws related to disciplining students with disabilities will be followed. Additionally, students with disabilities are entitled to the same due process protections as all other students.

Procedures for Discipline

1. The district will notify the student's parent/guardian and will provide the parent/guardian a copy of procedural safeguard on the date on which the district decides to:
 - a. expel a student with a disability;
 - b. suspend a student with a disability for more than 10 consecutive school days;
 - c. suspend a student with a disability for more than 10 cumulative school days in the same school year if a pattern of removals exist (explained below); or
 - d. place a student with a disability in an interim alternative educational setting (explained below).
 2. Within 10 school days of a decision to expel a student with a disability or suspend a student with a disability for more than 10 consecutive school days, the district will convene a manifestation determination review team meeting, which must include the parent/guardian and relevant members of the student's IEP or 504 team, to determine whether the student's conduct was a manifestation of his or her disability.
 - a. If the team concludes that the conduct was a manifestation of the student's disability, the district may not continue the suspension or expulsion. For a student with an IEP, if the team finds the conduct to be a manifestation of the student's disability, the district must either conduct a functional behavioral assessment (unless one was previously conducted) and implement a behavior intervention plan for the student; or if a behavior intervention plan was already developed, review and modify the behavior intervention plan to address the conduct at issue.
 - b. If the IEP or 504 team concludes that the conduct was a manifestation of the student's disability, the student must be returned to the placement from which the student was removed unless the parent and the district agree to change the placement or unless the student may be placed in a 45-school day interim alternative educational setting (explained below).
 - c. If the team concludes that the conduct was not a manifestation of the student's disability, the district may proceed with the suspension or expulsion by observing the due process requirements discussed above and, if the student has and IEP must, if appropriate, conduct a functional behavioral assessment and develop a behavior intervention plan for the student.
 3. Before suspending or expelling a student with a disability for more than 10 cumulative days in a school year, district administration must determine whether the student's removals from school constitute a pattern. If the district determines that the removals constitute a pattern, the district will, within 10 school days of a decision convene a manifestation determination review team meeting, which must include the
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parent/guardian and relevant members of the student's IEP team, to determine whether the student's conduct was a manifestation of his or her disability.

4. If the team concludes that the conduct was a manifestation of the student's disability, the district may not continue the suspension or expulsion. For a student with an IEP, if the team finds the conduct to be a manifestation of the student's disability, the district must either: (1) conduct a functional behavioral assessment (unless one was previously conducted) and implement a behavior intervention plan or (2) if a behavior intervention plan was already developed, review and modify the behavior intervention plan to address the conduct at issue.
 5. If the team concludes that the conduct was a manifestation of the student's disability, the student must be returned to the placement from which the student was removed unless the parent and the district agree to change the placement or unless the student may be placed in a 45-school day interim alternative educational setting (explained below).
 6. If the team concludes that the conduct was not a manifestation of the student's disability, the district may proceed with the suspension or expulsion by observing the due process requirements discussed above and, if the student has an IEP must, if appropriate, conduct a functional behavioral assessment and develop a behavior intervention plan for the student.
 7. District administrators may remove a student with a disability who engages in any of the following conduct to an interim alternative educational setting for not more than 45 school days, even if the conduct is a manifestation of the student's disability:
 - a. Carrying a weapon to or possessing a weapon at school, on school premises, or to or at a school function;
 - b. Knowingly possessing or using illegal drugs, or selling or soliciting the sale of a controlled substance, while at school, on school premises, or at a school function; or
 - c. Inflicting serious bodily injury upon another person while at school, on school premises, or at a school function.
 8. For purposes of this section of the policy only, a "weapon" means a device, instrument, material, or substance, animate or inanimate, which is used for, or is readily capable of, causing death or serious bodily injury. A "weapon" does not include a pocket knife with a blade of less than 2½ inches in length. No student may be removed to an interim alternative educational setting without first receiving the due process rights afforded under this board policy.
 9. Within 10 school days of a decision to place a student in an interim alternative educational setting, district administration must convene a manifestation determination review team meeting, which must include the parent/guardian and relevant members of the student's IEP team, to determine whether the student's conduct was a manifestation of his or her disability.
 - a. If the student has an IEP and the team concludes that the conduct was a manifestation of the student's disability, the district must either conduct a functional behavioral assessment (unless one was previously conducted) and implement a behavior intervention plan; or if a behavior
-

intervention plan was already developed, review and modify the behavior intervention plan to address the conduct at issue.

- b. If the student has an IEP and the team concludes that the conduct was not a manifestation of the student's disability, the district must, if appropriate, conduct a functional behavioral assessment and develop a behavior intervention plan for the student.
10. The district reserves its right to remove a dangerous student from school to the maximum extent permitted by law. The board directs administration to follow all state and federal laws governing the removal of dangerous students with disabilities.
 11. If a student who is eligible for services under the Individuals with Disabilities Education Act is expelled or suspended for more than 10 school days during a school year or placed in a 45-school day interim alternative educational setting, administrators must ensure that the student continues to receive programs and services, although in a setting other than the regular school setting, that are sufficient to enable the student to participate in the general education curriculum and to progress toward meeting the goals contained in the student's IEP.
 12. A student who is not currently identified as a student with a disability is entitled to the rights and procedures provided to students with disabilities if the district had knowledge that the student was a student with a disability before the misconduct occurred. The district will be deemed to have knowledge that a student was a student with a disability only if:
 - a. The student's parent/guardian expressed concern in writing to a district administrator that the student needed special education or related services,
 - b. the student's parent/guardian requested a special education evaluation, or
 - c. the student's teacher or other personnel expressed specific concerns about a pattern of behavior demonstrated by the student to the district's special education director or to other supervisory personnel.
 13. The district will, however, be deemed to not have had knowledge that the student was a student with a disability if:
 - a. the student's parent/guardian refused to allow the district to evaluate the student;
 - b. the student's parent/guardian refused special education for the student; or
 - c. the student was previously evaluated and determined not to be a student with a disability.

This policy does not provide a comprehensive description of the disciplinary rights and procedures due to students with disabilities. The board directs administration to ensure that all other rights of students with disabilities are protected and all procedures applicable to students with disabilities are followed as required by the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, state law, Board policy.

Legal Reference:

MCL 380.11a; MCL 380.1308; MCL 380.1309; MCL 380.1310;
MCL 380.1310a; MCL 380.1310c; MCL 380.1310d; MCL 380.1311; MCL 380.1311a; MCL 380.1313;
Gun Free Schools Act, 20 U.S.C. §7151; 18 U.S.C. §921;

Okemos Public School District Student & Family Handbook

Individuals with Disabilities Education Act, 20 U.S.C. §1401 et seq.;
Rehabilitation Act of 1973, 29 U.S.C. §§705, 794-794b.

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APPENDIX B

5703-F-2 Consent for District Administered Medication Form

Student Information

Student's Name: _____

Date of Birth: _____ Grade: _____

Healthcare Provider Information

Name/Title: _____

Address: _____

Telephone: _____ Fax: _____

Provider Signature: _____ Date: _____

Medication Information

This section must be completed by the Student's healthcare provider.

Medication Name: _____ Dose: _____

Administration Method: _____ Administration Time/frequency: _____

If "as needed," under what conditions is the medication to be administered:

Relevant side effects: _____

Parent/Guardian Consent

I, _____, authorize school staff to administer medication accordance with this form and applicable Policies. I acknowledge that Board Policy requires that I immediately inform the District of any changes to the healthcare provider's medication instructions.

Parent's/Guardian's Signature: _____ Date: _____

Home Phone: _____ Cell Phone: _____

Work Phone: _____ Email: _____

(Please circle which phone number you would like District staff to call first.)

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APPENDIX C

5703-F-3 Consent for Student to Self-Administer Medication Form

Student Information

Student's Name: _____

Date of Birth: _____ Grade: _____

Medication Name: _____ Dose: _____

Administration Method: _____ Administration Time/frequency: _____

If "as needed," under what conditions is the medication to be administered:

Relevant side effects: _____

Healthcare Provider Information

Name/Title: _____

Address: _____

Telephone: _____ Fax: _____

Please attach to this form the Student's healthcare provider's written authorization for the Student to possess and administer this medication.

Parent/Guardian Consent

I, _____, give permission for my Student to possess and administer medication in accordance with this form and applicable Policies. I acknowledge that Board Policy requires that I inform the District of any changes to the healthcare provider's medication instructions immediately.

Parent's/Guardian's Signature: _____ Date: _____

Home Phone: _____ Cell Phone: _____

Work Phone: _____ Email: _____

(Please circle which phone number you would like District staff to call first.)

APPENDIX D

CAROL A. SIEMON INGHAM COUNTY PROSECUTING ATTORNEY

MICHAEL S. CLIFTONHAM
Chief Assistant Prosecutor



JOHN J. DEWANT
Deputy Chief Assistant Prosecutor

Dear Parents/Guardians:

Few events hit home for students and families like a school shooting. They are terrifying and tragic. When students learn of these events on television or on social media, it is natural for them to worry about their own school and their own safety. Unfortunately, some students see these tragedies as an opportunity to gain notoriety and make threats against their schools, teachers, and classmates.

We are all aware of the notable rise across the nation, in our state, and in Ingham County of threats made to our schools and the students, teachers, and other professionals working to educate our children. Although many of the students that have created these situations claim they were just joking, or did not think it was a big deal – it is a big deal. That is why the sheriff, local law enforcement chiefs, school superintendents, and I are reaching out to you. These threats are not viewed as a joke and these acts will be addressed by the school, law enforcement, and the prosecutor's office. These types of threats could lead to criminal charges including: Threat of Terrorism, False Threat of Terrorism, Intentional threat to commit an act of violence against a school, and Use of a Computer to Commit a Crime. The most serious of these crimes carries a potential maximum of 20 years in prison.

While the punishments dictated by the school and criminal justice system are significant, students may also face additional consequences, including:

- Loss of scholarships and federal aid
- Denied college admission
- Being required to disclose pending cases or criminal convictions on job applications
- Denied entry into the military

We urge you to talk to your children about the appropriate use of social media, and the lasting consequences of making threats against our schools. Please stress that there is nothing humorous about threatening to shoot up a school, and there is no such thing as a joke involving the threat of mass murder.

All threats will continue to be taken seriously and may be prosecuted under Michigan law.

By working together, we can provide our children the safe schools they deserve.

Respectfully,

Handwritten signature of Carol A. Siemon in cursive.

Law Enforcement:

Sheriff Scott Wriggelsworth (Ingham County Sheriff's Office), Chief Daryl Green (Lansing Police Department), Chief Larry Sparkes (East Lansing Police Department), Chief Kelly Roudebush (Michigan State University Police Department), Chief Adam Kline (Lansing Township Police Department), Chief Bob Young (Williamston Police Department), Chief Robert Delamarter (City of Leslie Police Department), Chief Johnnie Torres (Stockbridge Police Department), Chief Don Hansen (Mason Police Department), Chief Ken Plaga (Meridian Township Police Department), F/Lt Detrich Speights (Michigan State Police Post 11), Chief William French (Lansing Community College Police and Public Safety)

Superintendents:

Amy Hodgson (Dansville Schools), Jeff Manthei (Leslie Public Schools), Brian Friddle (Webberville Community Schools), Dori Leyko (East Lansing Public Schools), Ron Drzewicki (Mason Public Schools), Adam Spina (Williamston Community Schools), Steve Cook (Haslett Public Schools), John Hood (Okemos Public Schools), Jason Mellema (Ingham Intermediate School District), David Hornak (Holt Public Schools), Karl Heidrich (Stockbridge Community Schools), Sam Sinicropi (Lansing School District), Kelly Blake (Waverly Community Schools)

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High School Academic Student Handbook 2025-2026



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Advanced Placement Policy

Okemos High School offers AP courses for students ready for college-level work. Admission requires an application and selection. Students must take the AP exam each May and pay the exam fee; fee reductions are available for eligible students.

AP Exam Administration

OHS students enrolled in AP courses: Must apply by early February, pay fees by the deadline, and commit to the May exam.

OHS students not enrolled but taking exams for OHS AP courses: Must register and pay fees (usually by October), prepare independently, and commit to the exam or face penalties.

OHS students taking exams for AP courses not offered at OHS: Must register and pay fees by the fall deadline (usually November), prepare independently, and commit to the exam or face penalties.

Capital Region Technical Early College at Wilson Talent Center (CRTEC)

While enrolled with [CRTEC](#), students will be part-time at Okemos High School and part-time at Wilson Talent Center for grades 11 and 12. They will spend grade 13 on a college campus, depending on the program in which they choose to enroll.

After successfully meeting the MMC requirements, students enrolled in Early College programs may participate in a commencement ceremony with their graduating class. The diploma will not be released to the student until they have completed the early college program requirements and OHS has been notified.

Certificate of Completion

Students who do not meet all requirements of the Michigan Merit Curriculum may be eligible for a [Certificate of Completion](#), which recognizes their academic participation but is not a high school diploma. Applications for this certificate can be made by the student or their parents/guardians, and the guidelines in this handbook.

Students on the Certificate of Completion track may participate once in commencement exercises while enrolled at Okemos High School. This decision is made by the student's IEP team in collaboration with parents/guardians.

Credit Recovery

Edgenuity

Edgenuity is an online credit recovery program for OHS students. Some courses mirror OHS classes, while others differ and have unique titles. Edgenuity courses are not NCAA-approved for athletic eligibility.

Courses can be taken during the school year or summer. Eligible students include those who:

- Did not earn credit in the required Michigan Merit Curriculum courses
- Need credits that don't fit into the schedule (with admin approval)
- Need elective credits to reach 22 for graduation
- Are out of sequence due to makeup credits
- Have an active IEP with resource support and want to attend Wilson Talent Center
- Are unable to attend school due to prolonged illness or suspension (with admin approval)

Credits and grades earned via Edgenuity appear on transcripts and are labeled accordingly. Students with grades between D- and C- in OHS courses cannot repeat those courses on Edgenuity to improve their grade; they must retake them in the regular schedule.

Graduation Alliance

Graduation Alliance offers flexible, research-based alternative education with social-emotional support to help at-risk and non-traditional students graduate and transition successfully after high school. Students must be principal-approved and receive technology, mentoring, qualified teachers, 24/7 tutoring, credit monitoring, and a flexible schedule. They remain OHS students while enrolled.

Graduation Alliance students may join athletics (if MHSAA-eligible) and OHS extracurriculars (with principal approval). Graduates receive an OHS diploma and may participate in commencement with their class.

Credit/No Credit Option

With principal, counselor, and parent approval, students may take courses as credit/no credit basis. Students complete this process *before* the semester begins.

Passing = "G" (no GPA impact)

Failing = "H" (no credit, no GPA impact)

Grading standards remain the same as letter-graded courses.

Dual Enrollment

Okemos High School students in grades 9–12 may participate in the [Michigan Department of Education \(MDE\)](#) administered Dual Enrollment Program, allowing them to take up to ten college courses for both high school and college credit. The Michigan State Legislature, 1996 PA 160 and 2000 PA 258, also known as the "Dual Enrollment" Bills, provides for students to earn college credit while in high school. The classes that students are eligible for must not be offered by the high school or PSA and must lead towards postsecondary credit, accreditation, certification, and/or licensing.

Eligibility and Requirements

Students must be enrolled at Okemos High School in at least one class and meet qualifying scores on assessments such as the Michigan Merit Exam (MME), PSAT, SAT, or ACT, depending on grade level. Dual enrollment courses must be academic and not offered at Okemos, excluding hobby, recreation, physical education, or religious courses.

Tuition and fees are covered by the district up to the state foundation allowance per student; families are responsible for any additional costs. If a student drops a dual enrollment course after registering, the family is responsible for tuition. If a student fails to complete a district paid postsecondary course, the student shall repay to the school district any funds that were expended by the district for the course that are not refunded to the district by the eligible postsecondary institution. If the student does not repay this money, the district may impose sanctions against the student. This subdivision does not apply to a student who does not complete the course due to a family or medical emergency, as determined by the eligible postsecondary institution.

Students earn credit toward the 22-credit graduation requirement, with college credits typically converting at three to four semester hours, equaling one Okemos credit. Grades earned in the dual-enrollment process will be recorded as a letter grade on the OHS official transcript and be calculated in the student's GPA.

By March 1 annually, Okemos will provide students and parents with information about eligibility, costs, course options, support services, and potential consequences of enrolling in postsecondary courses. Students must register for dual enrollment courses via PowerSchool during spring registration and submit the required forms.

Counselors assist with course approval to ensure alignment with graduation requirements. Students and parents are encouraged to review program details at participating institutions, such as MSU and LCC, and confirm course compatibility with the high school schedule.

Additional Dual Enrollment Notes

The district will provide counseling to students and families to clarify the benefits, risks, and responsibilities associated with dual enrollment before students enroll. This ensures that families are well-informed and prepared to make decisions that best support the student's academic goals.

Students who complete ten dual enrollment courses, graduate, or receive funding for four academic years become ineligible for further district-funded dual enrollment. Those enrolling in dual enrollment courses that serve as prerequisites for Advanced Placement (AP) courses should carefully consider the rigor of the coursework and any grade requirements involved.

For more detailed information, students and parents should consult their assigned counselor.

MSU GATE Programming

Okemos High School students have access to enrichment programs through Michigan State University's Office of Gifted and Talented Education (GATE). Year-long programs include:

- Cooperative Highly Accelerated Math Program (CHAMP)
- Intensive Studies in Humanities, Arts, Language, and Literature (ISHALL)
- Amo Linguam Latinam (ALL)
- Michigan's Accelerated NihonGo for Americans (M.A.N.G.A)
- Accelerated Chinese Experience (ACE)
- Langue pour Étudiants Avancés de Français (LEAF)

Eligibility is determined by MSU GATE academic criteria. Programs rotate offerings and are not paid for by the district, though some families choose them to meet their child's needs.

CHAMP Note: Since Okemos offers a strong advanced math program with direct teacher access, fewer students participate in CHAMP.

Okemos High School Enrollment & Credits

Students taking MSU GATE courses will have an open slot in their OHS schedule. Freshmen and sophomores will enroll in another class. Juniors and seniors will enroll in another OHS class or reduce their schedules by one hour.

Students are responsible for OHS content and assignments missed during MSU GATE classes.

Absences during MSU GATE are marked "school-related" and do not count toward total absences.

Students earn 2 credits per year of MSU GATE enrollment. Credits may be applied to the OHS transcript as credit only ("G" notation) or as a letter grade, with the student choosing after grades are issued via the External Credit Form.

Post-MSU GATE Course Placement

CHAMP: After two years, students may test out of Precalculus, Precalculus Honors. If unable to test out or desired score not achieved, students may take Calculus.

ISHALL: Students are encouraged to continue earning English credits annually to meet college expectations. Eligible for AP English (application required; contact AP teacher). AP English

enrollment is not guaranteed if classes fill with upperclassmen. Students may also complete AP English or senior electives via Michigan Virtual University.

LEAF: Eligible for AP French (contact AP teacher for application).

ALL: Culminates with AP Latin.

M.A.N.G.A: Culminates with AP Japanese.

ACE (Chinese): Culminates with AP Chinese.

Exchange Students

Exchange students will be categorized as 9th, 10th, or 12th-grade students for the purposes of providing accurate state testing data relevant to Okemos Public Schools students.

External Credit Guidelines

[Board Policy 5409](#)

External credit programs are increasingly available and popular with students to make up credit deficiencies or for academic enrichment. By definition, external credit is granted by organizations separate from Okemos High School. External credits may be applied to the OHS transcript only when needed to satisfy graduation requirements and only from educational institutions that have been approved by the Michigan Department of Education which Okemos High School partners, which includes online providers limited to those listed on Michigan's Online Course Catalog.

- Coursework that satisfies specific graduation requirements may be taken externally only from an approved, accredited educational institution and must align with the Michigan Merit Curriculum and Okemos Board of Education requirements.
- We recommend that senior students submit external credit documentation to Okemos High School by the Thursday before graduation. If documentation of course completion is not received by then, it is unlikely that there will be sufficient time to process the credit to ensure participation in commencement.
- External credits not specifically satisfying graduation requirements or necessary to achieve the twenty-two credits required for graduation will not be recorded on the OHS transcript. Students may self-report such credits to post-secondary institutions as desired.
- External credits may or may not serve as prerequisites for advanced courses, and testing out may be required. It is strongly recommended that any student wishing to complete credits outside of OHS consult with their school counselor to ensure satisfactory progression.
- Credits earned during previous full or part-time enrollment in a district outside of Okemos Public Schools are considered "transfer credits" and therefore not governed by the External Credit Policy.
- It is strongly recommended that students who need credit recovery do so through OHS. If circumstances prevent participation in the OHS program, credits for recovery earned through

any Michigan public school or an online program from Michigan's Online Course Catalog will be accepted.

Final Exam Policy

Each course requires a final experience (e.g., exam, project, paper, presentation), with a meaningful portion held during the scheduled final exam period. Final experiences count for 10 or 15% of the semester grade. Concerts may occur outside the final exam week. Early exams are not allowed unless approved by the principal due to extenuating circumstances.

Grade Change Policy

Grades can only be changed with the teacher's agreement or through a review panel. Requests must be submitted within 30 days of the next semester's start. If the teacher disagrees, appeals may proceed to the principal and then to a review panel made up of district and union reps. The panel's decision is final.

Grading

A student's grade point average will be computed according to the following scale:

A	=	4.00	100% - 93%
A-	=	3.80	92 - 90
B+	=	3.50	89 - 87
B	=	3.00	86 - 83
B-	=	2.80	82 - 80
C+	=	2.50	79 - 77
C	=	2.00	76 - 73
C-	=	1.80	72 - 70
D+	=	1.50	69 - 67
D	=	1.00	66 - 63
D-	=	.80	62 - 60
E	=	.00	
G	=	Satisfactory -- Credit (used for Credit/No Credit courses)	
H	=	No grade/no credit	
I	=	Incomplete	

Graduation

Students are generally expected to attend Okemos High School for four years and take enrichment courses to complete their schedule. If a student and their parent/guardian wish to pursue early graduation, they must meet with a counselor and submit an Early Graduation Intent Form, available in the Counseling Office.

Students who need a half credit or more to graduate are expected to carry a full course load, defined as six classes or five class hours with an approved reduced schedule.

Students with an IEP who meet credit and coursework requirements but have not yet achieved their post-secondary transition goals may participate in commencement; however, they will not receive a diploma or be counted as a graduate until those goals are met.

Students on a Certificate of Completion track may participate in commencement one time, with approval from their IEP team.

Graduation Requirements

To graduate from Okemos High School, students must earn at least 22 credits, including the following 18 required credits (subject to modification as permitted by law):

- English (4 credits): Literature and Composition 9, Literature and Composition 10, or approved alternatives.
- Mathematics (4 credits): Algebra I, Geometry, Algebra II, and a math course taken during the senior year.
- Science (3 credits): Physical Science, Biology, and one additional science course.
- Social Studies (3 credits): U.S. History and Geography (1 credit), World History and Geography (1 credit), American Government (0.5 credit), and Economics (0.5 credit).
- Health (0.5 credit): Skills for Health and Life (no modifications allowed).
- Physical Education (0.5 credit): Foundations of Physical Education.
- World Language (2 credits): Two credits in the same language.
- Visual, Performing, or Applied Arts (1 credit): Any course meeting VPAA requirements.

Students are expected to maintain a full-time schedule until all graduation requirements are met.

Incompletes (I)

Teachers may assign an Incomplete with admin approval.

Semester I: Work must be completed within 10 school days after report cards.

Semester II: The Deadline is June 30.

Unfinished work results in an "E," averaged into the final grade.

Independent Study

Independent Study is for students doing advanced work in a subject they've mastered; freshmen are not eligible. Requests must be made during registration, accompanied by a completed application and a Program Outline detailing the goals, which must be agreed upon by both the student and the teacher. Both documents are reviewed with the counselor. Final approval is by the principal or designee.

Independent Study is not a substitute for scheduled courses. Coursework must be done daily in the teacher's classroom during a scheduled class period and appear on the student's schedule for credit/grade. Students may take only one Independent Study course per semester.

Michigan Seal of Biliteracy

Beginning with the Class of 2027, OPS students can earn the [Michigan Seal of Biliteracy](#) by demonstrating proficiency in English and another world language. Testing for juniors will be available at the end of the 2025–26 school year. This recognition highlights valuable language skills for employers and colleges.

For details or to apply, contact the Counseling Office at 517-706-4920.

Personal Curriculum Option

Okemos High School students and parents/legal guardians may request a Personal Curriculum (PC) to modify certain Michigan Merit Curriculum requirements, as permitted by state law and outlined in [Board Policy 5409](#), the Okemos High School Guide to Curriculum for Students and Parents, and the Student-Parent Handbook. All requests will be reviewed for eligibility before any modifications are made.

Personal Curriculum Modification Procedure

A Personal Curriculum (PC) may be pursued when a student anticipates difficulty with requirements (like Algebra II), wishes to increase rigor in a subject, or has an active IEP requiring credit modifications.

To initiate a PC, the student must have a completed Educational Development Plan showing the need for modification. The PC request can be made by a parent, legal guardian, emancipated student, the student (with parent permission), or a teacher.

The modification must be allowed by the Michigan Department of Education. A Personal Curriculum Development team, including the student, parent/guardian, counselor, and, when appropriate, the school psychologist, will review the request. (This team is separate from the IEP team.) If approved, the request goes to the superintendent or designee for final approval.

After approval, parents must monitor the student's progress quarterly.

For current info, visit michigan.gov/mde.

Reduced Schedule

Students in good standing may request a reduced schedule—starting later or ending earlier than usual—with parent and administration approval, waiving the state's 1,098-hour attendance requirement.

Once approved, the schedule remains fixed for the semester. Students cannot leave and return

during the day, so reduced hours can only be during 1st or 6th period, with classes scheduled consecutively.

Repeating Courses

Without teacher recommendation: Students who achieve a grade of "C-" or lower may repeat the course without teacher recommendation, but can receive credit for the course only once. The repetition of the course must take place at Okemos High School as part of the student's regular schedule. The transcript will reflect only the higher grade. An exception will exist in the case of an elective course in which performance and skill practice are the goals. In this case, a student may choose to repeat the course more than once, and all grades must appear on the transcript. Concerning class size, preference will be given to students who have not yet taken the course.

With Teacher Recommendation: Students who repeat courses based on teacher recommendation may earn credit and a letter grade for each completed semester.

Report Cards & Grading

Final grades are calculated within 1.5 weeks after each marking period, and only semester grades appear on transcripts. Final grades include semester performance and the final exam.

Scheduling

The school year consists of two semesters. Each semester is divided into two terms (marking periods). Course registration takes place in the early spring for the following year.

One-half credit is earned by the satisfactory completion of a semester's work in a course that meets daily for one period. [The Okemos High School Guide to Curriculum](#) lists all course descriptions and is available to students before registration.

Schedule Change Requests

First Semester schedule changes are limited to the following and must be completed within the first ten school days:

- The student needs a specific course to meet graduation requirements
- The student failed a course and therefore no longer meets the requirement for a course currently on their schedule
- The student does not have a full schedule
- The student has a course on their schedule for which they have already earned credit
- The student has a documented medical need that warrants a schedule change
- The student was accepted into a specialized program, which must be added to their schedule (e.g., Dual Enrollment, Wilson Talent Center, or Tech Education Equivalent, Yearbook, Journalism)
- The student is approved for a Reduced Schedule

Requests for first-semester schedule changes must be received in the Counseling Office during the first ten school days of the semester. Changes to schedules after the first ten school days of a semester may be considered for unique student circumstances. Academic level changes (e.g., Honors Algebra 2 to Algebra 2) that are initiated by a teacher, counselor, or administrator may be made until the end of the 1st quarter.

Second-semester schedule change requests must be received in the Counseling Office at any time during the first semester, before the end of the last day of the first semester. The following criteria will be considered for a schedule change:

- The student needs a specific course to meet graduation requirements
- The student failed a course and therefore no longer meets the requirement for a course currently on their schedule
- The student does not have a full schedule
- The student has a course on their schedule for which they have already earned credit
- The student has a documented medical need that warrants a schedule change
- The student was accepted into a specialized program, which must be added to their schedule (e.g., Dual Enrollment, Wilson Talent Center, or Tech Education Equivalent)
- The student is approved for a Reduced Schedule
- The student seeks to exchange a second-semester elective course for another elective course in the same hour
- The student seeks to enroll in the second semester of a year-long class online

Changes to schedules after the first day of the second semester may be considered for unique student circumstances and require the principal's approval.

Academic level changes (e.g., Honors Algebra 2 to Algebra 2), initiated by a teacher, counselor, or administrator, may be made until the end of the 3rd quarter.

NOTE: To maintain continuous athletic eligibility, students must be enrolled in and complete four credit-bearing courses each semester.

State School Aid Act – Section 21f: Online Courses

The State of Michigan has taken action to expand digital learning options, implementing [Section 21f](#) of the State School Aid Act. These options allow families to request their child, in grades 6-12, to be enrolled in no more than two (2) online courses in place of a currently scheduled course.

Families must assess whether or not an online course is ideal for their child. This learning environment is non-traditional and lacks face-to-face classroom instruction and support. The research shows that not all students are well-suited for this style of learning. Consequently, families should carefully consider the following:

- Can your child create and maintain a study schedule without face-to-face interaction with a teacher?
- Can your child self-advocate and seek help within a virtual setting?
- Does your child possess the independent study habits and motivation needed to complete an entire course online without direct supervision?
- Does your child have the reading, writing, math, and computer literacy skills to succeed in a completely online class?
- Additional information is contained in the parent Guide to Online Learning at: [PARENT GUIDE TO ONLINE LEARNING](#).

This option is limited to online classes that the district offers or are listed within the state online course catalog available at <https://micourses.org>. While all of these classes have been reviewed from each sponsoring local district, in many cases, courses need to meet the rigor for credit or graduation requirements; thus, they are subject to administrative approval.

Should you choose to enroll your child in an online course, please be advised of the conditions listed below:

- The highly qualified teacher providing the content for the course will only be available remotely via email or possibly phone and *will not* be an Okemos Public School employee.
- The assigned mentor does not replace the role of the teacher.
- Your student will be required to work independently outside of the traditional classroom setting and will not be present with an OHS teacher or classmates during that subject.
- Students will be expected to take their online class in their building. OHS seniors are permitted to work off-campus if they are scheduled for an MVU course during their last period of the day.
- If approved, both parent and student must complete the 21f Online Learning Course Contract to verify their understanding of the expectations.
- Once enrolled in an online class, students may not withdraw from the online course to enroll in a different online class or a course in their home school.
- The student must complete the online course on or before the last day of the OPS semester/trimester in which they are enrolled.
- We strongly recommend that students do not plan on taking one semester of a course virtually and then one semester of a course traditionally.

Cost

Okemos High School (9-12): The approved online course(s) must be one of the student's six required classes per semester. The district will pay up to 1/12th of the district's per-pupil foundation allowance toward the cost of the course. The student/parent will bear any cost above that amount.

Grades

Okemos High School (9-12) courses taken through 21f will be included on the OHS transcript and designated as such, including the letter grade earned.

Prerequisites for Courses

Successful completion of a 21f course will be accepted for continued progression in the student's learning.

Honors Pathway Prerequisites

The MV course catalog does not offer Honors courses. Experience has shown that high acceleration of the math pathway through virtual courses may result in future challenges when students are in higher-level math courses, beginning with Algebra 2 and continuing through Calculus. Therefore, it is HIGHLY recommended that students on the Honors Pathway do not take MV courses as substitutions for OHS Honors classes.

Attendance Requirements

Okemos High School (9-12): All students enrolled in 21f courses must report to their mentor/teacher of record's classroom daily. Exception: Okemos High School seniors enrolled in a 21f course may only leave the building if their 21f course is scheduled during their last hour of the day and permission is granted by the parent/guardian. Students are required to take their final exams at Okemos High School with the assigned mentor/teacher of record. It is important to note that the semester start and end times may differ from the OPS calendar. Days off and holiday breaks may also differ, depending on the provider.

Registration

Parents should use the Online Class Enrollment Form on the district website. Deadlines for requesting enrollment in this will be consistent with the established Okemos Public Schools course selection timelines. These deadlines are important as online enrollment impacts staffing and schedule considerations.

Course Denial

If a student is denied enrollment in a virtual course by the District, the school shall provide written notification to the student and parent that indicates the reasons for denial. The reasons for denial are as follows:

- The pupil is enrolled in any of grades K to 5.
- The pupil has previously gained the credits that would be provided from the completion of the virtual course.
- The virtual course is not capable of generating academic credit.

- The virtual course is inconsistent with the remaining graduation requirements or career interests of the pupil.
- The pupil has not completed the prerequisite coursework for the requested virtual course
- or has not demonstrated proficiency in the prerequisite course content.
- The pupil has failed a previous virtual course in the same subject during the 2 most recent academic years.
- The virtual course is of insufficient quality or rigor.
- The cost of the virtual course exceeds the amount identified in subsection (9), unless the pupil or the pupil's parent or legal guardian agrees to pay the cost that exceeds this amount.
- The request for a virtual course enrollment did not occur within the same timelines established by the primary district for enrollment and schedule changes for regular courses.
- The request for a virtual course enrollment was not made in the academic term, semester, trimester, or summer preceding the enrollment. This subdivision does not apply to a request made by a pupil who is newly enrolled in the primary district.

(Subsection quoted from: THE STATE SCHOOL AID ACT OF 1979 (EXCERPT) Act 94 of 1979, 388.1621f, Virtual courses; definitions)

Appeal Rights

A student may appeal a denial for enrollment in a virtual course to the Assistant Superintendent for Curriculum and Instruction and must do so in writing, including the reasons why the enrollment was denied and the reasons why it should be approved. The school district has five days to respond to the appeal after it is received. If it is determined that the denial does not meet the criteria above, the District will enroll the student in the virtual course.

(Language based on THE STATE SCHOOL AID ACT OF 1979 (EXCERPT) Act 94 of 1979, 388.1621f, Virtual courses; definitions)

Testing Out Policy

Okemos High School offers eligible students in grades 7-12 the opportunity to “test out” of any high school course by earning a qualifying score on district-selected assessments aligned with Michigan Merit Curriculum requirements, consistent with Michigan Merit Curriculum Law, [Section 380.1278\(a\)\(4\)\(c\)](#).

Testing out is also available for students who have previously failed a course and wish to earn credit without repeating it.

To earn credit by testing out, students must demonstrate mastery by achieving at least a C+ on a final exam or comparable activities such as portfolios, performances, papers, projects, or presentations. Year-long courses have a single test-out period up to three hours; semester courses up to 1.5 hours. World language testing includes separate oral and written assessments.

Students may only test out of a course once and cannot test out of courses for which they already have credit. World language testing requires completion or testing out of prior courses in the sequence. Students may test out of multiple world language levels in the same testing period. Proficiency in languages not offered by the district may earn credit through demonstrated proficiency and a qualified evaluator.

Requests to test out must be submitted by May 1 using the Testing Out Registration Form. Math course test-out requests will be reviewed by the OHS Math Department for placement.

Testing occurs the week after school ends. Successful testers may need schedule changes the following year. Seventh and eighth graders who test out are not guaranteed enrollment in the next course and may use 21f to complete coursework if scheduling conflicts arise.

Testing out credit counts toward the 22 credits required for graduation, and the credit appears on transcripts with no letter grade attached or GPA impact. Passing with a C+ does not guarantee eligibility for advanced placement courses, which often require higher prerequisite grades.

Testing out exams are for placement only; exam content will not be shared, and scores are final. Students/families receive only pass/fail status.

Transfer Students

For international students returning to their home countries, two (2) sets of the following documents will be copied and notarized for families:

- A letter to document the dates of enrollment, signed by the principal or registrar, notarized by the administrative assistant.
- Copies of report cards, signed by the principal or registrar, notarized by the administrative assistant.
- Copies of standardized testing results, if available.

Wilson Talent Center (WTC)

The [Wilson Talent Center](#) and its off-site programs extend Okemos High School's offerings to Juniors and Seniors, providing specialized occupational training in 12 career clusters. Located five miles south of OHS in Mason, MI, WTC offers 18 programs where students earn 3.5 high school credits per year, articulated/direct college credit, and state or national certifications. Programs last 1–2 years, with some students completing two one-year programs over junior and senior years.

Students remain enrolled at Okemos High School, graduate with a regular diploma, and also receive a WTC certificate of completion. Classes run in two daily sessions (AM: 8:00–10:40 a.m., PM: 11:35 a.m.–2:15 p.m.) with transportation provided except for Cosmetology students, who must provide their transportation due to extended hours.

Career Clusters Offered

- Agriculture, Food & Natural Resources (BioScience Careers)
- Architecture & Construction (Construction Technology)
- Arts, A/V Technology & Communications (New Media)
- Finance (Business & Risk Management)
- Health Science (Health Foundations, Medical Assistant, Patient Care Technician, Sports Medicine & Rehabilitation)
- Hospitality & Tourism (Culinary Arts)
- Human Services (Career Start & Cosmetology)
- Information Technology (Cybersecurity & Digital Forensics, Programming & Mobile Applications)
- Law, Public Safety, Corrections & Security (Criminal Justice)
- Manufacturing (Precision Machining, Welding Technology)
- Science, Technology, Engineering & Mathematics (Engineering Technologies)
- Transportation, Distribution & Logistics (Automotive Technology)

Enrollment Process

Interested 10th and 11th-graders must attend a fall presentation and program visit. Applications are due by January, with acceptance letters sent in March. A spring open-enrollment period allows late applicants to visit and apply for available programs.

Calendar and Attendance

Due to differing calendars between WTC, Okemos, and Eaton, students may receive "Incomplete" grades until alternate site grades are posted. They may also be required to attend WTC classes even when Okemos is not in session.



Student Success Report: Recommended Indicators

Student success depends on a positive school culture and a healthy, inclusive learning environment. It also involves support for the whole child. The following indicators provide insight into how OPS is taking care of students' mental health and social emotional needs, as well as fostering their sense of belonging within our community.

Mental Health & Social Emotional Development				
Indicator	Data Source(s)	Focus	Frequency	Assumptions & Questions
<p>Students who need or want mental health support are referred to appropriate providers or services.</p> <p># of students who received direct services from Ingham ISD mental health provider</p> <p># of students who received direct services from E3 mental health provider</p>	<p>Referral Logs for Mental Health Supports (school-based, Ingham ISD, E3, other) (All grade levels)</p>	Process	Quarterly	<p>We have a system that identifies students who want or need mental health services and refers them to providers (internal and/or external).</p> <p><i>How long does it take for students to be referred to providers?</i></p> <p><i>Who are our mental health partners in the community, and how do we ensure that our teams know how to connect with them?</i></p>
<p>We will see a reduction in these measures over time:</p> <p>Percentage of students who reported feeling unsafe or very unsafe at school (MiPHY, BASC)</p> <p>% 7th and 9th graders who reported often or almost always</p>	<p>Michigan Profile for Healthy Youth (MiPHY) survey (Grades 7, 9, and 11)</p> <p>BASC-3 Behavioral and Emotional Screening System (Grades 3-12)</p>	<p>Safety</p> <p>Student Perception</p>	<p>Every two years</p> <p>2-3 times per year</p>	<p>Feelings of safety and belonging are related to students' SEL skills, their relationships with staff, and positive behavior.</p> <p><i>Why might students feel unsafe at school?</i></p> <p><i>Why might students hate being at school?</i></p> <p><i>What are we doing to build students'</i></p>

<p>hated being at school during the past year (MiPHY)</p> <p>% 7th graders who have heard students get called mean names or get "put down" one or more times during the past 12 months (MiPHY -all students)</p> <p>% 9th graders who have heard students get called mean names or get "put down" one or more times during the past 12 months (MiPHY -all students)</p>				<p>bystander skills?</p> <p>How are adults intervening when they hear put-downs?</p> <p>How can staff improve their relationships with all students?</p>
<p>OPS students have access to and benefit from the Woof Pack dogs.</p> <p>% of all students who report being able to access Woof Pack when needed</p>	<p>Woof Pack Artifacts - Daily schedules and events calendars; logs of student contacts with dogs (All grade levels)</p> <p>Student Survey Data - Re: access to dogs, feelings about interactions with dogs, etc. (All grade levels)</p>	<p>Process</p> <p>Student Perception</p>	<p>Yearly</p>	<p>Students benefit from their interactions with the Woof Pack.</p> <p>Are all students able to access the Woof Pack when they want or need to?</p> <p>How can we increase opportunities for students to be involved with the Woof Pack?</p>

Sense of Belonging				
Indicator	Data Source(s)	Focus	Frequency	Assumptions & Questions
<p>The number/percentage of students who are chronically absent will decrease.</p> <p>% Not Chronically Absent K-12 (all students) Source: MISchoolData</p>	<p>Attendance Rates (All grade levels)</p>	<p>Participation (Attendance)</p>	<p>Yearly</p>	<p>Students who feel a sense of belonging will make every effort to attend school.</p> <p>What is causing students to be chronically absent? Which of these reasons are within our control?</p>
<p>The graduate rate (4-year cohort) will increase.</p> <p>% Graduation Rate (4-Year Cohort) Source: MISchoolData</p>	<p>Graduation Rates</p>	<p>Participation (Graduation)</p>	<p>Yearly</p>	<p>Students who feel connected to school will graduate.</p> <p>What factors that contribute to graduation rates can we control?</p>

<p>More than 50% of OPS middle and high school students will report participation in private or school-sponsored athletics, music, theater, and/or clubs.</p> <p>% of students in grades 5-12 who report participation in private or school-sponsored athletics, music, theater, and/or clubs</p>	<p>Participation Rates - Athletics, music, theater, clubs (Grades 5-12)</p> <p>Student Survey Data - Participation in extracurricular activities</p>	<p>Participation (Extracurricular)</p> <p>Student Perception</p>	<p>Yearly</p>	<p>Students who participate in extracurricular activities are more likely to thrive socially, emotionally, and academically.</p> <p><i>Is there a correlation between participation in extracurricular activities and student academic growth?</i></p>
<p>More than 35% of OPS students are highlighted in Points of Pride each year.</p> <p>Monthly cultural overviews are published and distributed to families August through June.</p>	<p>Communications - Points of Pride, Monthly Cultural Overviews (All grade levels)</p>	<p>Process</p>	<p>Yearly</p>	<p>Students who are publicly recognized for their accomplishments and participation feel more connected to school.</p> <p>Acknowledging and celebrating the different identities within our community helps build respect and trust.</p> <p><i>How can we ensure that all students and families feel "seen" by the district?</i></p>
<p>School events are accessible to families.</p> <ul style="list-style-type: none"> ● Schedule (days/times) ● Cost ● Language 	<p>Parent Survey Data (families)</p> <p>Participation Rates - e.g. multicultural nights, music and theater performances, Protect the Pack</p>	<p>Participation (Family Engagement)</p> <p>Family Perception</p>	<p>Yearly</p>	<p>It is important to have events that are accessible to all families.</p> <p><i>What barriers may keep families from attending events?</i></p> <p><i>What factors can we control when planning accessible events?</i></p>
<p>Suspension rates at OHS are reported each year.</p>	<p>Discipline Data - Suspensions, expulsions, bullying incidents</p> <p>MiSchoolData</p>	<p>Discipline</p>	<p>Yearly</p>	<p>Students who have good relationships with peers and adults at school, and who have strong SEL skills, are less likely to engage in behavior that results in suspension.</p>

Overview of the new “Student Success Dashboard”

June 2025



[OUR DISTRICT](#)[TEACHING & LEARNING](#)[BOARD OF EDUCATION](#)[DEPARTMENTS](#)[FAMILIES](#)[COM](#)[Athletics](#)[Business & Finance](#)[Communications](#)[Student Success Initiatives](#)[Food Service](#)[Human Resources](#)[Media & Technology](#)[Operations](#)[Safety &](#)[Transportation](#)[Health Team](#)[HOME](#) > [DEPARTMENTS](#) > [STUDENT SUCCESS INITIATIVES](#)

Student Success Dashboard

This dashboard is a way to monitor the impact of our efforts to help all students succeed. To do this, we are looking at multiple data points to provide a broad view of the system. Targets are based on where we are now and where we want to be in five years or sooner. The dashboard will be updated based on new data at key points throughout each school year.

When looking at the dashboard, you will notice:

- Multiple indicators for each goal area
- Indicators include perception, performance, and other types of data
- Sources of the data come from a variety of places

Additional Resources

[MI SCHOOL DATA](#)[MUNETRIX](#)

+ Achievement in ELA & Math

+ Growth in ELA

+ Growth in Math

+ Mental Health & Belonging

+ Graduation Rates

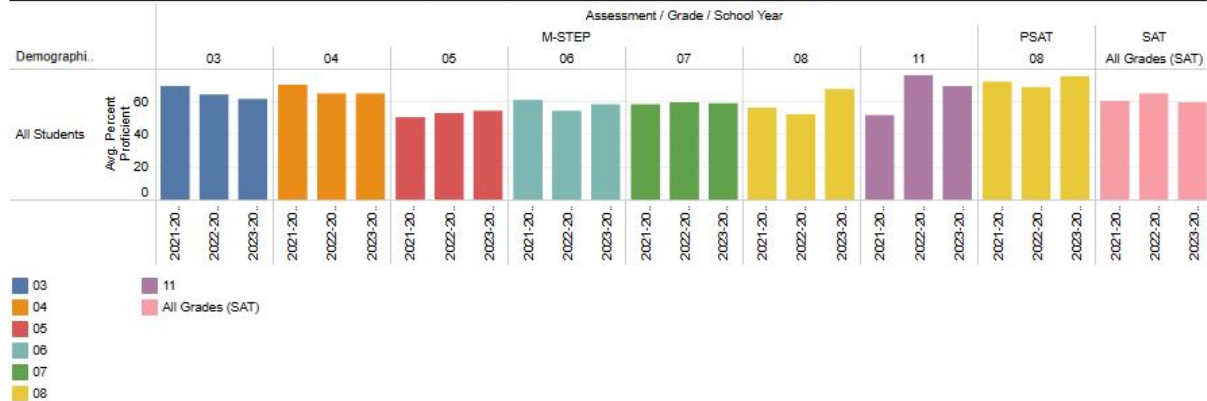
☐ Data will be “live” and pulled from Munetrix

☐ User can explore data by selecting different variables

— Achievement in ELA & Math

(All)

State Assessment Proficiency - All Students



+ Achievement in ELA & Math

+ Growth in ELA

+ Growth in Math

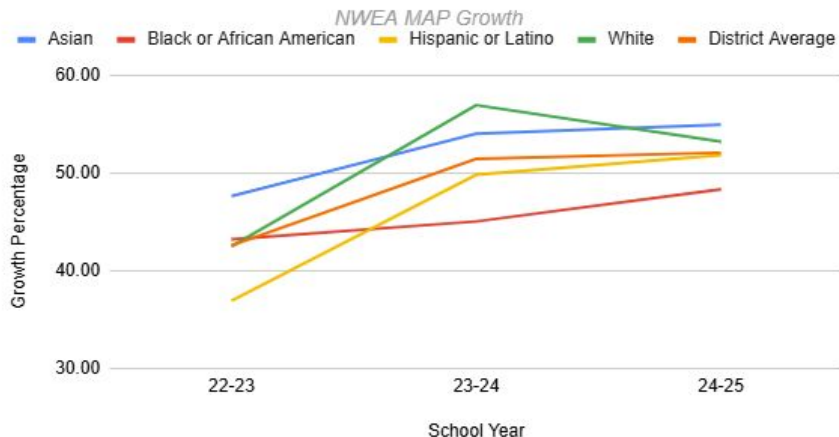
+ Mental Health & Belonging

+ Graduation Rates

Percentage of Students Meeting Expected Growth in ELA

	22-23	23-24	24-25
Asian	47.71	54.11	55
Black or African American	43.29	45.11	48.4
Hispanic or Latino	37.00	49.89	51.9
White	42.57	57.00	53.3
District Average	42.64	51.53	52.15
	22-23	23-24	24-25
Multilingual Learners		52.78	54.3
Economically Disadvantaged		50.56	48.5
Students with IEPs		49.33	46.1
District Average		54.78	53.10

Percentage of Students Meeting Expected Growth in ELA



☐ This information matches what is shared in academic data updates.

☐ Links to spreadsheet that is updated when data becomes available.

+ Achievement in ELA & Math

+ Growth in ELA

+ Growth in Math

+ Mental Health & Belonging

+ Graduation Rates

— Mental Health & Belonging

Student Success Dashboard - Data : Mental Health & Belonging

Indicators	21-22	22-23	23-24
PARTICIPATION			
% Graduation Rate (4-Year Cohort) Source: MISchoolData		92.35%	93.62%
% Not Chronically Absent K-12 (all students) Source: MISchoolData	95.10%	95.80%	96%
% 11th and 12th graders taking and completing Advanced Coursework (all students)			
Percentage of AP test scores that were a 4 or 5 (out of 5)		64.50%	65%
% of all students who report being able to access Woof Pack when needed			
% of students in grades 5-12 who report participation in private or school-sponsored athletics, music, theater, and/or clubs			
SAFETY			
% 7th graders who reported feeling unsafe or very unsafe at school (MiPHY -all students)	2.10%		
% 9th graders who reported feeling unsafe or very unsafe at school (MiPHY -all students)	6%		
% 7th graders who reported often or almost always hated being at school during the past year (MiPHY - all students)	22.10%		
% 9th graders who reported often or almost always hated being at school during the past year (MiPHY - all students)	32.50%		
% 7th graders who have heard students get called mean names or			

Published by [Google Sheets](#) - [Report Abuse](#) - Updated automatically every 5 minutes

❑ [These indicators](#) provide insight into how OPS is taking care of students' mental health and social emotional needs.

❑ Links to spreadsheet that is updated when data becomes available.

Questions?



Okemos Public Schools
Preliminary Budget Assumptions
2025-26

Increased Expenditures/Decreased Revenue	Optimistic	Most Likely	Worst Case
Health insurance (MESSA 1/2 yr +16%/10.2%, WMHIP +10.2%)*	641,572	641,572	641,572
MPSERS Cost Offset, Reduced UAAL by 5.75pts (state aid)	1,882,774	1,882,774	1,882,774
ISD Special Education Funding, change in funding formula	470,000	470,000	470,000
20f Hold Harmless Guarantee	239,545	239,545	239,545
Teacher division advancement (15,18,21)	130,200	156,240	182,280
Cleaning Contract	70,170	70,170	70,170
	\$3,434,261	\$3,460,301	\$3,486,341
Increased Revenue/Decreased Expenditures	Optimistic	Most Likely	Worst Case
Increase in per-pupil Foundation Allowance (\$400,\$300,\$200)	1,854,800	1,391,100	927,400
Enrollment (Feb 25 +40.52; Oct 25: +50, +25, 0) Blend 10/90	490,890	263,060	39,720
MPSERS Expense rate decrease (-1.45 pts to 29.91%, eff. 10/1/25)	498,180	498,180	498,180
MPSERS 3% Health Subsidy Reimb, 1-time (state aid)	485,000	287,000	0
Increased Special Ed Categorical (CY est + 24-25 timing delay)	366,525	366,525	366,525
K-12 New Curriculum, 1x savings	150,000	150,000	150,000
Savings from teacher retirements/resignations (10,8)	398,525	316,720	316,720
Savings from revenue enhancements/budget reductions	1,131,510	1,131,510	1,131,510
Interpreter Services	65,110	65,110	65,110
Reduction in Sections (HS 3.0; Elem/MS 1,0,0)	449,420	329,420	329,420
Childcare Tuition Increase	350,000	350,000	350,000
24-25 Wage/Position adjustments to full year	6,385	6,385	6,385
	\$6,246,345	\$5,155,010	\$4,180,970
Projected Impact on General Fund Balance	\$2,812,084	\$1,694,709	\$694,629
Carry forward effect on General Fund Budget (7/1/25)	(1,684,226)	(1,684,226)	(1,684,226)
Total Impact on General Fund Balance	\$1,127,858	\$10,483	(\$989,597)

* - *subject to negotiations*

Additional Information

Compensation reference - Steps ~ \$927,110

Compensation reference - 1% of wages ~ \$467,935

Fund Balance - as percentage of expenditures

Audited 6/30/21	\$ 8,093,308	14.9%
Audited 6/30/22	\$ 8,677,164	14.6%
Audited 6/30/23	\$ 9,922,868	14.6%
Audited 6/30/24	\$ 10,928,320	15.6%
2024-25 Original Budget	\$ 9,187,199	12.9%
2023-24 Revised Budget #2	\$ 9,195,319	12.5%
Pro Forma 6/30/26		
optimistic	\$ 10,417,002	15.8%
most likely	\$ 9,205,802	13.5%
worst case	\$ 8,299,547	12.2%

2024-25 Proposed Budget Revision #2

2025-26 Preliminary Budget Assumptions

Board Meeting • 06/09/2025



Budget Agenda

- **Budget Development Process**
- **Brief Review of 5/27/25 Worksession**
- **Discussion, # of Substitute Days**
- **Current Budget Assumptions**
- **Review Topics w/financial impact not in assumptions**
- **Budget Assumptions, Further Discussion or Support**

Budget Development Process

- **Budget Review & Work with Leadership** Jan-April
- **Board Review w/Updated Assumptions** Feb-May 12
- **Board Work Session- Supt Recommendation** May 19
- **Board Work Session- Board Discussion** May 27
- **Budget Communication sent to Staff & Community** April, May & June
- **Board Review- Updated Assumptions** June 9
- **Board Action** June 16

5/27/25 Board Work Session Outcome

Board Consensus, Item to be Included in Proposed Budget		
Admission Ticket Prices	Athletics	\$15,000
HUDL - Coaching Film	Athletics	\$13,000
Increase Home Athletic Contests	Athletics	\$7,200
Pass Prices	Athletics	\$6,000
Split Hockey Fees with Co-op Schools	Athletics	\$12,000
Eliminate Hotel Expenses	Athletics	\$5,000
Raise athletic fees	Athletics	\$30,000
Reduce Lead Teacher Planning Time	Childcare	\$10,900
Reduce Office Clerk Hours by 2 Hrs/Day	Community Ed	\$11,900
Discontinue Beginnergarten Program (updated to most likely savings)*	Beginnergarten	\$85,460
Reduce # of subs for meetings/events during the day, 500 days	K-12	\$74,100
Building Clerks/Administrative Assistants	K-12	\$34,400
Discontinue Panorama Survey Tool	K-12	\$11,250

5/27/25 Board Work Session Outcome - Support?

Board Consensus, Item to be Included in Proposed Budget con't		
Discontinue Discovery Education Licenses	K-12	\$12,000
Reduce Clubs to 1 per Elem, 2 per Middle School & 10 at High School	K-12	\$29,900
Reduce Library Media Center Specialist Hours by 1 Hrs/Day	K-12	\$43,900
Eliminate Counseling Clerk Position	High School	\$43,100
Reduce Two Student Supervisors	High School	\$52,400
Eliminate Learning Disabled Teacher Consultant at OHS	Special Education	\$86,500
Reduce 1 Utility Position (currently vacant)	Operations	\$58,000
Reduce 1 Grounds Position, Replace w/1 Temp 6 Month Position (currently vacant)	Operations	\$51,400
Convert 3 Building Maintenance Staff to Floating Positions	Operations	\$30,000
Reduce Supplies Budget	Operations	\$80,000
Reduce 1 Desktop Technician	Technology	\$73,000
Reduce 1.0 Student Information System Coordinator	Technology	\$63,700
Delay Hiring DEI Director (attrition)	Central Office	\$191,400
		\$1,131,510

5/27/25 Board Work Session Outcome - Support?

Item Discussed, to be Reviewed Again at 6/9/25 Board Meeting		
Reduce # of substitutes required for mtgs/events during day, addl 500 days	K-12	\$74,100
Items Discussed, Not Moved Forward for Inclusion in Proposed Budget		
Eliminate Print Shop Services, to be Studied in Fall 2025	Operations	\$89,100
Delay Hiring One MTSS Coach	Kinawa, Chippewa	\$121,100
Eliminate Gifted & Talented Coordinator	K-12	\$121,100
Reduce Transportation - Saturdays Drop Only	Athletics	\$4,450
Reduce Library Media Center Specialist Hours by 2 Hrs/Day	K-12	\$87,800
Delay Hiring One Counselor (attrition)	High School	\$121,100
Eliminate Communications Specialist Position	Central Office	\$91,200

Reduce # of substitutes required for mtgs/events during day, add 500 days

Total Sub Days not Related to Leave Time as of 5/27/25		3,298
	PD/School Improvement, vacant positions, K aides	(679)
Discretionary substitute days		2,619
	Buildings substitutes	(1,255)
	500 day reduction	(500)
Remaining discretionary substitute days		864

Superintendent recommendation:
Further reduction is not supported

2025-26 Expenditure Increases/Revenue Decreases

<u>Decreases to General Fund</u>	<u>Optimistic</u>	<u>Most Likely</u>	<u>Worst Case</u>
Health insurance (MESSA 1/2 yr +16%/10.2%, WMHIP +10.2%)*	641,572	641,572	641,572
MPSERS Cost Offset Revenue (state aid)	1,882,774	1,882,774	1,882,774
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Cleaning Contract	70,170	70,170	70,170
	\$3,434,261	\$3,460,301	\$3,486,341

Compensation Reference

Steps = \$927,110

1% wages = \$467,935

*- subject to negotiations

2025-26 Revenue Increases/Expenditure Decreases

<u>Increases to General Fund</u>	<u>Optimistic</u>	<u>Most Likely</u>	<u>Worst Case</u>
Increase in Foundation Allowance (\$400,\$300,\$200)	1,854,800	1,391,100	927,400
Enrollment (Feb 25 +40.52; Oct 25: +50,+25,0) Blend 10/90	490,890	263,060	39,720
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Increased Spec Ed Categorical State Aid	366,525	366,525	366,525
K-8 New Curriculum, 1x savings	150,000	150,000	150,000
Savings from teacher retirements/resignations (10,8)	398,525	316,720	316,720
Savings from revenue enhancements/budget reductions	1,131,510	1,131,510	1,131,510
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Childcare Tuition Increase	350,000	350,000	350,000
24-25 Wage/Position adjustments to full year	6,385	6,385	6,385
	\$6,246,345	\$5,155,010	\$4,180,970

2025-26 Projected Impact on General Fund Budget

	<u>Optimistic</u>	<u>Most Likely</u>	<u>Worst Case</u>
Expenditure Increases/Revenue Decreases	(\$3,434,261)	(\$3,460,301)	(\$3,486,341)
Revenue Increases/Expenditures Decreases	6,246,345	5,155,010	4,180,970
Net Impact on General Fund Balance	\$2,812,084	\$1,694,709	\$694,629
Carryforward effect on GF Budget (7/1/25)	(1,684,226)	(1,684,226)	(1,684,226)
Total Impact on General Fund Balance	\$1,127,858	\$10,483	(\$989,597)
<i>Fund Balance as a % of Expenditures</i>	15.8%	13.5%	12.2%

Compensation Reference

Steps = \$927,110

1% wages = \$467,935

Impending Budget Discussion 2025-26

Topics w/financial impact not in assumptions

- **State Aid**
- **Staffing Levels, Contractual Requirements**
- **Negotiations**

Revenue Enhancements/Budget Reductions-Finalize

5/27 Board Consensus, Included in Proposed Budget \$1,131,510

- **Support or Further Discussion?**

2025-26 Budget Planning
5/27/25 Board Work Session Outcome

	Department/ Building	Budget Impact
Board Consensus, Item to be Included in Proposed Budget		
Admission Ticket Prices	Athletics	\$15,000
HUDL - Coaching Film	Athletics	\$13,000
Increase Home Athletic Contests	Athletics	\$7,200
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Eliminate Communications Specialist Position	Central Office	\$91,200

OKEMOS PUBLIC SCHOOLS

INGHAM INTERMEDIATE SCHOOL DISTRICT Key Services Provided to



SPECIAL EDUCATION

554 Special Education Students Served

North Star School Students Enrolled **4**

1 SAIL Student Enrolled

Heartwood School Students Enrolled **11**

3.3 Special Education Itinerant Staff FTE

EARLY CHILDHOOD

103

Play and Learn
Playgroups
Adults Served

116

Play and Learn
Playgroups
Children Served

49

Great Start
Readiness
Program
Students

4

Great Parents,
Great Start-
Parents as
Teachers

79

Early On
Students
Served

PAYMENTS FROM ISD

\$5,000,565
Special Ed Net Claims

\$246,270
Medicaid

\$348,237
GSRP Flow Through Dollars

OKEMOS PUBLIC SCHOOLS

GENERAL EDUCATION

Behavioral Mental Health Specialist Contacts

1,335

General Education Consulting/ Coaching Hours

262.25

- Participated in
- MICIP Support
- Professional Networks
- Mental Health Professional Development

CAREER AND TECHNICAL EDUCATION

Students Enrolled at Wilson Talent Center

53

NTHS Membership

4

College Credits Earned (CRTEC and Direct)

81

Registered Work-Based Learning Experiences

28

Capital Region Technical Early College Enrollment

6

Certifications Earned at Wilson Talent Center

76

8th Grade Visit Participation (Number of Students)

329



Ingham Intermediate School District

A Regional Educational Service Agency



TECHNICAL SUPPORT

- Illuminate ED - ISE
- Illuminate DNA
- MiPSE
- Internet Bandwidth
- Wide Area Network (WAN)
- REMC 13

ADDITIONAL SUPPORTS

- Payroll and HR Services
- Universal Screeners



The Michigan High School Athletic Association is a voluntary, nonprofit corporation comprised of public, private and parochial junior high/ middle and senior high schools whose Boards of Education/Governing Bodies have voluntarily applied for and received membership for and on behalf of their secondary schools. The association sponsors statewide tournaments and makes eligibility rules with respect to participation in such Michigan High School Athletic Association sponsored tournaments in the various sports. Each Board of Education/Governing Body that wishes to host or participate in such meets and tournaments must join the MHSAA and agree to abide by and enforce the MHSAA rules, regulations and qualifications concerning eligibility, game rules and tournament policies, procedures and schedules. It is a condition for participation in any MHSAA postseason tournaments that high schools adhere to at least the minimum standards of Regulation I and the maximum limitations of Regulation II in ALL MHSAA Tournament sports.

Michigan High School Athletic Association tournaments are the collective property of the MHSAA and not of any individual member school. The MHSAA reserves the right to promote and advance the membership's interests with publication information; exclusive arrangements to create recognition and exposure for school-sponsored activities; restrictive policies prohibiting exploitation and commercialization of MHSAA-sponsored tournaments; appropriate proprietary interests, and the use of images or transmissions identifying contest officials, spectators and member schools' students, personnel and marks.

To obtain membership, it is necessary for the Board of Education/Governing Body to adopt the following resolution for its junior high/middle and senior high schools. This resolution must be formally ratified by your Board of Education/Governing Body and properly signed. Please return one signed copy for our files and retain one copy for your files. Resolutions that are modified in any way or are supplemented with letters placing additional conditions on MHSAA membership or tournament participation shall be rejected.

MEMBERSHIP RESOLUTION

For the year August 1, 2025 — through July 31, 2026

LIST ON BACK

_____ the School(s) which are under the direction of this Board of Education/Governing Body.

(Junior high/middle and senior high schools of your school system which are to be listed as MHSAA members and receive MHSAA mailings during 2025-26 must be listed on the back of this form)

Okemos Public Schools City/Township of Okemos

County of Ingham, of State of Michigan, are hereby:

- (A) enrolled as members of the Michigan High School Athletic Association, Inc., a nonprofit association, and
- (B) are further enrolled to participate in the approved interschool athletic activities sponsored by said association.

The Board of Education/Governing Body hereby delegates to the Superintendent or his/her designee(s) the responsibility for the supervision and control of said activities, and hereby accepts the Constitution and By-Laws of said association and adopts as its own the rules, regulations and interpretations (as minimum standards), as published in the current HANDBOOK as the governing code under which the said school(s) shall conduct its program of interscholastic athletics and agrees to primary enforcement of said rules, regulations, interpretations and qualifications. In addition, it is hereby agreed that schools which host or participate in the association's meets and tournaments shall follow and enforce all tournament policies, procedures and schedules.

This authorization shall be effective from August 1, 2025 and shall remain effective until July 31, 2026, during which the authorization may not be revoked.

RECORD OF ADOPTION

The above resolution was adopted by the Board of Education/Governing Body of the

Okemos Public Schools School(s), on the 18th day of June, 2025, and is so recorded in the minutes of the meeting of the said Board/Governing Body.

Okemos Board of Education

(Governing Body Name)

4406 N Okemos Rd.

(Address)

Okemos, MI 48864

(City & Zip Code)

Ken.hintze@okemoskia.net
(Contact E-mail)

Board Secretary Signature
or Designee

Check if Designee

-OVER-

2025 Tax Rate Request (This form must be completed and submitted on or before September 30, 2025)

MILLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS

Carefully read the instructions on page 2.

This form is issued under authority of MCL Sections 211.24e, 211.34 and 211.34d. Filing is mandatory; Penalty applies.

County(ies) Where the Local Government Unit Levies Taxes Ingham County - Alaledon Township	2025 Taxable Value for ALL Properties in the Unit as of 5-27-2025. 95,914,476
Local Government Unit Requesting Millage Levy Okemos Public Schools	For LOCAL School Districts: 2025 Taxable Value excluding Principal Residence, Qualified Agricultural, Qualified Forest, Industrial Personal and Commercial Personal Properties. "Not yet known"

This form must be completed for each unit of government for which a property tax is levied. Penalty for non-filing is provided under MCL Sec 211.119. The following tax rates have been authorized for levy on the 2025 tax roll.

(1) Source	(2) Purpose of Millage	(3) Date of Election	(4) Original Millage Authorized by Election, Charter, etc.	(5)** 2024 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(6) 2025 Current Year "Headlee" Millage Reduction Fraction	(7) 2025 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(8) Sec. 211.34 Truth in Assessing or Equalization Millage Rollback Fraction	(9) Maximum Allowable Millage Levy *	(10) Millage Requested to be Levied July 1	(11) Millage Requested to be Levied Dec. 1	(12) Expiration Date of Millage Authorized
Extra Voted	Operating NON-HOME	05/2021	17.8795	17.8795	1.0000	17.8795	1.0000	17.8795	8.9397		12/2031
Extra Voted	Operating NON-HOME	05/2021	1.9866	1.9866	1.0000	1.9866	1.0000	1.9866	0.0603		12/2031
Extra Voted	Sinking Fund ALL	05/2021	0.9861	0.9850	1.0000	0.9850	1.0000	0.9850	0.4925		12/2031
Extra Voted	Debt-ALL	11/2022	N/A	N/A	1.0000	N/A	1.0000	0.2500	0.1250		N/A
Extra Voted	Debt-ALL	11/2022	N/A	N/A	1.0000	N/A	1.0000	6.7500	3.3750		N/A

Prepared by **Andrew Dravland** Telephone Number **517-244-4515** Title of Preparer **Director, Business Operations, Ingham ISD** Date **05/28/25**

CERTIFICATION: As the representatives for the local government unit named above, we certify that these requested tax levy rates have been reduced, if necessary to comply with the state constitution (Article 9, Section 31), and that the requested levy rates have also been reduced, if necessary, to comply with MCL Sections 211.24e, 211.34 and, for LOCAL school districts which levy a Supplemental (Hold Harmless) Millage, 380.121(3).

Clerk Signature _____ Date _____
 Secretary Signature _____ Date _____

Chairperson Signature _____ Date _____
 President Signature _____ Date _____

* Under Truth in Taxation, MCL Section 211.24e, the governing body may decide to levy a rate which will not exceed the maximum authorized rate allowed in column 9. The requirements of MCL 211.24e must be met prior to levying an operating levy which is larger than the base tax rate but not larger than the rate in column 9.

** IMPORTANT: See instructions on page 2 regarding where to find the millage rate used in column (5).

Local School District Use Only. Complete if requesting millage to be levied. See STC Bulletin 2 of 2025 for instructions on completing this section.	
Total School District Operating Rates to be Levied (HH/Supp and NH Oper ONLY)	Rate ***
For Principal Residence, Qualified Ag, Qualified Forest and Industrial Personal	0.0000
For Commercial Personal	3.0000
For all Other	9.0000

*** FOR JULY 1 LEVY

2025 Tax Rate Request (This form must be completed and submitted on or before September 30, 2025)
MILLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS

Carefully read the instructions on page 2.

This form is issued under authority of MCL Sections 211.24e, 211.34 and 211.34d. Filing is mandatory; Penalty applies.

2025 Taxable Value for ALL Properties in the Unit as of 5-27-2025.

County(ies) Where the Local Government Unit Levies Taxes Ingham County - City of Lansing	92,358,402
Local Government Unit Requesting Millage Levy Okemos Public Schools	"Not yet known"

This form must be completed for each unit of government for which a property tax is levied. Penalty for non-filing is provided under MCL Sec 211.119. The following tax rates have been authorized for levy on the 2025 tax roll.

(1) Source	(2) Purpose of Millage	(3) Date of Election	(4) Original Millage Authorized by Election, Charter, etc.	(5)** 2024 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(6) 2025 Current Year "Headlee" Millage Reduction Fraction	(7) 2025 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(8) Sec. 211.34 Truth in Assessing or Equalization Millage Rollback Fraction	(9) Maximum Allowable Millage Levy *	(10) Millage Requested to be Levied July 1	(11) Millage Requested to be Levied Dec. 1	(12) Expiration Date of Millage Authorized
Extra Voted	Operating NON-HOME	05/2021	17.8795	17.8795	1.0000	17.8795	1.0000	17.8795	8.9397		12/2031
Extra Voted	Operating NON-HOME	05/2021	1.9866	1.9866	1.0000	1.9866	1.0000	1.9866	0.0603		12/2031
Extra Voted	Sinking Fund ALL	05/2021	0.9861	0.9850	1.0000	0.9850	1.0000	0.9850	0.4925		12/2031
Extra Voted	Debt-ALL	11/2022	N/A	N/A	1.0000	N/A	1.0000	0.2500	0.1250		N/A
Extra Voted	Debt-ALL	11/2022	N/A	N/A	1.0000	N/A	1.0000	6.7500	3.3750		N/A

Prepared by **Andrew Dravland** Telephone Number **517-244-4515** Title of Preparer **Director, Business Operations, Ingham ISD** Date **05/28/25**

CERTIFICATION: As the representatives for the local government unit named above, we certify that these requested tax levy rates have been reduced, if necessary to comply with the state constitution (Article 9, Section 31), and that the requested levy rates have also been reduced, if necessary, to comply with MCL Sections 211.24e, 211.34 and, for LOCAL school districts which levy a Supplemental (Hold Harmless) Millage, 380.121(3).

Clerk Signature _____ Date _____
 Secretary Print Name _____ Date _____
 Chairperson Signature _____ Date _____
 President Print Name _____ Date _____

* Under Truth in Taxation, MCL Section 211.24e, the governing body may decide to levy a rate which will not exceed the maximum authorized rate allowed in column 9. The requirements of MCL 211.24e must be met prior to levying an operating levy which is larger than the base tax rate but not larger than the rate in column 9.

** IMPORTANT: See instructions on page 2 regarding where to find the millage rate used in column (5).

Local School District Use Only. Complete if requesting millage to be levied. See STC Bulletin 2 of 2025 for instructions on completing this section.	Rate ***
Total School District Operating Rates to be Levied (HH/Supp and NH Oper ONLY)	0.0000
For Principal Residence, Qualified Ag, Qualified Forest and Industrial Personal	3.0000
For Commercial Personal	9.0000
For all Other	

*** FOR JULY 1 LEVY

2025 Tax Rate Request (This form must be completed and submitted on or before September 30, 2025)
MILLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS

Carefully read the instructions on page 2.

This form is issued under authority of MCL Sections 211.24e, 211.34 and 211.34d. Filing is mandatory; Penalty applies.

2025 Taxable Value for ALL Properties in the Unit as of 5-27-2025.

County(ies) Where the Local Government Unit Levies Taxes Ingham County - Meridian Township	1,521,620,261
Local Government Unit Requesting Millage Levy Okemos Public Schools	"Not yet known"

This form must be completed for each unit of government for which a property tax is levied. Penalty for non-filing is provided under MCL Sec 211.119. The following tax rates have been authorized for levy on the 2025 tax roll.

(1) Source	(2) Purpose of Millage	(3) Date of Election	(4) Original Millage Authorized by Election, Charter, etc.	(5)** 2024 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(6) 2025 Current Year "Headlee" Millage Reduction Fraction	(7) 2025 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(8) Sec. 211.34 Truth in Assessing or Equalization Millage Rollback Fraction	(9) Maximum Allowable Millage Levy *	(10) Millage Requested to be Levied July 1	(11) Millage Requested to be Levied Dec. 1	(12) Expiration Date of Millage Authorized
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Extra Voted	Sinking Fund ALL	05/2021	0.9861	0.9850	1.0000	0.9850	1.0000	0.9850	0.4925		12/2031
Extra Voted	Debt-ALL	11/2022	N/A	N/A	1.0000	N/A	1.0000	0.2500	0.1250		N/A
Extra Voted	Debt-ALL	11/2022	N/A	N/A	1.0000	N/A	1.0000	6.7500	3.3750		N/A

Prepared by **Andrew Dravland** Telephone Number **517-244-4515** Title of Preparer **Director, Business Operations, Ingham ISD** Date **05/28/25**

CERTIFICATION: As the representatives for the local government unit named above, we certify that these requested tax levy rates have been reduced, if necessary to comply with the state constitution (Article 9, Section 31), and that the requested levy rates have also been reduced, if necessary, to comply with MCL Sections 211.24e, 211.34 and, for LOCAL school districts which levy a Supplemental (Hold Harmless) Millage, 380.121(3).

Clerk Signature
 Secretary Print Name _____ Date _____

Chairperson Signature
 President Print Name _____ Date _____

* Under Truth in Taxation, MCL Section 211.24e, the governing body may decide to levy a rate which will not exceed the maximum authorized rate allowed in column 9. The requirements of MCL 211.24e must be met prior to levying an operating levy which is larger than the base tax rate but not larger than the rate in column 9.

** IMPORTANT: See instructions on page 2 regarding where to find the millage rate used in column (5).

Local School District Use Only. Complete if requesting millage to be levied. See STC Bulletin 2 of 2025 for instructions on completing this section.	
Total School District Operating Rates to be Levied (HH/Supp and NH Oper ONLY)	Rate ***
For Principal Residence, Qualified Ag, Qualified Forest and Industrial Personal	0.0000
For Commercial Personal	3.0000
For all Other	9.0000

*** FOR JULY 1 LEVY

2025 SUMMARY OF SUMMER SINKING FUND LEVY

OKEMOS PUBLIC SCHOOLS

<u>Assessing Unit</u>	<u>2025 Total Taxable Valuation</u>	<u>OKEMOS SINKING FUND (One-half year rate)</u>
		<u>2021 0.4925</u>
Alaiedon Township	95,914,476	\$47,237.88
Meridian Township	1,521,620,261	\$749,397.98
City of Lansing - Ingham	92,358,402	45,486.51
TOTAL SUMMER SINKING FUND	<u><u>1,709,893,139</u></u>	<u><u>\$842,122.37</u></u>

2025 SUMMARY OF SUMMER DEBT LEVY *

OKEMOS PUBLIC SCHOOLS

Assessing Unit	2025 Total Taxable Valuation	OKEMOS DEBT LEVY (One-half year rate)		Total Summer Debt
		2023	2024	
		0.1250	3.3750	3.5000
Alaiedon Township	95,914,476	\$11,989.31	\$323,711.36	\$335,700.67
Meridian Township	1,521,620,261	\$190,202.53	\$5,135,468.38	\$5,325,670.91
City of Lansing - Ingham	92,358,402	\$11,544.80	\$311,709.61	\$323,254.41
TOTAL SUMMER DEBT	1,709,893,139	\$213,736.64	\$5,770,889.35	\$5,984,625.99

* Note: This property tax levy information is for Debt ONLY. Refer to L-4029 for operating and sinking fund levy.

**INGHAM INTERMEDIATE SCHOOL DISTRICT
TAXABLE VALUATIONS**

Please Note:

These figures are the ad valorem tax roll.
They include amounts that will be diverted
due to TIFA/DDA/LDFA.

DISTRICT: OKEMOS PUBLIC SCHOOLS

The Non-Homestead numbers below are for Headlee calculation only!
Different Non-Homestead numbers may be used for property tax bills.

<u>ASSESSMENT UNIT</u>	<u>2024 TAXABLE</u>	<u>2024 LOSSES</u>	<u>2025 ADDITIONS</u>	<u>TOTAL 2025 TAXABLE</u>
Alaiedon Township	96,240,876	849,400	3,894,200	95,914,476
Non-Homestead	67,935,022	8,700	1,870,900	65,832,147
Meridian Township	1,456,492,017	5,916,730	20,496,244	1,521,620,261
Non-Homestead	476,034,224	716,410	9,592,633	499,076,309
Williamstown Township	26,017,914	2,100	40,000	26,960,683
Non-Homestead	1,120,780	2,100	1,100	1,227,785
City of Lansing - Ingham	86,674,029	26,515	2,424,900	92,358,402
Non-Homestead	23,165,186	5,400	207,500	24,173,236
TOTAL All Property	<u>1,665,424,836</u>	<u>6,794,745</u>	<u>26,855,344</u>	<u>1,736,853,822</u>
Total Non-Homestead	<u>568,255,212</u>	<u>732,610</u>	<u>11,672,133</u>	<u>590,309,477</u>

	<u>All Property</u>		<u>Non-Homestead Property</u>	
Percentage of Overall Increase	4.2889%		3.8810%	
Increase on Existing	3.0970%		1.9585%	
2025 Base Tax Rate Fraction	0.9700	Truth in Taxation	0.9808	Truth in Taxation
2025 Millage Reduction Fraction	1.0000	Headlee	1.0112	Headlee
		(Cap = 1.0000)		(Cap = 1.0000)

Series 3000: Operations, Finance, and Property

3100 General Operations

3115 ~~Non-Discrimination, Anti-Harassment, and Non-Retaliation (including Title IX and Elliott-Larsen Civil Rights Act)~~

The District does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex ~~(including gender identity or expression, sexual orientation, pregnancy, childbirth, or a related condition)~~, sexual orientation, gender identity or expression, pregnancy, age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis in admission, access to District programs and activities, or employment. Unlawful discrimination, including unlawful harassment and retaliation, in District programs, services, and activities is prohibited.

Title IX sexual harassment is covered by Policy 3118.

A contract to which the District is a party will be read to include a covenant by the contractor and its subcontractors not to discriminate against an employee or applicant for employment with respect to hiring, tenure, terms, conditions, or privileges of employment, or a matter directly or indirectly related to employment, because of race, color, national origin, religion, sex (including pregnancy, gender identity, or sexual orientation), age, height, weight, and marital status.

The Board directs the Superintendent or designee to designate one or more employees to serve as the District's applicable Coordinator(s), as described in Policy 3115B.

- A. Definitions: For definitions related to the District's non-discrimination, anti-harassment, and non-retaliation policy, including examples of prohibited conduct, see Policy 3115A – Definitions.
- B. Designation of Coordinators: To find the appropriate coordinator/compliance officer, see Policy 3115B – Designation of Coordinators.
- C. Supportive Measures: For more information about supportive measures, see Policy 3115C – Supportive Measures.
- D. Informal Resolution: For more information about informal resolution, see Policy 3115D – Informal Resolution.
- E. Grievance Procedure and Remedies: For more information about the grievance procedure for investigating unlawful discrimination, harassment, and retaliation complaints, and for possible remedies, see Policy 3115E – Grievance Procedure and Remedies.
- F. Complaint Dismissal and Appeals: For more information about dismissing a complaint, appealing a complaint dismissal, or appealing a determination of responsibility, see Policy 3115F – Complaint Dismissal and Appeals.

G. ~~Pregnancy Discrimination: For more information about preventing and responding to pregnancy discrimination, see Policy 3115G – Additional Requirements to Prevent and Address Pregnancy Discrimination.~~Reserved

H. Training, ~~Recordkeeping,~~ and Notice: For more information about training requirements, ~~recordkeeping protocols,~~ and notice of the District's non-discrimination policy, see Policy 3115H – Training Requirements, ~~Recordkeeping,~~ and Policy Notice.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Date adopted: July 1, 2024

Date revised: October 24, 2024

Series 3000: Operations, Finance, and Property

3100 General Operations

3115A Definitions for 3115 Series

- A. The following definitions apply to policies 3115-3115H, 4101, 4102, and 5202, which address non-discrimination, anti-harassment, and non-retaliation:
1. "Appeals Officer" means a person who is designated to hear a determination appeal ~~or; a dismissal appeal. ; or a challenge to a Supportive Measures decision.~~ The Appeals Officer ~~must be a District employee and~~ may not be the same person as the Coordinator, Decisionmaker, Investigator, or Informal Resolution Facilitator.
 2. "Complainant" means: (1) a student or employee who is alleged to have been subjected to conduct that could constitute Unlawful Discrimination; or (2) a person other than a student or employee who is alleged to have been subjected to conduct that could constitute Unlawful Discrimination and who was participating or attempting to participate in the District's education program or activity at the time of the alleged Unlawful Discrimination.
 3. "Complaint" means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged Unlawful Discrimination.
 4. ~~"Consent" means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or romantic relationships between students and District employees, volunteers, or contractors, regardless of age or consent, are prohibited.¶~~
 5. "Coordinator" means the person(s) designated by the District to coordinate the District's compliance with state and federal non-discrimination laws. The Coordinator may be the same person as the Investigator and Decisionmaker.
 6. "Day" means a day that the District's central office is open for business, unless otherwise indicated.
 7. "Decisionmaker" means the person designated to issue a determination as to whether Unlawful Discrimination occurred. The Decisionmaker may be the same person as the Coordinator and Investigator.

8. "Disciplinary Sanctions" means consequences imposed on a Respondent following a determination that the Respondent engaged in Unlawful Discrimination.
9. "Grievance Procedure" means the process outlined in Policy 3115E.
10. "Informal Resolution Facilitator" means the person designated to facilitate an informal resolution process. The Informal Resolution Facilitator may not be the same person as the Investigator or the Decisionmaker.
11. "Investigator" means the person designated to investigate a complaint of Unlawful Discrimination. The Investigator may be the same person as the Coordinator and Decisionmaker.
12. "Key Role" means Coordinator, Investigator, Decisionmaker, Informal Resolution Facilitator, or Appeals Officer.
13. "Party" means a Complainant or Respondent.
14. ~~"Relevant" means related to the allegations of Unlawful Discrimination under investigation as part of the Grievance Procedure. Questions are relevant when they seek evidence that may aid in showing whether the alleged Unlawful Discrimination occurred, and evidence is relevant when it may aid a Decisionmaker in determining whether the alleged Unlawful Discrimination occurred.~~
15. "Remedies" means measures provided, as appropriate, to a Complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by Unlawful Discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after the District determines that Unlawful Discrimination occurred.
16. "Respondent" means a person who is alleged to have violated the District's prohibition on Unlawful Discrimination.
17. "Retaliation" means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by the 3115 Policy Series, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the 3115 Policy Series. Retaliation does not include a requirement that a District employee participate in a Grievance Procedure.
18. "Supportive Measures" means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a

Complainant or Respondent, not for punitive or disciplinary reasons, and without fee or charge to the Complainant or Respondent to:

- a. Restore or preserve that Party's access to the District's education program or activity, including measures that are designed to protect the safety of the Parties or the District's educational environment; or
 - b. Provide support during the District's Grievance Procedure or during an informal resolution process.
19. "Unlawful Discrimination" means to treat a person differently or less favorably due to the person's race, color, national origin, ethnicity, religion, sex (including gender identity or expression, sexual orientation, ~~or pregnancy, childbirth, or a related condition~~), age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis or any other legally protected class, and includes unlawful harassment and retaliation based on a person's membership in a protected classification.

B. Examples of Unlawful Harassment

Unlawful harassment may include, but is not limited to:

1. ***Race, Color, or National Origin Harassment***, which is prohibited by Title VI and Title VII of the Civil Rights Act of 1964 and the Michigan Elliott-Larsen Civil Rights Act. Race, color, or national origin harassment is unwelcome conduct based on a person's actual or perceived race, color, or national origin that creates a hostile environment or becomes a condition of continued employment. Race includes traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. Race, color, or national origin harassment may take many forms, including slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct.

Under this Policy, harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics, will be considered race, color, or national origin harassment.

2. ***Disability Harassment***, which is prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Michigan Persons with Disabilities Civil Rights Act. Disability harassment is unwelcome conduct based on a person's actual or perceived disability that creates a hostile environment or becomes a condition of continued employment. Disability harassment may take many forms, including slurs, taunts, stereotypes, or name-calling, as well as disability motivated physical threats, attacks, or other hateful conduct.

3. ***Sex-Based Harassment***, which is prohibited by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the

Michigan Elliott-Larsen Civil Rights Act, and includes harassment based on sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is: Title IX sexual harassment is governed by Policy 3118.

~~a. Quid Pro Quo Harassment¶¶~~

~~An employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;¶¶~~

~~b. Hostile Environment Harassment¶¶~~

~~Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:¶¶~~

- ~~i. The degree to which the conduct affected the Complainant's ability to access the District's education program or activity;¶¶~~
- ~~ii. The type, frequency, and duration of the conduct;¶¶~~
- ~~iii. The Parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each Party that may be relevant to evaluating the effects of the conduct;¶¶~~
- ~~iv. The location of the conduct and the context in which the conduct occurred; and¶¶~~
- ~~v. Other sex-based harassment in the District's education program or activity; or¶¶~~

~~c. Specific Offenses¶¶~~

- ~~i. "Sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.¶¶~~
- ~~ii. "Dating violence" means violence committed by a person: (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the following factors: (1) the length of the relationship; (2) the type of relationship; and (3) the frequency of interaction between the persons involved in the relationship.¶¶~~

- iii. ~~“Domestic violence” means felony or misdemeanor crimes committed by a person who: (i) is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the District, or a person similarly situated to a spouse of the victim; (ii) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (iii) shares a child in common with the victim; or (iv) commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.¶~~
- iv. ~~“Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (i) fear for the person’s safety or the safety of others; or (ii) suffer substantial emotional distress.¶~~

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Date adopted: July 1, 2024

Date revised: October 14, 2024

Series 3000: Operations, Finance, and Property

3100 General Operations

3115B Designation of Coordinators

The District designates the following person(s) to serve as non-discrimination Coordinators:

~~Designated~~-Title IX Coordinator
~~Mario Martinez~~
Director of Human Resources
4406 N. Okemos Rd.
Okemos, MI 48864
(517) 706-5006
mario.martinez@okemosk12.net

Stacy Bailey, Assistant Superintendent - Curriculum & Instruction
4406 N. Okemos Rd.
Okemos, MI 48864
(517) 706-5007
stacy.bailey@okemosk12.net

~~Designated~~-Section 504 Coordinator
Heather Pricco - Director of Special Education
4406 N. Okemos Rd.
Okemos, MI 48864
517-706-4829
heather.pricco@okemosk12.net

~~Designated~~-Civil Rights Coordinator/Employment Compliance Officer
~~Mario Martinez~~
Director of Human Resources
4406 N. Okemos Rd.
Okemos, MI 48864
(517) 706-5006
mario.martinez@okemosk12.net

A Complaint against ~~one of the~~ Coordinators listed above may be made to the Superintendent or Board President. A Complaint against the Superintendent may be made to the Board President. A Complaint against the Board President may be made to the Board Vice President.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq.,

12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.;
MCL 37.1101 et seq., 37.2101 et seq.

Date adopted: October 14, 2024

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Series 3000: Operations, Finance, and Property

3100 General Operations

3115C Supportive Measures

A. Supportive Measures

The District will offer and coordinate Supportive Measures, as appropriate, for Complainants, Respondents, and others whose access to the District's education program and activity was impacted by alleged Unlawful Discrimination. Supportive Measures are designed to restore or preserve a person's access to the District's education program or activity or provide support during the District's Grievance Procedure and informal resolution process. Supportive Measures are available at any time, including before, during, and after the Grievance Procedure or Informal Resolution Process.

Supportive Measures must not unreasonably burden any Party.

1. ~~Examples of Supportive Measures~~

~~Supportive Measures may include, but are not limited to:~~

- ~~a. District-provided counseling;~~
- ~~b. Course-related adjustments, such as deadline extensions;~~
- ~~c. Modifications to class, extracurricular, or work schedules;~~
- ~~d. Provision of an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;~~
- ~~e. Training and education programs; and~~
- ~~f. Mutual no-contact orders.~~

~~Any Party may seek modification or termination of a supportive measure applicable to them if circumstances materially change.~~

~~The District must not disclose information about any Supportive Measures to persons other than the person to whom they apply, unless necessary to provide the Supportive Measure or to restore or preserve a party's access to the education program or activity, or as otherwise authorized by law.~~

B. ~~Challenging Supportive Measures~~

~~For allegations of Title IX Sex Discrimination, any Party may seek modification or reversal of a decision to provide, deny, modify, or terminate Supportive Measures applicable to them. To request a modification to Supportive Measures, the Party must submit a written request to the Title IX Coordinator. The Title IX Coordinator will designate an impartial employee as an Appeals Officer to review the~~

~~challenge. The Appeals Officer must be an employee, must not be the person who made the challenged decision, and must have the authority to modify or reverse Supportive Measures. The Appeals Officer will only modify or reverse a decision about Supportive Measures if the Appeals Officer determines that the initial decision to provide, deny, modify, or terminate the supportive measure is inconsistent with the definition of Supportive Measures in this Policy.¶~~

~~C. Students with Disabilities~~

If a Party is a student with a disability, the applicable Coordinator or designee ~~must~~ should consult with one of more members, as appropriate, of the student's Section 504 or Individualized Education Program Team (as applicable), to ensure compliance with Section 504 or the IDEA in the implementation of Supportive Measures.

Legal authority: ~~34 CFR 106.1 et seq.; 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.~~

¶

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3115D Informal Resolution

In lieu of resolving a Complaint through the Grievance Procedure, and if offered by the District, the Parties may ~~instead~~ elect to participate in an informal resolution process. ~~If the Complaint involves Title IX Sexual Harassment, the information-informal resolution process in Policy 3118 -applies. Policy 3118 Section F, "Grievance Process," Subsection 3 applies., "Informal Resolution," describes the informal resolution process under Title IX. This process~~ Informal resolution is not available to resolve a Complaint that includes allegations that an employee engaged in sex-based harassment of a student, or when such a process would conflict with Federal, State, or local law.

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice.

Legal authority: ~~34 CFR 106.44~~ 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.



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3115E Grievance Procedure and Remedies

A. Grievance Procedure

1. Generally

The District has adopted the following Grievance Procedure that provides for the prompt and equitable resolution of Unlawful Discrimination, including harassment and retaliation, Complaints, **excluding Title IX Sexual Harassment complaints**. This Grievance Procedure will be used to investigate and resolve Complaints of Unlawful Discrimination, including harassment and retaliation, between and among students, employees, volunteers, contractors, and Board members.

The District will treat Complainants and Respondents equitably.

The District requires that any individual serving in a Key Role not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent. ~~Individuals serving in a Key Role for a Title IX Sex Discrimination Complaint must meet the additional training requirements in Policy 3115H.~~

The District presumes that the Respondent is not responsible for the alleged Unlawful Discrimination until a determination is made at the conclusion of the Grievance Procedure.

2. ~~Grievance Procedure Stages and Timeframes~~

The District ~~has established the following stages and, where applicable, timeframes for the Grievance Procedure:~~ **anticipates that most investigations will be concluded within 60 days. Investigations that involve several parties or witnesses, or investigations that are more complex, may exceed 60 days.**

i. ~~Evaluation~~

~~Upon receipt of a Complaint, the Coordinator will determine whether to proceed with an investigation or dismiss the Complaint consistent with Policy 3115F. For Title IX Sex Discrimination Complaints, this determination will occur within 5 days.~~

ii. ~~Investigation~~

~~If the Complaint proceeds to the Investigation phase, the Coordinator will appoint an Investigator to conduct the investigation and provide notice of the allegations. The Coordinator may serve as the Investigator. For Title IX Sex Discrimination Complaints, the notice of~~

~~allegations will be provided within 5 days. For Title IX Sex Discrimination Complaints, the Investigator will endeavor to complete the investigation within 60 days.~~

~~iii. Evidence Access (Title IX Sex Discrimination Complaints Only)~~

~~For Title IX Sex Discrimination Complaints only, upon completion of the Investigation phase, the Parties will have 5 days to access and respond to the evidence as further explained below.~~

~~iv. Decision~~

~~Upon completion of the Investigation, the Decisionmaker will endeavor to promptly issue a decision as to whether Unlawful Discrimination occurred. For Title IX Sex Discrimination Complaints, the decision will be issued within 10 days.~~

~~Unless otherwise determined by the applicable Coordinator based on unique circumstances, the Investigator will also serve as the Decisionmaker.~~

~~v. Appeal Decision~~

~~If an appeal is permitted under Policy 3115F, that appeal must be submitted within 5 days from a Party's receipt of the determination.~~

~~At any point, the Coordinator, Investigator, Decisionmaker, or Appeals Officer may reasonably extend timelines on a case by case basis for good cause. If good cause exists, the Coordinator, Investigator, Decisionmaker, or Appeals Officer will notify each Party in writing within 5 days of the decision to extend the timelines. Such notice will include the reason and length of the extension. Good cause may include absence of a Party or witness; concurrent law enforcement activity; complexity of the underlying allegations; or the need for accommodations (e.g., language assistance or accommodation of disabilities).~~

~~3. Confidentiality~~

~~The District will take reasonable steps to protect the privacy of the Parties and witnesses during its Grievance Procedure. These steps will not restrict the ability of the Parties to obtain and present evidence, including consulting with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the Grievance Procedure. The Parties may not engage in retaliation, including against witnesses.~~

~~4. Evidence Considerations~~

~~The Decisionmaker will objectively evaluate all relevant evidence. that is Relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a~~

person's status as a Complainant, Respondent, or witness. ~~For Title IX Sex Discrimination Complaints, the Decisionmaker must attempt to independently question and evaluate the credibility of Parties and witnesses if credibility is in dispute and Relevant.~~¶

5. ~~Complaint Consolidation~~

The District may consolidate Complaints when the allegations arise out of the same facts or circumstances.

6. Notice of Allegations

Upon receiving a Complaint, the applicable Coordinator will notify the Parties of the following:

- a. The Grievance Procedure and any informal resolution process;
- b. Sufficient information available at the time to allow the Parties to respond to the allegations, including the identities of the Parties involved in the incident(s), the conduct alleged to constitute Unlawful Discrimination, and the date(s) and location(s) of the alleged incident(s); and
- c. Retaliation is prohibited.; and
- d. ~~For Title IX Sex Discrimination Complaints, the Parties are entitled to an equal opportunity to access the Relevant and not otherwise impermissible evidence or an accurate description of the evidence. If the District provides a description of the evidence, the Parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon request.~~¶

If, during an investigation, the District decides to investigate additional allegations of Unlawful Discrimination by the Respondent toward the Complainant that are not included in the notice provided or that are included in a Complaint that is consolidated, the District will notify the Parties of the additional allegations.

7. Investigation

The District will ~~provide for~~ensure an adequate, reliable, and impartial ~~Complaint investigation of Complaints.~~ The burden is on the District - not on the Parties - to conduct an investigation that gathers sufficient evidence to determine whether Unlawful Discrimination occurred.

The Parties will be provided an equal opportunity to present fact witnesses and other inculpatory and exculpatory relevant evidence ~~that is relevant and not otherwise impermissible. The Investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.~~¶

Throughout the investigation, the Investigator must ~~determine~~,~~determine~~ what, if any, facts remain in dispute. If dispositive facts are not reasonably in dispute (e.g., based on Party admissions, irrefutable evidence), further investigation is not required.

8. ~~Title IX Sex Discrimination Specific Evidence Rules~~

a. ~~Access to Evidence: For allegations of Title IX Sex Discrimination, the District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of Title IX Sex Discrimination and not otherwise impermissible, in the following manner:~~

i. ~~The Investigator will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence. If the Investigator provides a description of the evidence, the Investigator will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party;~~

ii. ~~The Investigator will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and~~

iii. ~~The District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the Grievance Procedure. Disclosure of such information and evidence for purposes of administrative proceedings or litigation related to the Title IX Sex Discrimination Complaint is authorized.~~

b. ~~Impermissible Evidence: The following types of evidence, and questions seeking that evidence, are impermissible regardless of whether they are relevant:~~

i. ~~Evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege is owed has voluntarily waived the privilege or confidentiality;~~

ii. ~~A Party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the Party or witness, unless the District obtains that Party's or witness's voluntary, written consent for use in the Grievance Procedure; and~~

iii. ~~Evidence that relates to the Complainant's sexual interests or prior sexual conduct, unless evidence about the Complainant's prior sexual conduct is offered to prove that someone other than the Respondent committed the alleged conduct or is evidence about specific incidents of the Complainant's prior sexual conduct with the Respondent that is offered to prove consent to the alleged sex-based harassment. The~~

~~fact of prior consensual sexual conduct between the Complainant and Respondent does not by itself demonstrate or imply the Complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.¶¶~~

~~Impermissible evidence will not be accessed or considered, except by the District to determine whether one of the above exceptions applies. Impermissible evidence will not be disclosed or otherwise used in the investigation.¶¶~~

~~9. Determination~~

~~Following the investigation and evaluation of all relevant of the and not otherwise impermissible evidence, the Decisionmaker will:~~

- ~~a. Use the preponderance of the evidence standard to determine whether Unlawful Discrimination occurred. The Decisionmaker must evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the Decisionmaker is not persuaded by a preponderance of the evidence that Unlawful Discrimination occurred, whatever the quantity of the evidence, the Decisionmaker will not determine that Unlawful Discrimination occurred.¶¶~~
- ~~b. Use the preponderance of the evidence standard to determine whether Unlawful Discrimination occurred.~~
- ~~c. Notify the Parties in writing of the determination whether Unlawful Discrimination occurred, including the rationale for such determination and the procedures and permissible bases for the Complainant and Respondent to appeal, if applicable.~~
- ~~d. Not discipline a Respondent for Unlawful Discrimination unless there is a determination at the conclusion of the Grievance Procedure that the Respondent engaged in unlawful discrimination.¶¶~~
- ~~e. Comply with this Grievance Procedure before imposing any disciplinary sanctions against a Respondent.~~

10. Remedies

If there is a determination that Unlawful Discrimination occurred, the applicable Coordinator will, as appropriate:

- a. Coordinate the provision and implementation of remedies to a Complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by Unlawful Discrimination;

- b. Coordinate the imposition of any Disciplinary Sanctions against a Respondent. ~~For a Title IX Sex Discrimination Complaint, notify the Complainant of any such Disciplinary Sanctions;~~ and
- c. Take other appropriate prompt and effective steps to ensure that Unlawful Discrimination does not continue or recur within the District's education program or activity.

11. False Statements

A person who knowingly files a false Complaint or makes a materially false statement is subject to discipline, including discharge from employment or expulsion.

~~The District will not discipline a Party, witness, or others participating in a Title IX Sex Discrimination Complaint Grievance Procedure for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.¶~~

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

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3115F Complaint Dismissal and Appeals

A. Complaint Dismissal

The District may dismiss a Complaint if:

1. The District is unable to identify the Respondent after taking reasonable steps to do so;
2. The Respondent is not participating in the District's education program or activity and is not employed by the District;
3. The Complainant voluntarily withdraws any or all of the allegations in the Complaint; and the applicable Coordinator declines to initiate a Complaint; and the District determines that, without the Complainant's withdrawn allegations, the conduct that remains alleged in the Complaint, if any, would not constitute Unlawful Discrimination even if proven; or
4. The District determines the conduct alleged in the Complaint, even if proven, would not constitute Unlawful Discrimination. Before dismissing the Complaint and if necessary, the District will make reasonable efforts to clarify the allegations with the Complainant.

Upon dismissal, the District will promptly notify the Complainant of the basis for the dismissal. If the dismissal occurs after the Respondent has been notified of the allegations, the District will also notify the Respondent of the dismissal and the basis for the dismissal promptly following notification to the Complainant, or simultaneously if notification is in writing.

Upon dismissal, the District will take prompt and effective steps, as appropriate, through the applicable Coordinator, to ensure that Unlawful Discrimination does not continue or recur within the District's education program or activity. The District will offer Supportive Measures to the Complainant as appropriate. The District will also offer Supportive Measures to the Respondent as appropriate if the Respondent has been notified of the Complaint allegations.

~~The District will notify a Complainant alleging Title IX Sex Discrimination that a dismissal may be appealed and will provide the Complainant with an opportunity to appeal the dismissal of a Complaint. If the dismissal occurs after the Respondent has been notified of the allegations, then the District will also notify the Respondent that the dismissal may be appealed.~~

~~B. Complaint Dismissal Appeal – Title IX Sex Discrimination Only~~

- ~~1. Complaint dismissals may be appealed within 5 days of receipt on the following bases:~~

- a. ~~Procedural irregularity that would change the outcome;~~
 - b. ~~New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and~~
 - c. ~~The Title IX Coordinator, Investigator, or Decisionmaker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that would change the outcome.~~
2. ~~If the dismissal is appealed, the District will:~~
- a. ~~Notify the Parties of any appeal, including notice of the allegations, if notice was not previously provided to the Respondent;~~
 - b. ~~Implement appeal procedures equally for the Parties;~~
 - c. ~~Ensure that the Appeals Officer did not take part in an investigation of the allegations or dismissal of the Complaint;~~
 - d. ~~Ensure that the Appeals Officer has been trained consistent with the applicable federal regulations;~~
 - e. ~~Provide the Parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and~~
 - f. ~~Notify the Parties of the result of the appeal and the rationale for the result.~~

~~The Appeals Officer will affirm the dismissal if it met any of the above-listed standards for dismissal, unless the Appeals Officer determines that dismissal will result in unremedied Unlawful Discrimination.~~

~~C. Determination Appeal Procedure — Title IX Sex Discrimination Complaints Only~~

~~Any party may appeal the determination to the Title IX Coordinator, who will appoint an Appeals Officer to hear the appeal. The appeal must be filed within 5 days of receipt of the determination. The Appeals Officer will offer each Party the opportunity to submit a statement in support of the appeal or in support of the original determination. The Appeals Officer will issue a written decision on the appeal within 5 days of the deadline for the Parties to submit statements.~~

~~D. Determination Appeal Procedures — Other Complaints~~

~~Unless expressly stated in writing by the Decisionmaker, other determinations are not subject to appeal.~~

Legal authority: 34 CFR 106.1, et seq.

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3115H ~~Training Requirements, Recordkeeping, and Policy Notice~~

A. ~~Title IX Training Requirements~~

~~The following individuals must receive training related to their duties under Title IX. Training may not rely on sex stereotypes.~~

1. ~~All Employees~~

~~All District employees must be trained upon hiring and annually on:~~

- ~~a. The District's obligation to address sex discrimination;~~
- ~~b. The scope of conduct that constitutes sex discrimination under Title IX and its implementing regulations, including the definition of sex-based harassment;~~
- ~~c. The obligation to notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination;~~
- ~~d. The obligation to provide a possible Complainant with the Title IX Coordinator's contact information and information about how to make a complaint of sex discrimination; and~~
- ~~e. Notification requirements for pregnant students.~~

2. ~~Key Role Training~~

- ~~a. All Key Roles: Any individual who serves in a Key Role under Title IX must be trained upon hire, when Key Role duties change, and annually thereafter on:
 - ~~i. All training requirements applicable to all employees;~~
 - ~~ii. The District's obligations in responding to allegations of sex discrimination;~~
 - ~~iii. The District's Grievance Procedure;~~
 - ~~iv. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and~~
 - ~~v. The meaning and application of the term "relevant" in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance.~~~~

~~b. Informal Resolution Facilitator¶¶~~

~~Individuals who serve as an Informal Resolution Facilitator must be trained upon hire, when Key Role duties change, and annually thereafter on:¶¶~~

- ~~i. All training requirements applicable to all employees;¶¶~~
- ~~ii. All training requirements applicable to Key Roles;¶¶~~
- ~~iii. The rules and practices of the District's informal resolution process; and¶¶~~
- ~~iv. How to serve impartially, including by avoiding conflicts of interest and bias.¶¶~~

~~c. Title IX Coordinator¶¶~~

~~Individuals who are designated as a Title IX Coordinator must be trained upon hire, when Key Role duties change, and annually thereafter on:¶¶~~

- ~~i. All training requirements applicable to all employees;¶¶~~
- ~~ii. All training requirements applicable to Key Roles;¶¶~~
- ~~iii. All training requirements applicable to the Informal Resolution Coordinator;¶¶~~
- ~~iv. The Coordinator's obligation to coordinate the District's efforts to comply with its responsibilities under Title IX;¶¶~~
- ~~v. Supportive Measures;¶¶~~
- ~~vi. The District's recordkeeping system;¶¶~~
- ~~vii. Recordkeeping requirements; and¶¶~~
- ~~viii. Any other training necessary to coordinate the District's Title IX compliance.¶¶~~

~~B. Other Coordinator Training Requirements~~

~~All other Coordinators and individuals assigned to serve in a Key Role outside of Title IX investigations must be adequately trained.~~

~~C. Record Keeping¶¶~~

~~The District will maintain the following records for a minimum of seven years:¶¶~~

- ~~1. For each Title IX Sex Discrimination Complaint, records documenting the informal resolution process or the Grievance Procedure, and the resulting outcome;¶¶~~

- ~~2. For each notification to the Title IX Coordinator about conduct that reasonably may constitute sex discrimination, including notifications received from District employees, records documenting the actions the District took to meet its obligations in responding to sex discrimination; and¶~~
- ~~3. All materials used to provide training under Title IX.¶~~

~~D. Nondiscrimination Notice Requirement~~

The District will prominently post on its website ~~a and otherwise provide~~ notice of nondiscrimination, ~~clearly noting~~ **clearly noting** ~~stating that it applies~~ **stating that it applies** ~~to students, parents, employees, and applicants for admission and employment, and all unions and professional organizations with collective bargaining agreements with the District.~~ The notice of nondiscrimination will comply with all applicable laws.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

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3118 ~~Nondiscrimination Covenant in Contracts~~ Title IX Sexual Harassment

~~A contract to which the District is a party shall be read to include a covenant by the contractor and its subcontractors not to discriminate against an employee or applicant for employment with respect to hire, tenure, terms, conditions, or privileges of employment, or a matter directly or indirectly related to employment, because of race, color, national origin, religion, sex (including pregnancy, gender identity, or sexual orientation), age, height, weight, and marital status.~~

Consistent with Policy 3115, the District prohibits unlawful sex discrimination, including harassment and retaliation, in any of its education programs or activities in accordance with Title IX of the Education Amendments of 1972 and its implementing regulations.

This Policy addresses allegations of Title IX sexual harassment that occurred on or after August 14, 2020 unless the District previously investigated the allegations under a different policy pursuant to the now-vacated Title IX 2024 regulations. Allegations of discrimination, harassment, or retaliation not covered by this Policy should be addressed under the District's applicable non-discrimination or anti-harassment policies. Allegations alleging both Title IX sexual harassment and other forms of Unlawful Discrimination and Unlawful Harassment (e.g., race, age, disability) Complaints that include allegations of Title IX sexual harassment may be investigated under this Policy or bifurcated and investigated pursuant to the applicable Grievance Procedure under Policies 3115-3115H. Investigating other forms of discrimination, including harassment and retaliation, pursuant to this Policy will fulfill the District's investigation requirements under Policies 3115-3115H, 4104, and 5202, but nothing in this paragraph limits the District's right to determine at any time that a non-Title IX allegation should be addressed under Policies 3115-3115H, 4104 or 5202 or any other applicable Policy.

The Board directs the Superintendent or designee to designate one or more employees who meet the training requirements in Section M of this Policy to serve as the District's Title IX Coordinator(s). The Title IX Coordinator will designate an Investigator, Decision-Maker, and Appeals Officer, if applicable, for each Formal Complaint made under this Policy. If a Formal Complaint is made under this Policy against the Title IX Coordinator, the Board President will designate the persons who will serve as the Investigator, Decision-Maker, and Appeals Officer and will work with District administrators to ensure that all other requirements of this Policy are met.

The Investigator, Decision-Maker, Appeals Officer, and Informal Resolution Facilitator cannot be the same person on a specific matter, and the persons designated to serve in those roles may or may not be District employees. Any person serving as the Investigator, Decision-Maker, Appeals Officer, or Informal Resolution Facilitator must meet the training requirements in Section M of this Policy.

Inquiries about Title IX's application to a particular situation may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

A. Definitions

For purposes of this Policy only, the below terms are defined as follows:

1. "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:
 - a. A District employee conditioning the provision of a District aid, benefit, or service on a person's participation in unwelcome sexual conduct;
 - b. Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
 - c. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8), or "stalking" as defined in 34 USC 12291(a)(30).
 - i. "Sexual assault" is an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. It includes unlawful sexual intercourse (including incest and statutory rape) and any sexual act, including rape, sodomy, sexual assault with an object, or fondling, directed against another person without the consent of that person, including when that person is incapable of giving consent.
 - A) Rape: (Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - B) Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - C) Sexual Assault With An Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

- D) Fondling: The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - E) Incest: Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - F) Statutory Rape: Nonforcible sexual intercourse with a person who is under the statutory age of consent.
- ii. "Dating violence" means violence committed by a person who is or has been in a romantic or intimate relationship with the Complainant. The existence of such a relationship is based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
 - iii. "Domestic violence" means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, person with whom the Complainant shares a child, person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Michigan; or any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Michigan.
 - iv. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.
2. "Actual Knowledge" means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or any District employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only District employee with actual knowledge is the Respondent.
 3. "Appeals Officer" is the person designated by the District to decide appeals of a dismissal or determination of responsibility for matters investigated under this Policy. The Appeals Officer may not be the same person as the Investigator, Title IX Coordinator, Decision-Maker, or person designated to facilitate an informal resolution process on a specific matter.
 4. "Complainant" is a person who is alleged to be the victim of conduct that could constitute Title IX sexual harassment.

5. "Consent" means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or relationships between District employees, volunteers, or contractors and students, regardless of age or consent, are prohibited.
6. "Day," unless otherwise indicated, means a day that the District's central office is open for business.
7. "Decision-Maker" is the person designated by the District to review the investigation report and provide a written determination of responsibility that provides the evidentiary basis for the Decision-Maker's conclusions. The Decision-Maker may not be the same person as the Investigator, Title IX Coordinator, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter.
8. "Education Program or Activity" means any location, event, or circumstance over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred.
9. "Formal Complaint" means a written document or electronic submission signed and filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the sexual harassment allegation.
10. "Grievance Process" is the process by which the District investigates and determines responsibility for Formal Complaints.
11. "Investigator" is the person designated by the District to investigate a Title IX Formal Complaint. The Investigator cannot be the same person as the Decision-Maker, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter. The Title IX Coordinator may serve as the Investigator on a particular investigation, unless the Title IX Coordinator has a conflict of interest or bias.
12. "Report" means an account of alleged Title IX sexual harassment made by any person (regardless of whether the reporting party is the alleged victim).
13. "Respondent" is a person who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.
14. "Supportive Measures" are non-disciplinary, non-punitive, individualized supports offered and implemented by the Title IX Coordinator as appropriate, as reasonably available, and at no-cost to the Complainant and the Respondent before or after the filing of a Formal Complaint or when no

Formal Complaint has been filed. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

15. "Title IX Coordinator" is the person(s) designated by the District to coordinate the District's Title IX compliance. The Title IX Coordinator may not be the same person as the Appeals Officer or Decision-Maker on any matter. A person not serving as a Title IX Coordinator in a particular matter is not disqualified from serving in another role in that matter. The Title IX Coordinator may also serve as the Investigator or person designated to facilitate an informal resolution process on a particular investigation, unless the Title IX Coordinator signed the Formal Complaint.

B. Posting Requirement

The Title IX Coordinator's contact information (name or title, office address, electronic mail address, and telephone number), along with the District's Title IX nondiscrimination statement, must be prominently posted on the District's website and in any catalogs or handbooks provided to applicants for admission or employment, students, parents/guardians, and unions or professional organizations with a collective bargaining or professional agreement with the District.

The District will provide notice of this Policy to all applicants, students, parents/guardians, employees, and unions or professional organizations with a collective bargaining or professional agreement with the District by prominently posting this Policy on its website and referencing this Policy in its handbooks, which will include the Title IX Coordinator's name or title, office address, electronic mail address, and telephone number.

C. Designation of Title IX Coordinator

All Coordinators, including the Title IX Coordinator, are identified in Policy 3115B.

D. Reporting Title IX Sexual Harassment:

A person may make a report of sexual harassment or retaliation at any time. Reports may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

Any District employee who receives a report of sexual harassment or has actual knowledge of possible sexual harassment must convey that information to the Title IX Coordinator by the end of the next day.

Any other person who witnesses an act of sexual harassment is encouraged to report it to a District employee and may do so anonymously. No person will be retaliated against based on any report of suspected sexual harassment or retaliation.

E. General Response to Sexual Harassment

1. District's Obligation to Respond without Deliberate Indifference

Upon actual knowledge of Title IX sexual harassment, the Title IX Coordinator must respond promptly in a manner that is not deliberately indifferent. The District will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

If the Title IX Coordinator receives a report of sexual harassment and the Complainant does not file a Formal Complaint, the Title IX Coordinator must evaluate the information and determine whether to sign and file a Formal Complaint. If the Title IX Coordinator determines not to sign and file a Formal Complaint, the Title IX Coordinator must address the allegations in a manner that is not deliberately indifferent.

2. Response to Report of Title IX Sexual Harassment

Upon receipt of a report of sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint.

3. Formal Complaint Filed

Upon the receipt of a Formal Complaint, the District must follow the Grievance Process in Section F of this Policy. A Formal Complaint may be submitted using a designated Title IX Sexual Harassment Formal Complaint Form.

4. Equitable Treatment

The District will treat the Complainant and Respondent equitably throughout the Grievance Process, which may include offering supportive measures as described in Subsection E(6) of this Policy.

5. Documentation and Recordkeeping

The Title IX Coordinator will document all sexual harassment reports and all incidents of sexual harassment that the Title IX Coordinator receives or personally observes.

The District will retain this documentation in accordance with applicable record retention requirements in Section N of this Policy.

6. Supportive Measures

After receiving a report of Title IX sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, with or without the filing of a Formal Complaint. If the District does not provide a Complainant with supportive measures, then the Title IX Coordinator must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The District may provide, as appropriate, non-disciplinary, non-punitive individualized services to the Complainant or Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed.

Supportive measures should be designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party.

Supportive measures are offered without charge and are designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

Supportive measures may include, but are not limited to:

- a. District-provided counseling;
- b. Course-related adjustments, such as deadline extensions;
- c. Modifications to class or work schedules;
- d. Provision of an escort to ensure that the Complainant and Respondent can safely attend classes and school activities; and
- e. No-contact orders.

All supportive measures must be kept confidential, to the extent that maintaining such confidentiality would not impair the District's ability to provide the supportive measures.

7. Respondent Removal

a. Emergency Removal (Student)

The District may only remove a student Respondent from a District program or activity if, following an individualized safety and risk analysis, the District determines that there is an immediate threat to the physical health or safety of any student or other person arising from the sexual harassment allegations. The District must provide the Respondent with notice and an opportunity to immediately challenge the removal decision.

This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

b. Administrative Leave (Employee)

The District may place an employee Respondent on non-disciplinary administrative leave during the pendency of the Grievance Process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

8. Law Enforcement

In appropriate circumstances, a District employee will notify law enforcement or Child Protective Services, consistent with Policies 4202, 5201, and 5701.

The District will attempt to comply with all law enforcement requests for cooperation with related law enforcement activity. In some circumstances, compliance with law enforcement requests may require the District to briefly suspend or delay its investigation. If an investigation is delayed, the District will notify the parties in writing of the delay and the reasons for the delay.

If the District's investigation is suspended or delayed, supportive measures will continue during the suspension or delay. If the law enforcement agency does not notify the District within 10 days that the District's investigation may resume, the District will notify the law enforcement agency that the District intends to promptly resume its investigation.

F. Grievance Process

1. Generally

The Grievance Process begins when a Formal Complaint is filed or when the Title IX Coordinator signs a Formal Complaint and concludes the date the parties receive the Appeals Officer's written decision or the date on which an appeal is no longer timely. The District will endeavor to complete the Grievance Process within 90-120 days, absent extenuating circumstances or delays as described below. The District will treat both the Complainant and the Respondent equitably throughout the Grievance Process.

Neither the Title IX Coordinator, the Decision-Maker, the Investigator, Appeals Officer, nor any person designated to facilitate an informal resolution process will have a conflict of interest or bias for or against Complainants or Respondents generally or for or against an individual Complainant or Respondent.

The Grievance Process requires an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence. Credibility

determinations may not be based on a person's status as a Complainant, Respondent, or witness.

Throughout the Grievance Process, there is a presumption that the Respondent is not responsible for the alleged conduct unless, in the determination of responsibility, the Decision-Maker finds the Respondent responsible for the alleged conduct.

At any point, the Title IX Coordinator, Investigator, Decision-Maker, or Appeals Officer may temporarily delay the Grievance Process or permit a limited extension of time frames for good cause. Good cause may include, but is not limited to, absence of a party, party's advisor, or witness; concurrent law enforcement activity; or the need for accommodations (e.g., language assistance or accommodation of disabilities). If there is a delay or extension, the parties will receive written notice of the delay or extension and the reasons for the action.

Any disciplinary action resulting from the Grievance Process will be issued in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

After the investigation portion of the Grievance Process has concluded, the Decision-Maker will endeavor to issue a determination of responsibility within 30 days, absent extenuating circumstances.

2. Notice of Allegations

Upon receipt of a Formal Complaint, the District must provide written notice to the parties who are known at the time that includes:

- a. A copy of this Policy, which includes the District's Grievance Process, and any informal resolution process;
- b. The sexual harassment allegations, including sufficient details known at the time and with sufficient time so that parties may prepare a response before the initial interview. Sufficient details include parties involved in the incident, if known; the alleged conduct constituting sexual harassment; and the date and time of the alleged incident;
- c. A statement that the Respondent is presumed not responsible for the alleged conduct;
- d. A statement that a determination of responsibility is made at the Grievance Process's conclusion;
- e. A statement that the parties may have an advisor of their choice, who may be an attorney, although any attorney or advisor who is not a District employee will be at the party's own cost;

- f. A statement that the parties will be provided an opportunity to inspect and review any evidence before the investigation report is finalized; and

If the Complainant or Respondent is a student, and the District's Student Code of Conduct addresses false statements by students during an investigation or the disciplinary process, a citation to that portion of the Code of Conduct. If, during the course of an investigation, the Investigator decides to investigate allegations that are not included in the initial notice, the District will provide notice of the additional allegations to the Complainant and Respondent.

3. Informal Resolution

During the Grievance Process, *after* a Formal Complaint has been filed but before a determination of responsibility has been made, the District may offer to facilitate an informal resolution process, or either party may request the informal resolution process. A Formal Complaint must be filed to initiate the informal resolution process.

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice. The Title IX Coordinator will determine the informal resolution process that will be used, including the person who will facilitate that process.

Informal resolution is not available for a Formal Complaint alleging that an employee sexually harassed a student.

A party is not required to participate in an informal resolution process.

When offering informal resolution, the Title IX Coordinator must (1) provide both parties written notice of their rights in an informal resolution; and (2) obtain written, voluntary consent from both parties to enter into the informal resolution process. The written notice must contain the:

- a. Allegations;
- b. Informal resolution requirements, including the circumstances under which the informal resolution precludes the parties from resuming a Formal Complaint arising from the same allegations;
- c. Right to withdraw from informal resolution and resume the Grievance Process at any time prior to a final resolution; and
- d. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or that could be disclosed.

4. Investigation

The District has the burden of proof and the burden to gather evidence sufficient to reach a determination of responsibility.

a. Investigation Process

The District will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding the privilege has waived the privilege in writing.

The District may not access, consider, disclose, or otherwise use a party's medical records, including mental health records, which are made and maintained by a healthcare provider in connection with the party's treatment unless the District obtains that party's voluntary, written consent to do so for the Grievance Process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory or exculpatory evidence. The Investigator cannot restrict parties from discussing the allegations under investigation, nor can the Investigator restrict parties from gathering or presenting relevant evidence.

Parties may be accompanied by an advisor of their choice, including an attorney, during the Grievance Procedure. If a party chooses an advisor who is not a District employee, the District is not responsible for any associated costs. The Investigator or Title IX Coordinator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties (e.g., abusive, disruptive behavior or language will not be tolerated; advisor will not interrupt the investigator to ask questions of witnesses).

The Investigator must provide the date, time, location, participants, and purpose of all hearings (if any), investigative interviews, and meetings, to a party whose participation is invited or expected. Written notice must be provided a sufficient time in advance so that a party may prepare to participate.

As described in Section L of this Policy, retaliation against a person for making a complaint or participating in an investigation is prohibited.

The Investigator must ensure that the Complainant and Respondent have an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party has the opportunity to meaningfully respond to the evidence before the investigation's conclusion. This evidence includes (1) evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and (2) inculpatory or exculpatory evidence obtained from any source.

Before the investigation's completion, the Investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 calendar days to submit a written response to the Investigator. The party's response must be considered by the Investigator before completing the final investigation report.

b. Investigation Report

The Investigator must create an investigation report that fairly summarizes relevant evidence and submit the investigation report to the Decision-Maker.

At least 10 calendar days before a determination of responsibility is issued, the Investigator must send the investigation report to each party for review and written response. Written responses to the investigation report must be submitted directly to the Decision-Maker.

The Investigator will endeavor to complete the investigation and finalize the report within 60 days.

5. Determination of Responsibility

The Decision-Maker cannot be the same person as the Title IX Coordinator, Investigator, Appeals Officer, or person designated to facilitate an informal resolution process.

Before the Decision-Maker reaches a determination of responsibility, and after the Investigator has sent the investigation report to the parties, the Decision-Maker must:

- a. Afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness; and
- b. Provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless offered to prove that someone other than the Respondent committed the alleged misconduct, or the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If the Decision-Maker decides to exclude questions from either party as not relevant, the Decision-Maker must explain the decision to the party proposing the questions.

The Decision-Maker must issue a written determination of responsibility based on a preponderance of the evidence standard (i.e., more likely than

not) simultaneously to both parties. The written determination of responsibility must include:

- a. Identification of the sexual harassment allegations;
- b. Description of the procedural steps taken from the receipt of the Formal Complaint through the determination of responsibility, including any:
 - i. Notification to the parties;
 - ii. Party and witness interviews;
 - iii. Site visits;
 - iv. Methods used to collect evidence; and
 - v. Hearings held.
- c. Factual findings that support the determination;
- d. Conclusions about the application of any relevant code of conduct, policy, law, or rule to the facts;
- e. A statement of, and rationale for, the result as to each allegation, including:
 - i. A determination of responsibility;
 - ii. Any disciplinary action taken against the Respondent (consistent with Policies 4309, 4407, 4506, 4606, or 5206, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts); and
 - iii. Whether remedies designed to restore and preserve equal access to the District's education program or activity will be provided to the Complainant.
- f. Appeal rights.

2. Appeals

Notice of the determination of responsibility or dismissal decision must include notice of the parties' appeal rights.

Both parties may appeal a determination of responsibility or the decision to dismiss a Formal Complaint in whole or in part for the following reasons only:

- a. A procedural irregularity that affected the outcome.
- b. New evidence that was not reasonably available at the time the determination of responsibility or dismissal decision was made that could affect the outcome.

- c. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent, generally or individually, that affected the outcome.
- d. ~~District may choose to include additional appeal grounds, but should consult with legal counsel before doing so.~~

An appeal must be filed with the Title IX Coordinator within 5 calendar days of the date of the determination of responsibility or dismissal decision.

Upon receipt of an appeal, the Title IX Coordinator will assign an Appeals Officer who will provide both parties written notice of the appeal and an equal opportunity to submit a written statement in support of, or challenging, the determination or dismissal decision.

The Appeals Officer must provide a written decision describing the result of the appeal and the rationale for the result to both parties simultaneously. The Appeals Officer will endeavor to decide an appeal within 30 days.

The Appeals Officer cannot be the same person who acts as the Title IX Coordinator, Investigator, Decision-Maker, or person designated to facilitate an informal resolution process on the same matter. The Appeals Officer also cannot have a conflict of interest or bias against Complainants and Respondents generally or individually.

The determination of responsibility is final upon the date the parties receive the Appeals Officer's written decision or on the date on which an appeal is no longer timely.

B. Dismissal

1. Mandatory Dismissals

The Title IX Coordinator must dismiss a Formal Complaint if:

- a. The Formal Complaint's allegations, even if substantiated, would not constitute sexual harassment as defined in this Policy;
- b. The Formal Complaint's allegations did not occur in the District's programs or activities; or
- c. The Formal Complaint's allegations did not occur in the United States.

2. Discretionary Dismissals

The Title IX Coordinator may dismiss a Formal Complaint if:

- a. The Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw the Formal Complaint in whole or in part;
- b. The Respondent's enrollment or employment ends; or

- c. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination (e.g., several years have passed between alleged misconduct and Formal Complaint filing, Complainant refuses or ceases to cooperate with Grievance Process).

The Title IX Coordinator will promptly and simultaneously notify both parties when a Formal Complaint is dismissed. The notice must include the reasons for mandatory or discretionary dismissal and the right to appeal. Appeal rights are discussed above in Subsection F(6) of this Policy.

Dismissal of a Formal Complaint under this Policy does not excuse or preclude the District from investigating alleged violations of other policy, rule, or law, or from issuing appropriate discipline based on the results of the investigation.

C. Consolidation of Complaints

The Title IX Coordinator or Investigator may consolidate Formal Complaints where the allegations arise out of the same facts or circumstances. Where a Grievance Process involves more than one Complainant or more than one Respondent, references in this Policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

D. Remedies and Disciplinary Sanctions

The District will take appropriate and effective measures to promptly remedy the effects of sexual harassment. The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appropriate remedies will be based on the circumstances and may include, but are not limited to:

1. Providing an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;
2. Offering the parties school-based counseling services, as necessary;
3. Providing the parties with academic support services, such as tutoring, as necessary;
4. Rearranging course or work schedules, to the extent practicable, to minimize contact between the Complainant and Respondent;
5. Moving the Complainant's or the Respondent's locker or work space;
6. Issuing a "no contact" directive between the Complainant and Respondent;
7. Providing counseling memoranda with directives or recommendations.

These remedies may also be available to any other student or person who is or was affected by the sexual harassment.

The District will impose disciplinary sanctions consistent with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts. Discipline may range from warning or reprimand to termination of employment, or student suspension or expulsion.

After a determination of responsibility, the Title IX Coordinator should consider whether broader remedies are required, which may include, but are not limited to:

1. Assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;
2. Additional staff training;
3. A climate survey; or
4. Letters to students, staff, and parents/guardians reminding persons of their obligations under this Policy and applicable handbooks.

If the Complainant or Respondent is a student with a disability, the District will convene an IEP or Section 504 Team meeting to determine if additional or different programs, services, accommodations, or supports are required to ensure that the Complainant or Respondent continues to receive a free appropriate public education. Any disciplinary action taken against a Respondent who is a student with a disability must be made in accordance with Policy 5206B and the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

B. False Statements

Any person who knowingly makes a materially false statement in bad faith during a Title IX investigation will be subject to discipline, up to and including discharge or permanent expulsion. A dismissal or determination that the Respondent did not violate this Policy is not sufficient, on its own, to conclude that a person made a materially false statement in bad faith.

C. Confidentiality

The District will keep confidential the identity of a person who reports sexual harassment or files a Formal Complaint, including parties and witnesses, except as permitted or required by law or to carry out any provision of this Policy, applicable regulations, or laws.

D. Retaliation

Retaliation (e.g., intimidation, threats, coercion) for the purpose of interfering with a person's rights under Title IX is prohibited. This prohibition applies to retaliation against any person who makes a report, files a Formal Complaint, or participates in, or refuses to participate in a Title IX proceeding. Complaints alleging retaliation may be pursued in accordance with District Policy.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this Section.

When processing a report or Formal Complaint of sexual harassment, pursuing discipline for other conduct arising out of the same facts or circumstances constitutes retaliation if done for the purpose of interfering with that person's rights under Title IX.

Any person who engages in retaliation will be disciplined in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

E. Training

All District employees must be trained on how to identify and report sexual harassment.

Any person designated as a Title IX Coordinator, Investigator, Decision-Maker, Appeals Officer, or any person who facilitates an informal resolution process must be trained on the following:

1. The definition of sexual harassment;
2. The scope of the District's education programs or activities;
3. How to conduct an investigation and the District's grievance process, including, as applicable, hearings, appeals, and informal resolution processes; and
4. How to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Investigators must receive training on how to prepare an investigation report as outlined in Subsection F(4)(b) above, including, but not limited to, issues of relevance.

Decision-Makers and Appeals Officers must receive training on issues of evidence and questioning, including, but not limited to, when questions about a Complainant's prior sexual history or disposition are not relevant.

Any materials used to train District employees who act as Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, or who facilitate an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of Formal Complaints. These training materials must be posted on the District's website.

F. Record Keeping

The District will maintain records related to reports of alleged Title IX sexual harassment for a minimum of seven years. This retention requirement applies to

investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, such as supportive measures.

The District will also retain any materials used to train Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, and any person designated to facilitate an informal resolution process.

G. Office for Civil Rights

Any person who believes that he or she was the victim of sexual harassment may file a complaint with the Office for Civil Rights (OCR) at any time:

U.S. Department of Education Office for Civil Rights
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
Phone: (216) 522-4970
E-mail: OCR.Cleveland@ed.gov

An OCR complaint may be filed before, during, or after filing a Formal Complaint with the District. A person may forego filing a Formal Complaint with the District and instead file a complaint directly with OCR. The District recommends that a person who has been subjected to sexual harassment also file a Formal Complaint with the District to ensure that the District is able to take steps to prevent any further harassment and to discipline the alleged perpetrator, if necessary. OCR does not serve as an appellate body for District decisions under this Policy. An investigation by OCR will occur separately from any District investigation.

Legal authority: ~~MGL 37.1101 et seq., 37.2101 et seq., 37.2209~~ Education Amendments Act of 1972, 20 USC §§1681 - 1688; 34 CFR Part 106

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3400 School Safety and Security

3402 Drills, Plans, and Reports

The Board will take reasonable steps to provide a safe and secure learning environment to protect students and employees.

A. Emergency Drills

The Superintendent or designee will schedule, notify, conduct, report, and post all fire, tornado, and other emergency drills as required by law.

B. Cardiac Emergency Response Plan

The Board directs the superintendent, or designee, to develop, adopt, and provide for annual review a cardiac emergency response plan as required by law. Beginning in the 2025-26 school year, the Board will integrate the cardiac emergency response plan into the protocols of the local emergency response system and emergency response agencies. Beginning in the 2025-26 school year, all high school athletic coaches must be certified in CPR and use of an AED by the American Red Cross, the American Heart Association, or a comparable organization approved by MDE.

C. Drinking Water Management Plan

By January 2025, the Board directs superintendent, or designee, will develop, adopt, update, implement, and make available upon request a Drinking Water Management Plan as required by law.

D. Cooperation

The Superintendent or designee will act as liaison to work with the School Safety Commission and the Office of School Safety, including to identify model practices for determining school safety measures.

E. Safety and Emergency Plans

The Board will comply with the statewide school information policy, and the Superintendent or designee will provide all reports, information, and notices required by that policy. If the policy does not satisfy the requirements of Revised School Code Section 1308b(3), the Board will develop and adopt an emergency operations plan with public input and participation by at least 1 law enforcement agency having jurisdiction over the District. The statewide school information policy or the emergency operations plan, as applicable, will be reviewed every 2 years in conjunction with at least 1 law enforcement agency having jurisdiction over the District. The Board will notify MDE within 30 days after completing a required review.

F. Reporting Incidents of Crime

Each building principal will collect and update information at least weekly on incidents of crime in the applicable building. At least annually, the Board will post information on its website about incidents of crime in the District and will make this information available to Parents on a per-building basis. Within 24 hours after an incident occurs, the Superintendent or designee will report to the Michigan State Police crimes and attempted crimes identified in MCL 380.1310a(2).

Legal authority: MCL 29.19, 29.19b; MCL 380.1241, 380.1308, 380.1308a, 380.1308b, 380.1310a, 380.1319, 380.1901, et seq.

Date adopted: July 1, 2024

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4213 Anti-Nepotism

A. General

Employment decisions motivated by nepotism, as defined below, are prohibited to avoid conflicts of interest, favoritism, and lost productivity. Employment decisions will be based on qualifications, experience, and other legitimate business reasons. This Policy applies to all categories of employment including regular, temporary, and part-time classifications.

B. Definitions

1. "Nepotism" means favoritism in the workplace based on a relationship with a relative or significant other.
2. "Relative" means a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, niece, nephew, or corresponding in-law, step, or adopted relative.
3. "Significant others" means (1) persons engaged to be married, (2) persons involved in a romantic or personal relationship, or (3) persons who are cohabitating.

C. Employment Decisions

The District may employ relatives and significant others in the absence of nepotism. In making employment decisions, including hiring, placement, supervision, directing work, promoting, compensating, evaluating, and disciplining employees who are a relative or significant other, an employee should:

1. disclose the existence of any relationships subject to this Policy to the Superintendent or designee;
2. avoid conflicts of interest, as defined in Policy 4201, and any appearance of a conflict of interest; and
3. avoid favoritism and any appearance of favoritism.

An employee's relative or significant other should not be hired to work in any position in which the Board or designee concludes a conflict of interest or the appearance of a conflict of interest may exist. Relatives and significant others are permitted to work at the District provided one does not report directly to, supervise, evaluate, or manage the other. The Superintendent may make exceptions to this Policy when in the District's best interest with [Option 1: Board approval] [Option 2: prompt notice to the Board]

Commented [1]: @rhianna.walworth@okemosk12.net please keep this so whole board can see both options. Policy Committee is voting option 2

Deleted: The Superintendent or designee, or the Board, as applicable, may make exceptions to this Policy.

Supervisors and subordinates who become relatives or significant others while employed may be subject to transfer, reassignment, or other action based on the need for compliance with this Policy.

Legal authority: MCL 380.11a, 380.601a

Date adopted: July 1, 2024

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5200 Student Conduct and Discipline

5206 Student Discipline [Note: This Policy complies with all relevant laws and rules and reflects the most common practices to address student discipline. If this Policy does not reflect your District's practices, Thrun Law Firm will work with you to modify the Policy to incorporate your District's practices consistent with applicable law.]

[Note: The Board must also adopt Policies 5206A, 5206B, 5206C, and 5206E. Board Policy 5206D is optional.]

A. Student Discipline - Generally

The Board is committed to providing students and staff with a safe learning environment free from substantial disruption. Consistent with this commitment, the District may discipline students who engage in misconduct, up to and including suspension or expulsion from school.

The District will take steps to effectively discipline students in a manner that minimizes out-of-school suspensions and expulsions. The District will comply with applicable laws related to student discipline, including the consideration of specific factors and possible use of restorative practices.

B. Applicability

This Policy applies to student conduct that occurs:

1. on District property;
2. at a school-sponsored or school-related event;
3. on a school bus or vehicle;
4. while traveling to or from school, including at a bus stop; and
5. at any other time or place if the conduct has a nexus to the school, substantially disrupts the school environment, or as permitted by law.

C. Student Code of Conduct

The Superintendent or designee will develop, regularly update, and annually publish a student code of conduct in all student handbooks. The student code of conduct must:

1. identify offenses that may result in discipline;
2. identify possible disciplinary consequences for each offense, which may, if appropriate, include suspension or expulsion;
3. be consistent with applicable state and federal laws and Board Policies; and

4. include a copy of Policy 5206E entitled "Suspension from Class, Subject, or Activity by Teacher."

D. Definitions

For purposes of this Policy:

1. "suspend" or "suspension" means a disciplinary removal from school for less than 60 school days;
2. "expel" or "expulsion" means a disciplinary removal from school for 60 or more school days;
3. "restorative practices" means practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct; and
4. "Mandatory 7 Factors" means the following:
 - a. the student's age;
 - b. the student's disciplinary history;
 - c. whether the student has a disability;
 - d. the seriousness of the behavior;
 - e. whether the behavior posed a safety risk;
 - f. whether restorative practices are a better option; and
 - g. whether lesser interventions would address the behavior.

E. Restorative Practices

Before suspending or expelling a student (except a student who possesses a firearm in a weapon-free school zone), teachers, administrators, and the Board must first determine whether restorative practices would better address the student's misconduct, recognizing the Board's objective of minimizing out-of-school suspensions and expulsions. Likewise, teachers, administrators, and the Board must consider whether restorative practices should be used in addition to the suspension or expulsion. Restorative practices, which may include a victim-offender conference, should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, harassment, and cyberbullying.

All victim-offender conferences must be conducted consistent with state and federal law and Policies. No student who claims to be the victim of unlawful harassment may be compelled to meet with the alleged perpetrator of the harassment as part of a restorative practice.

F. Discretionary Suspension or Expulsion

Under Michigan law, a suspension of 10 or fewer school days is presumed to be reasonable. A suspension of more than 10 school days or an expulsion is, in most circumstances, presumed not to be justified. Before imposing a suspension or an expulsion, administrators or the Board must consider the Mandatory 7 Factors.

1. Building Administrators - 10 or fewer days

The Board delegates to all building administrators the authority to suspend a student for up to 10 school days consistent with the student code of conduct.

A building administrator may also suspend a student for up to 10 school days pending further investigation and possible further disciplinary consequences, including a longer-term suspension or expulsion.

Before exercising this authority, the building administrator must consider the Mandatory 7 Factors.

Additionally, before suspending a student for any length of time, the building administrator must provide the student due process as described in Policy 5206A. If the student is a student with a disability, the student's discipline is also subject to Policy 5206B.

2. Superintendent - Less than 60 school days

The Board delegates to the Superintendent the authority to suspend a student for less than 60 school days consistent with the student code of conduct. Before exercising this authority, the Superintendent must consider the Mandatory 7 Factors.

Any time the Superintendent finds that a suspension of more than 10 school days is warranted, the Superintendent must base the rationale on the Mandatory 7 Factors and explain the rationale in writing.

Additionally, before suspending a student for any length of time, the Superintendent must provide the student due process as described in Policy 5206A. If the student is a student with a disability, the student's discipline is also subject to Policy 5206B.

3. Board - Suspension or Expulsion

The Board may suspend or expel a student for an offense consistent with the student code of conduct.

Before exercising this authority, the Board must consider the Mandatory 7 Factors.

Any time the Board finds that a suspension of more than 10 school days or expulsion is warranted, the Board must base the rationale on the Mandatory 7 Factors and explain the rationale in writing.

Before exercising this authority, the Board must provide the student due process as described in Policy 5206A. If the student is a student with a disability, the student's discipline is also subject to Policy 5206B.

G. Criminal Sexual Conduct – Discretionary Suspension or Expulsion

If a student commits criminal sexual conduct, as defined in Revised School Code Section 1311, against another student enrolled in the District and expulsion is not mandatory under Policy 5206 H.3, the District may suspend or expel the student even if the student has not been criminally charged, subject to consideration of the Mandatory 7 Factors.

Before exercising this authority, the District must provide the student due process as described in Policy 5206A. If the student is a student with a disability, the student's discipline is also subject to Policy 5206B.

H. Mandatory Suspension or Expulsion

Building principals and other administrators must refer all incidents that may result in a mandatory suspension or expulsion to the Superintendent or designee for transmission to the Board. As explained below, the Board recognizes that in some circumstances it may choose not to suspend or expel a student. Nothing in this section may be construed as limiting the Board's discretion to suspend or expel a student for any offense that the student code of conduct identifies as possibly resulting in suspension or expulsion.

1. Possession of a Dangerous Weapon

a. Possession of a Firearm

If a student possesses a firearm in a weapon-free school zone, the Board will permanently expel the student unless the student demonstrates, in a clear and convincing manner, at least one of the following:

- the student was not possessing the firearm to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon;
- the student did not knowingly possess the firearm;
- the student did not know or have reason to know that the firearm constituted a "dangerous weapon"; or
- the student possessed the firearm at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

If a student demonstrates one of the above circumstances in a clear and convincing manner and the student has not been previously suspended or

expelled from school, the Board will not expel the student unless the Board finds that, based on the circumstances, expulsion is warranted.

b. Possession of a Dangerous Weapon (Other than a Firearm)

If a student possesses a dangerous weapon (other than a firearm) in a weapon-free school zone, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

The Board is not required to expel a student for possession of a dangerous weapon (other than a firearm) if the student demonstrates, in a clear and convincing manner, at least one of the following:

- the student was not possessing the instrument or object to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon;
- the student did not knowingly possess the weapon;
- the student did not know or have reason to know that the instrument or object constituted a “dangerous weapon”; or
- the student possessed the weapon at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

If a student demonstrates one of the above circumstances in a clear and convincing manner and the student has not been previously suspended or expelled from school, the Board will not expel the student unless the Board finds that, based on the circumstances, expulsion is warranted.

c. Applicable Definitions for Dangerous Weapon Offense

“Weapon-free school zone” means school property and a vehicle used by a school to transport students to or from school property.

“School property” means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses.

“Dangerous weapon” means a firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles.

“Firearm” means (i) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (ii) the frame or receiver of any such weapon; (iii) any

firearm muffler or firearm silencer; or (iv) any destructive device. "Firearm" does not include an antique firearm, as defined by 18 USC § 921.

"Destructive device" means (i) any explosive, incendiary, or poison gas (including a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device); (ii) any type of weapon (other than a shotgun or a shotgun shell that the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and (iii) any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled.

d. Additional Procedures for Dangerous Weapon Expulsion

The Superintendent or designee must ensure that if a student is expelled for possession of a dangerous weapon, the student's permanent record reflects the expulsion. The Superintendent or designee must refer a student who is expelled for possession of a dangerous weapon to the county department of social services or the county community mental health agency and notify the student's Parent (or the student, if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion. The Superintendent or designee must also make a referral to local law enforcement and contact the student's Parent immediately any time a student is found to have brought a dangerous weapon to school or possessed a dangerous weapon at school, at a school related activity, or in a school vehicle. If a District official confiscates a dangerous weapon, the District official will give the dangerous weapon to law enforcement and will not release the dangerous weapon to any other person, including the legal owner.

Unless reinstated pursuant to Revised School Code Section 1311(6), a student expelled by another district or public school academy for possession of a dangerous weapon may not enroll in the District.

2. Arson

If a student commits arson as defined in Revised School Code Section 1311, in a school building or on school grounds, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

The Superintendent or designee must ensure that if a student is expelled for committing arson, the student's permanent record reflects the expulsion. The Superintendent or designee must refer a student who is expelled for

committing arson to the county department of social services or the county community mental health agency and notify the student's Parent (or the student, if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Unless reinstated pursuant to Revised School Code Section 1311(6), a student expelled by another district or public school academy for committing arson may not enroll in the District.

3. Criminal Sexual Conduct

If a student commits criminal sexual conduct as defined in Revised School Code Section 1311, in a school building or on school grounds, or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the District, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

The Superintendent or designee must ensure that if a student is expelled for committing criminal sexual conduct, the student's permanent record reflects the expulsion. The Superintendent or designee must refer a student who is expelled for committing criminal sexual conduct to the county department of social services or the county community mental health agency and notify the student's Parent (or the student, if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Unless reinstated pursuant to Revised School Code Section 1311(6), a student expelled by another district or public school academy for committing criminal sexual conduct may not enroll in the District.

4. Physical Assault

a. Physical Assault Against Employee, Volunteer, or Contractor

If a student in grade 6 or above commits a physical assault at school against an employee, volunteer, or contractor and the victim reports the physical assault to the Board or to a school administrator or, if the victim is unable to report the assault, another person makes the report on the victim's behalf, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

The Superintendent or designee must ensure that if a student is expelled for physically assaulting an employee, volunteer, or contractor, the student's permanent record reflects the expulsion. The Superintendent or designee must refer a student who is expelled for physically assaulting an employee, volunteer, or contractor to the county department of social services or the county community mental health agency and notify the

student's Parent (or the student, if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Unless reinstated pursuant to Revised School Code Section 1311a(5), a student expelled by another district or public school academy for physically assaulting an employee, volunteer, or contractor may not enroll in the District.

b. Physical Assault Against Another Student

If a student in grade 6 or above commits a physical assault at school against another student and the physical assault is reported to the Board or to an administrator, the District will consider whether to suspend or expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

A resident student in grade 6 or above who is currently expelled by another district or public school academy for committing a physical assault against another student may request to enroll in the District. The Superintendent or designee will consider the request along with any information the Superintendent or designee determines relevant. The Superintendent or designee may either grant or deny the request. The Superintendent's decision is final.

c. Applicable Definitions for Physical Assault ~~Against Student~~

- i. "Physical assault" means intentionally causing or attempting to cause physical harm to another through force or violence.
- ii. "At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises.

5. Bomb Threat or Similar Threat

If a student in grade 6 or above makes a bomb threat or similar threat directed at a school building, other District property, or at a school-related event, the District will consider whether to suspend or expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

A resident student in grade 6 or above who is currently expelled by another district or public school academy for making a bomb threat or similar threat may request to enroll in the District. The Superintendent or designee will consider the request along with any information the Superintendent or designee determines relevant. The Superintendent or designee may either grant or deny the request. The Superintendent's decision is final.

I. Victims of Alleged Sexual Assault

The District will not expel a student or suspend a student for more than 10 days for an action the student took immediately preceding, immediately following, or that could reasonably be tied to an incident in which the student was sexually assaulted or an incident in which the student reports being sexually assaulted, an incident where another person witnesses and reports the student's sexual assault, or an incident for which school officials receive credible information that the student was sexually assaulted. This subsection does not apply if:

- The student is convicted of, pleads guilty or responsible to, or is adjudicated responsible for aggravated assault, assault with intent to commit murder, assault with intent for great bodily harm, assault with intent to maim, attempted murder, homicide, manslaughter; or criminal sexual conduct;
- The student commits an act described in Section H.1 through H.3 of this Policy;
- A Title IX investigation conducted pursuant to ~~Policies 3115-3115H~~ Policy 3118 concludes by clear and convincing evidence that the report of sexual assault was false; or
- The Board or the Superintendent determines, after considering the Mandatory 7 factors, that a longer-term suspension or expulsion is warranted.

In determining whether to suspend a student described in this section, the District will consider the recommendations of the District's Title IX Coordinator, as applicable.

J. Statewide School Safety Information Policy (SSSIP) & Law Enforcement Reporting

The Superintendent or designee must notify law enforcement when required by the SSSIP and make all other reports and provide all other notifications required by the SSSIP or any state or federal law. Nothing in this Policy limits the ability of a school administrator to contact law enforcement at any other time.

K. Educational Programming During Suspension or Expulsion

Except as otherwise required by law or as provided in this Policy, a student who has been suspended or expelled may not be on school property, attend classes or other school functions, or participate in extracurricular activities during the student's suspension or expulsion without written permission from the Superintendent or designee. District personnel may assist students who have been suspended or expelled to explore alternative means, as allowed by law, to earn credit and to complete coursework during the period of the student's suspension or expulsion.

Legal authority: 18 USC 921; 20 USC 1401 et seq., 7151; 29 USC 705, 794-794b; MCL
380.1308-1310, 380.1310a, 380.1310c, 380.1310d, 380.1310e,
380.1311, 380.1311a, 380.1312, 380.1313

Date adopted: July 1, 2024

Date revised: February 24, 2025

Series 5000: Students, Curriculum, and Academic Matters

5500 School Sponsored and Extracurricular Activities

5509 Public Appearances of School Groups [Optional] [Note: If the Board elects not to adopt this Policy, delete the body of the policy and replace the title with "Intentionally Left Blank" after the policy number *and* in the Table of Contents to ensure accurate numbering of subsequent policies in the Policy Manual.]

The Board permits student groups to appear/perform at public events, subject to the following requirements:

- A. activity advisors must secure the permission of the building principal or designee before booking a student group at a public event;
- B. activity advisors are discouraged from booking student groups to perform on more than 1 school night (Sunday-Thursday) per week;

~~student groups [Choose one: may / may not be required to] perform at a political rally or event;~~

~~student groups [Choose one: may / may not be required to] perform at religious ceremonies; and~~

C. before booking student groups to appear or perform in the following venues, activity advisors must secure written permission from the superintendent and students may not be required to appear or perform at:

- 1. a political rally or event;**
- 2. religious ceremonies;**

D. a student's failure to comply with Board Policy, the student code of conduct, and any other applicable rules or behavioral expectations during public appearances may result in disciplinary action and exclusion from future appearances at public events.

Date adopted: July 1, 2025

Date revised:

Trustees,

We revised the strategic planning goals last night and came up with the below. Thank you for the input provided on the previous iteration— we tried to incorporate your feedback—and that from other members of the planning team—and think they are in better shape now.

We wanted to share them w you right away but will plan on waiting to discuss them at our June 9 meeting.

Katie, Leeni, and Tom

Strategic Planning Goals

May 21, 2025

Academic and Programs

OPS will ensure that every learner experiences challenging, relevant, and supportive instruction that results in academic growth and achievement.

Learning Environment and Culture

OPS will have safe and supportive school cultures and classroom environments that foster well-being, engagement, and belonging for all learners.

Communications and Community Engagement

OPS will establish transparent, consistent, and easily accessible communication system that actively engage families, staff, and community partners in the educational process and district initiatives.

Personnel and Leadership

OPS will recruit highly qualified staff, increasingly reflective of our student body. OPS will develop and retain staff by promoting professional growth and leadership development rooted in trust, collaboration and accountability.

Operations

OPS will provide and maintain safe and high quality classrooms, facilities and grounds that foster and inspire student learning while meeting the evolving needs of the school community.