

Board of Education 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 16, 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.

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.

DISCUSSION MOVED FORWARD: 2022 Bond Projects

Representatives from Veridas, TowerPinkster and Christman will provide an update regarding the 2022 bond.

PRESENTATION: Boosters Donation (5 Min)

The Okemos Athletic Boosters will present information for board approval on a generous donation of equipment for the OHS Weight Room.

PRESENTATION: Childcare Update

Superintendent Hood and Coordinator Christina Alighire will present an update regarding childcare programming and enrollment.

PRESENTATION: Exit Interviews

Interim Director Peter Trezise will describe for the board the district's current exit interview process.

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.

OTHER ACTION ITEMS

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

French Student Trip

OHS French Teacher Kim Floyd presented information regarding a French student trip to France, proposed for June 10-18, 2026 at the June 9th meeting.

that the board endorse the OHS French student trip to France proposed for June 10-18, 2026 with the understanding that students will abide by all school policies and procedures while abroad.

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 presented the proposed plan at the June 9th meeting.

that the board waive the reading and adopt the Cardiac Emergency Response Plan as required by board policy 3402.

Student-Parent Handbooks

Assistant Superintendent Bailey and Building Administrators presented the district-wide student-parent handbook at the June 9th meeting.

That the board approve the 2025-2026 District Student-Parent Handbook for distribution to students and parents.

Strategic Planning Goals, Mission, Vision & Values

The board discussed the proposed strategic planning goals at its June 9th meeting.

that the board waive the reading and adopt the strategic plan goals, mission statement, vision, and value statements.

Donation Acceptance

According to Board Policy 3303, the Board must formally accept donations of personal property if the market value exceeds the MDE bid limit. The Okemos Athletic Boosters, through their fundraising efforts, would like to donate new equipment for the OHS weight room.

That the board accept the donation of new weight room equipment generously donated by the Okemos Athletic Boosters.

BUDGET/TRUTH-IN-TAXATION HEARING

Each year, as required by law, the board of education conducts a Budget/Truth-in-Taxation Hearing for the purpose of public input on the coming year's budget. The hearing process is as follows:

1. Roll Call Vote opens the meeting to the budget hearing.
2. Board president announces: "This meeting is opened to the Budget Hearing at (time of day)."
3. Information is presented on the 2025-2026 general fund budget and levied Millage.
4. Public addresses the board.
5. Board president announces: "Hearing no further comments or inquiries, this hearing is closed at (time of day)."

Adoption of the 2025-2026 General Fund Budget

Public Act 627 requires that the board of education adopt a resolution appropriating funds for the ensuing fiscal year. The board has conducted the required Budget/Truth-in-Taxation Hearing concerning the proposed 2025-2026 General Fund Budget.

That the board waive the reading and adopt the general appropriations resolution for the General Fund of \$67,912,605; Debt Retirement Fund of \$12,016,400; Building and Site Sinking Fund of \$1,555,000; Capital Projects Fund of \$66,576,000; Student/School Activity Fund of \$1,024,400 and Food Services Fund of \$2,910,851 for the 2025-2026 fiscal year (Roll Call Vote).

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.

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)

- July and August Meeting Dates

ADJOURN

OKEMOS PUBLIC SCHOOLS

2022 Bond Program Update

June 16, 2025

TowerPinkster
Architecture · Engineering · Interiors

CHRISTMAN
BUILDING SINCE 1894

 **VERIDUS**
GROUP



Agenda

- Construction Updates
 - BP3 - NEW CMS
 - BP4 - OHS Pool
 - BP8 - OHS Music, Kitchen
 - Transportation Fuel Tanks
 - Energy Savings Project
- Pre-Bond Commitments
 - Big Rocks
 - Pressing Needs - Warm, Safe & Dry
- Bid Package Budget Breakdown
- Future Bond Updates





Veridus Group

- Allison Duncan - Project Executive

Tower Pinkster

- Ed Talaga - Senior Project Manager

The Christman Company

- Shane Lounsberry - Project Manager



Chippewa Middle School - Weight Room / Auditorium Steel





Chippewa Middle School - Gym Corridor / Auditorium





Chippewa Middle School - Old Boiler Room / Kitchen





Chippewa Middle School - Cafeteria / Stairwells





Chippewa Middle School - New Gym / Weight Room





High School - Pool Improvements





High School - Music Improvements





High School - Music Improvements





Transportation Update - NEW Fuel Tanks





Bid Package 8: High School Music Expansion & Kitchen Improvements

Construction Schedule	Start Date	Occupancy Date
Music - Interior Improvements	6/5/2025	9/16/2025
Music - Exterior Expansion	6/5/2025	2/5/2026 (tentative)
Kitchen and Servery Improvements	6/5/2026	8/6/2026 (tentative)

Energy Savings Project: Mechanical Updates

Construction Schedule	Start Date	End Date
OHS, KMS, BW, ECC, OPM	7/6/2025	October 2026 (tentative)



New Construction

Chippewa Middle School
Cornell Elementary
Kinawa Middle School

Pressing Needs

Security & Technology
Mechanical/HVAC
OHS Fire Alarm System
Classroom Furniture
Interior Improvements
Wayfinding Signage



District Impacts

- Building Clean-out/Decluttering Effort - 2025/2026 School Year
- OHS Music Temporary Classrooms - Fall 2025
- School Relocation - Summer 2026
 - New Chippewa Middle School
 - Temporary Cornell to Existing CMS
- Cornell Bus Route Plan - 2025/2026 School Year
- Athletic & Recreational Fields



BUDGET BREAKDOWN

IN PROGRESS

COMPLETED or UNDER CONTRACT

BID PACKAGE	PROJECT SCOPE	FACILITY/SITE	CONSTRUCTION SCHEDULE	CURRENT ESTIMATE
BP1	SECURE VESTIBULES, PRESSING NEEDS	OPM, ECC, CORNELL, BW	COMPLETE	BUDGET - \$2.9M ACTUAL - \$2.7M
BP2	STADIUM PLAZA, ACCESS	HIGH SCHOOL ATHLETIC STADIUM	COMPLETE	BUDGET - \$2.4M ACTUAL - \$2.3M
ST1&2	SECURITY, TECH UPGRADES	DISTRICT WIDE	JUN 2024 - AUG 2026	BUDGET - \$2.6M ACTUAL - \$2.4M
BP3	NEW 7-8 CHIPPEWA MS, TEMP CORNELL	CHIPPEWA MIDDLE SCHOOL	JUN 2024 - AUG 2026	\$104M **-\$60M shared w Kinawa
BP4	SECURE VESTIBULES, PRESSING NEEDS	HIA, HS, OPM SITE, HS POOLPAK	JUN 2024 - OCT 2024	\$6.3M
BP7	NEW CORNELL ELEMENTARY	CORNELL ELEMENTARY	JUN 2026 - AUG 2028	\$44M
BP8	PRESSING NEEDS	HS MUSIC & KITCHEN	JUN 2025 - AUG 2026	\$4.3M
BP10	NEW 5-6 KINAWA MIDDLE SCHOOL	CHIPPEWA MIDDLE SCHOOL	AUG 2028 - AUG 2030	\$68M
FFE	FURNITURE, BUSES, DEVICES, OHS FIRE ALARM, SIGNAGE	DISTRICT WIDE	2024-2028	\$22M
BOND	PROFESSIONAL SERVICES	IN CONTRACT	2022 - 2030	\$20.3M
DISTRICT	ENERGY SAVINGS PROJECT	IN CONTRACT	JULY 2026 - OCT 2027	\$3.5M
TOTAL SCHEDULED PROJECT COSTS				\$279,800,000
2022 BOND FUNDING **Includes Sinking Funds				\$282,700,000
BP5	NEW HS ATHLETICS	OHS, CMS	TBD 2027 - 2030	
BP6	INTERIOR IMPROVEMENTS	HIA, BW, OPM, ECC, HS	TBD 2027 - 2030	
BP11	FORMER KINAWA REUSE, DEMO	KINAWA MS (ADMIN), WARDCLIFF	TBD 2027 - 2030	



2022 BOND Updates

August 25, 2025 - INFO UPDATE

- Construction Updates
 - BP8 OHS Music
 - Energy Savings Project
 - Transportation Fuel Tank Replacement
- Design Updates
 - Cornell Elementary
 - Districtwide Wayfinding signage
- Furniture, Fixtures & Equipment
 - KMS Classroom Furniture



2022 BOND Updates

October 13, 2025 - INFO UPDATE

- Construction Updates
 - BP8 OHS Music
 - BP3 New Chippewa Middle School
 - Energy Savings Project

February 9, 2026 -INFO UPDATE

- Construction Updates
 - BP7 New Cornell Elementary - Bid Results



2022 BOND Updates

February 16, 2026 - BOARD ACTION

- Construction Updates
 - BP7 New Cornell Elementary - Approval

Bond Draw Schedule inc Tentative Amounts

- 2026 \$96.2M
- 2028 \$85.8M



OKEMOS PUBLIC SCHOOLS

BOND CONSTRUCTION AT A GLANCE

NEW CHIPPEWA MIDDLE SCHOOL

Construction begins: **Summer 2024**
Construction complete: **Summer 2026**



TEMPORARY CORNELL ELEMENTARY

Students/Staff relocate to existing Chippewa Middle School:
Summer 2026

NEW CORNELL ELEMENTARY

Demolish existing Cornell: **Summer 2026**
Construction complete: **Summer 2028**
Cornell students start in new school: **August 2028**



NEW KINAWA MIDDLE SCHOOL

Demolish existing Chippewa: **Summer 2028**
Construction Complete: **Summer 2030**
Kinawa students start in new school: **August 2030**

STAY UP TO DATE WITH CONSTRUCTION PROJECTS AT OKEMOSBOND.NET

BOND MILESTONE DATES

2022 BOND PROGRAM UPDATES

okemosbond.net



QUESTIONS

QUESTIONS



2025 BOE Projected Bond Update Schedule

Date	Bid Package	BOE Agenda
8/25/25	BP8 OHS Music	Construction Update
	BP7 New Cornell	DD Update - New Cornell Elementary
	KMS Furniture	Classroom Furniture Update
10/13/25	BP3 New CMS	BOE Walkthrough and Construction Update
	BP8 OHS Music	Construction Update
2/9/26	BP7 New Cornell	Bid Results
2/16/26	BP7 New Cornell	Bid Approval - BOARD ACTION

Community Education Update

June 2025



Goals for Tonight

- How we got here
- Updates that have been made and adjustments still to come
- Provide enrollment update
- Plan for sustainability
- Questions

How We Got Here...

School-aged
BA care
enrollment
decline

Staffing costs
increased

Classroom
maximums
not met

Tuition rate
increases not
sustaining
programs

Grants used
to sustain
programming
ended

Change in
structure and
management
of programs

Waitlists not
efficiently
utilized

Programming
quality
concerns

Changes Being Implemented

Increased Oversight by Leadership

Change in
structure and
management
of programs

Quarterly
Board
Updates

Monitor
Budget Costs

Created
Payment
Plans

Monitor
Staffing



Increase Parent Involvement

Programming
quality
concerns

Parent
Teacher
Organization

Culver's and
Buddies
Eat Outs

Family Fun
Run

Family
Photography
Night

Wolf Cub Gear

Parent
Surveys

Rate Increases

Tuition rates
not sustaining
programs

Childcare Rates Starting July 1, 2025

Current Class	19% increase	25% increase
Infant		\$418 a week
Toddler		\$400 a week
3 year old year-round	\$350 a week	
PPK	\$718 a month	
Enrichment	\$618 a month	
Preschool Before Care	\$40 a week	
Preschool After Care	\$85 a week	
School Age Before Care	\$13 a day	
School Age After Care	\$17.75 a day	
School Age ½ day	\$34.50 a day	
School Age Break Day	\$62 a day	
School Age Snow Day	\$64.50 a day	
Summer 3 year old	\$350 a week	
Summer 4 year old	\$350 a week	
Summer School Age	\$290 a week	

Items Not Included:

- Sibling Rates
- Added Day Rates
- Cancellation Fees

Maximize Classroom Capacity & Utilize Waitlist

Classroom maximums not met & waitlists not used efficiently

	June 2025				August 2025			
	Enrollment	State Ratio	OPS Capacity	Percentage Met	Enrollment	State Ratio	OPS Capacity	
Infant (Nest)	12	1 to 4	12	100%	10	1 to 4	12	83%
Toddler (Coop)	11	1 to 4	12	92%	12	1 to 4	12	100%
Toddler (Den)	13	1 to 8	16	81%	11	1 to 4	12	92%
3 year old Full Day (Lair) Until 6/9/25	20	1 to 10	20	100%	19	1 to 10	20	95%
3 year old Full Day (Lair) Summer	12	1 to 10	20	60%	NA	1 to 10	20	
Summer 4 year old	12	1 to 10	20	60%	NA	1 to 10	20	

School Age Enrollment



June 2025				
Summer School Age	Average Weekly Enrollment	State Ratio	OPS Capacity	Percentage Met
Arctic Fox	22	1 to 18	22	99%
Snowy Owl	18	1 to 18	22	82%
Penguin	16	1 to 18	22	71%
Snow Leopard	18	1 to 18	22	85%
Polar Bear	22	1 to 18	22	100%

Plan for Sustainability

- Perform quarterly audits - Enrollment, revenue/expenses, staffing levels, etc. (October, January, April, July)
- Tuition Study (Spring annually for Fall implementation)
- Report out to Board of Education and Community Ed families (Board and local meetings)
 - Forecast effectiveness of strategies
 - Share audit findings
 - Forecast additional steps and timelines

Timelines for Program Audits

Infant/Toddler/3 year olds:

September, January, April

Summer Programs:

June

Before/After Care:

September, January, April

Questions?



Exit Interview Process

Who: All Retiring or Resigning OPS Employees

What: Exit interview survey aimed at gathering feedback about the employee's experience with the district.

Where: The exit interview can be conducted:

- Paper & Pencil Hardcopy
- In-Person with HR or Superintendent
- Telephone Conversation
- Google Form (rarely used)

When: Provided as part of the offboarding process, (when the employee also receives COBRA information, life insurance conversion, etc.

How:

- HR provides exit interview survey, explanatory cover letter & invite for an in-person meeting.
- Employee chooses preferred method.
- Once complete the survey/information collected is returned to HR for review.

To Note:

EduStaff, GRBS & EG conduct their own offboarding processes

8% Return Rate in 24-25 So Far (average response rate for OPS)

Minimal trend data available

24-25 - More in-person vs hardcopy

Manual Process - No comprehensive HRIS system to automate the process (workflow) or analyze data



TM

Cover Letter



Dear

I am writing this letter to ask for your assistance in maintaining a quality, learning, and working environment within Okemos Public Schools. Through your employment, you obviously encountered a wide range of situations and had varied experiences. It is our hope to elicit your opinion through the attached questionnaire, tapping into your experiences and gaining your personal insights into our programs.

As a former employee of the district, we would like to seek your input. Would you please take a minute to answer the questions on the enclosed Exit Interview Questionnaire? Your honesty and openness in responding to the various questions is appreciated. As always, Okemos Public Schools are committed to excellence. Your comments may help the district to identify areas of strength, as well as weakness.

Your responses to the questions will remain confidential. Please be assured, if there is information that needs to be communicated, I would seek your permission before discussing it with a specific department or individual. In general, Okemos Public Schools is looking for "trends" in the responses, offering the district a way to evaluate our working and learning conditions. From the interviews, the district can identify and maintain the positives, while considering remedies for the areas identified as needing improvement.

If you would prefer a verbal interview, please contact my office. I would be happy to arrange a time when we could meet to discuss your personal input. Thank you in advance for taking the time to respond thoughtfully to this questionnaire. More importantly, I would like to take this opportunity to thank you for your service to Okemos Public Schools.

Sincerely,

A handwritten signature in dark ink that reads "John J. Hood". The signature is written in a cursive style with a small flourish at the end.

John J. Hood
Superintendent



TM

Survey Questions

Okemos Public Schools Exit Interview Questionnaire

Please respond to the following questions sincerely and objectively. Also, please feel free to make additional comments as you proceed through this questionnaire. Confidentiality will be maintained.

Do you <u>feel you were</u> properly placed in your position considering your interest, ability <u>and</u> education? Comments:	Yes	No
Did you like your job? What did you like most? What did you like least? Comments: <input type="text"/>	Yes	No
Do you believe you received fair pay for the work <u>which you</u> were doing? Comments:	Yes	No
If you had questions or concerns, <u>did you feel you could</u> discuss them with your supervisor? Comments:	Yes	No
Was the amount of work you were asked to perform fair? Comments:	Yes	No
Were you satisfied with employee benefits such as sick leave, vacation, medical plan, <u>retirement</u> etc.? <u>Any other benefits you feel</u> should have been offered? Comments:	Yes	No
Is there anything the employer could have done to prevent the resignation/retirement? Comments:	Yes	No
If a friend of yours <u>was</u> seeking employment, would you recommend that he/she apply at Okemos Public Schools? Why or why not? Comments:	Yes	No



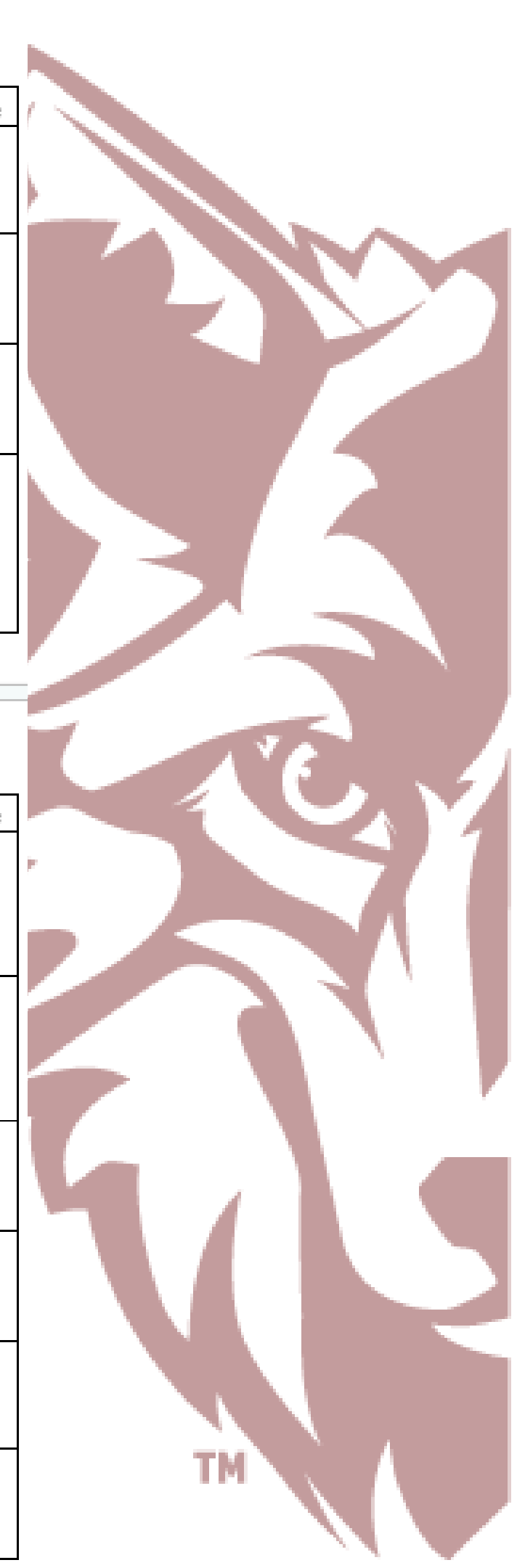
TM

Survey Questions

Please rate the following items on a scale of 1 to 4, with 1 being excellent and 4 being inadequate. Please make additional comments where appropriate.

	Excellent	Good	Fair	Inadequate
The selection process. Comments:	1	2	3	4
The orientation process. Comments:	1	2	3	4
Communication. Comments:	1	2	3	4
The fairness and effectiveness of the supervision you received. Comments:	1	2	3	4

	Excellent	Good	Fair	Inadequate
The <u>instruction</u> provided as <u>to</u> how to perform your job. Comments:	1	2	3	4
The training you received on your job <u>subsequent to any initial instruction</u> . Comments:	1	2	3	4
Your working conditions. Comments:	1	2	3	4
Cooperation with co-workers. Comments:	1	2	3	4
Valuing <u>of</u> individual perspectives. Comments:	1	2	3	4
Acceptance of employee cultural differences. Comments:	1	2	3	4



Survey Questions

What are the most significant factors in your decision to terminate employment?

From your perspective, what are the attributes or positives of employment within Okemos Public Schools? Are there any aspects which you particularly liked or appreciated?

Additionally, if you were to consider concerns you have about employment within Okemos Public Schools, what would those concerns be?

Do you have any suggestions or solutions to those concerns?

Are there any other comments, observations or thoughts you would like to share?

Is there anything you particularly disliked that you would like to express?

Additional Comments:



TM

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

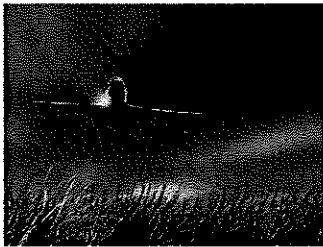
the perfect holiday according to...

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**.

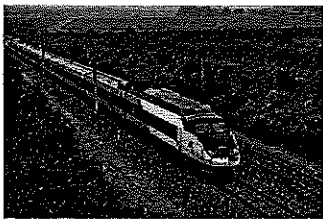
(subject to availability, no access to 3rd floor)

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**.

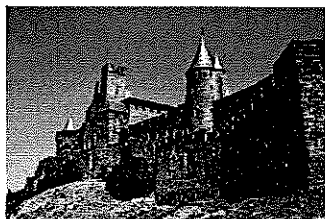
Wander the charming streets of Sarlat-la-Canéda, where quaint shops offer local delicacies like foie gras and picturesque squares invite you to linger

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.

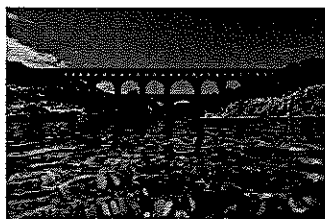
Enjoy dinner with your group in a local restaurant.

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.

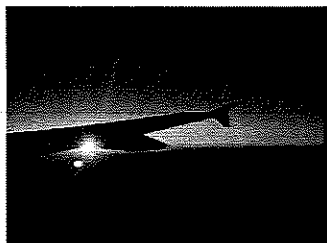
Board your **motor coach** and return to Nice.

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.

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 INCLUDES:

Student Group Essentials Plan covering group dates of travel

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!

Stephanie Gosha
BSN, RN
stephanie.gosha@okemosk12.net
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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- Dress Code
- [High School Academic Student Handbook](#)
- Homeless Children and Youth
- Placement
- PowerSchool
- Report Cards
- Rights of Custodial and Non-Custodial Parents
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 - Okemos School Board
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 - [Appendix A](#) - Students with Disabilities
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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
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864
517-706-4829
heather.pricco@okemosk12.net

Web Accessibility Coordinator

Nathan Brown, Telecommunications Coordinator
Department of Technology
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864
517-706-5044; webmaster@okemosk12.net

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

Okemos Public School District Student & Family Handbook

<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

<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
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- 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.
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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):

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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.

Okemos Public School District Student & Family Handbook

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.

Okemos Public School District Student & Family Handbook

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
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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.
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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.
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- 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.
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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.
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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
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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.
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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
-

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.

Okemos Public School District Student & Family Handbook

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.)

Okemos Public School District Student & Family Handbook

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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ingham.org

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.

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.

Okemos Public Schools
Strategic Plan Development
June 16, 2025

Mission

Together, educating with excellence, empowering every learner FOR LIFE.

Vision

Every learner. Every day. STRONGER TOGETHER

Beliefs (formerly Value Statements)

Together we value:

- *every learner's individuality, experience, and growth*
- *communities that are safe, empathetic, and engaged*
- *a culture of innovation, integrity, and excellence FOR ALL*

Strategic Goals

Academics & Programs

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OKEMOS PUBLIC SCHOOLS

2025-2026

**GENERAL FUND BUDGET
DEBT RETIREMENT FUND BUDGET
BUILDING & SITE SINKING FUND BUDGET
CAPITAL PROJECTS FUND BUDGET
STUDENT/SCHOOL ACTIVITY FUND BUDGET
FOOD SERVICE BUDGET**

MONDAY, JUNE 16, 2025

OKEMOS BOARD OF EDUCATION OFFICE

**GENERAL APPROPRIATION RESOLUTION
RESOLUTION FOR ADOPTION BY THE BOARD OF EDUCATION
OF OKEMOS PUBLIC SCHOOLS
2025-2026**

Resolved, that this resolution shall be the general appropriations of Okemos Public Schools for the fiscal year ending June 30, 2026.

A resolution to make appropriations; to provide for the expenditures of the appropriations; and to provide for the disposition of all income received by Okemos Public Schools. The adoption of the budget will require a levy of six mills on all taxable valuation of the district by the State of Michigan and an additional eighteen mills on all non-homestead taxable valuation by the school district.

BE IT FURTHER RESOLVED that the total revenues and unappropriated fund balance estimated to be available for appropriations in the **GENERAL FUND** of the Okemos Public Schools for fiscal year ending June 30, 2026:

REVENUE:

Local	\$ 18,587,468
State	48,870,277
Federal	385,343
Incoming Transfers	80,000
Total Revenue	\$ 67,923,088
ESTIMATED FUND BALANCE July 1, 2025	\$ 9,195,319
TOTAL AVAILABLE TO APPROPRIATE	\$ 77,118,407

BE IT FURTHER RESOLVED, that \$67,912,605 of the total available to appropriate in the **GENERAL FUND** is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Instruction:

Basic Programs	\$ 31,229,556
Added needs	9,056,391

Support Services:

Pupil	5,257,235
Instructional Staff	2,915,815
General Administration	804,964
School Administration	3,789,707
Business	1,003,953
Operations and Maintenance	5,597,090
Transportation	1,378,620

Central	2,290,356
Athletics	946,815
Community Services	3,570,970
Other Financing Uses	71,133
TOTAL APPROPRIATED	\$ 67,912,605

BE IT FURTHER RESOLVED that for purposes of meeting the needs of the school district, transfers of appropriations may be made upon the written authorization of the superintendent, or his designee. When the Superintendent or designee, makes transfers of appropriations as permitted by this resolution that will incur expenditures against an appropriation account in excess of amounts originally appropriated, such transfers shall be presented the Board of Education in the form of an appropriations act amendment, which shall be adopted by the Board of Education.

BE IT FURTHER RESOLVED that the total revenues and unappropriated fund balance estimated to be available for appropriations in the **DEBT RETIREMENT FUNDS** of the Okemos Public Schools for fiscal year ending June 30, 2026 is as follows:

REVENUE:	
Local Property Taxes	\$ 12,184,686
Interest Income	45,000
Total Revenue	\$ 12,229,686
ESTIMATED FUND BALANCE July 1, 2025	\$ 527,754
TOTAL AVAILABLE TO APPROPRIATE	\$ 12,757,440

BE IT FURTHER RESOLVED, that \$12,016,400 of the total available to appropriate in the **DEBT RETIREMENT FUNDS**, is hereby appropriated in the amounts for the purposes set forth below:

EXPENDITURES:	
Redemption of Bond Principal	\$ 7,930,000
Interest on Bonded Debt	4,084,800
Paying Agent Fee and Others	1,600
TOTAL APPROPRIATED	\$ 12,016,400

The millage levy on all taxable valuation of the school district for Debt Fund Service is 7.00 mills.

BE IT FURTHER RESOLVED that the total revenues and unappropriated fund balance estimated to be available in the **SINKING FUND** of the Okemos Public Schools for fiscal year ending June 30, 2026 is as follows:

REVENUE:	
Local Property Taxes	\$ 1,659,500
Interest Income	125,000
Total Revenue	\$ 1,784,500
ESTIMATED FUND BALANCE July 1, 2025	\$ 2,351,115
TOTAL AVAILABLE TO APPROPRIATE	\$ 4,135,615

BE IT FURTHER RESOLVED, that \$1,555,000 of the total available to appropriate in the **SINKING FUND** is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:	
Facilities Assessment Project(s), TBD	\$ 1,155,000
Other Repairs, as needed	400,000
TOTAL APPROPRIATED	\$ 1,555,000

The millage levy on all taxable valuation of the school district for the Sinking Fund is .9850 mills.

BE IT FURTHER RESOLVED that the total revenues and unappropriated fund balance estimated to be available in the **CAPITAL PROJECTS FUND** of the Okemos Public Schools for fiscal year ending June 30, 2026 is as follows:

REVENUE:	
Proceeds from Sale of Debt	\$ 96,200,000
Local Revenues	10,000
Investment Earnings	505,730
Incoming Transfers	17,034
Total Revenue	\$ 96,732,764
ESTIMATED FUND BALANCE July 1, 2025	\$ 45,692,856
TOTAL AVAILABLE TO APPROPRIATE	\$ 142,425,620

BE IT FURTHER RESOLVED, that \$66,576,000 of the total available to appropriate in the **CAPITAL PROJECTS FUND** is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Building & Improvements	\$ 66,576,000
TOTAL APPROPRIATED	\$ 66,576,000

BE IT FURTHER RESOLVED that the total revenues and unappropriated fund balance estimated to be available in the **STUDENT/SCHOOL ACTIVITY FUND** of the Okemos Public Schools for fiscal year ending June 30, 2026 is as follows:

REVENUE:

Local Revenues	\$ 1,221,400
ESTIMATED FUND BALANCE July 1, 2025	\$ 970,512
TOTAL AVAILABLE TO APPROPRIATE	\$ 2,191,912

BE IT FURTHER RESOLVED, that \$1,024,400 of the total available to appropriate in the **STUDENT/SCHOOL ACTIVITY FUND** is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Other Student/School	\$ 1,024,400
TOTAL APPROPRIATED	\$ 1,024,400

BE IT FURTHER RESOLVED that the total revenues and unappropriated fund balance estimated to be available for appropriations in the **FOOD SERVICE FUND** of the Okemos Public Schools for the fiscal year ending June 30, 2026 is as follows:

REVENUE:

Local	\$ 200,100
State	1,768,444
Federal	720,000
Total Revenue	\$ 2,688,544
ESTIMATED FUND BALANCE July 1, 2025	\$ 1,371,740
TOTAL AVAILABLE TO APPROPRIATE	\$ 4,060,284

BE IT FURTHER RESOLVED that \$2,910,851 of the total available to appropriate in **FOOD SERVICE FUND** is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Wages (includes FICA, retirement)	\$	625,566
Health Benefits		129,485
Contracted Staff & Services		466,000
Food Costs		1,241,000
Commodities		100,000
Supplies, Uniforms, Other		68,800
Capital Outlay		200,000
Transfer to General Fund		80,000
TOTAL APPROPRIATED	\$	2,910,851

BE IT RESOLVED, that no Board of Education member or employee of the school district shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the Board of Education in keeping with the budgetary policy statement hitherto adopted by the Board.

BE IT RESOLVED, that the Superintendent is hereby charged with general supervision of the execution of the budgets adopted by the Board and shall hold the administrators and supervisors responsible for performance of their responsibilities within the amounts appropriated by the Board of Education and in keeping with the budgetary policy statement hitherto adopted by the board. This appropriation resolution is to take effect on **July 1, 2025**.

IN WITNESS WHEREOF, I have hereunto affixed my name as Secretary of the Okemos Board of Education this date of June 16, 2025.

Shulawn Doxie, Secretary

Okemos Public Schools
General Fund Budgetary Comparison Schedule
Year Ended June 30, 2026 as of June 16, 2025

	<u>2024-25 Revised Budget #2</u>	<u>2025-26 Original Budget</u>	<u>2025-26 Impact of Change</u>
REVENUES:			
Local sources	\$ 19,101,274	\$ 18,587,468	\$ (513,806)
State sources	51,370,962	48,870,277	(2,500,685)
Federal sources	1,011,521	385,343	(626,178)
Total revenues	<u>71,483,757</u>	<u>67,843,088</u>	<u>(3,640,669)</u>
EXPENDITURES:			
Instruction:			
Basic programs	32,958,209	31,229,556	1,728,653
Added needs	9,309,622	9,056,391	253,231
Total instruction	<u>42,267,831</u>	<u>40,285,947</u>	<u>1,981,884</u>
Supporting services:			
Pupil	5,807,016	5,257,235	549,781
Instructional staff	3,563,347	2,915,815	647,532
General administration	852,714	804,964	47,750
School administration	3,911,634	3,789,707	121,927
Business	1,008,237	1,003,953	4,284
Operations and maintenance	7,447,833	5,597,090	1,850,743
Transportation	1,398,084	1,378,620	19,464
Central	2,488,210	2,290,356	197,854
Athletics	1,009,449	946,815	62,634
Total supporting services	<u>27,486,524</u>	<u>23,984,555</u>	<u>3,501,969</u>
Facilities Construction/Improvement	30,000	-	30,000
Community services	3,687,162	3,570,970	116,192
Payments to other governmental agencies	9,600	-	9,600
Total Expenditures	<u>73,481,117</u>	<u>67,841,472</u>	<u>5,639,645</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	<u>(1,997,360)</u>	<u>1,616</u>	<u>1,998,976</u>
OTHER FINANCING SOURCES (USES):			
Transfers in	\$ 80,000	\$ 80,000	\$ -
Extra-Ordinary Revenue	255,491	-	(255,491)
Other Financing Uses	71,133	71,133	-
Total other financing sources (uses)	<u>264,358</u>	<u>8,867</u>	<u>(255,491)</u>
NET CHANGE IN FUND BALANCE	<u>\$ (1,733,002)</u>	<u>\$ 10,483</u>	<u>\$ 1,743,485</u>
FUND BALANCE, UNASSIGNED:			
Beginning of year	10,928,321	9,195,319	(1,733,002)
End of year	<u>\$ 9,195,319</u>	<u>\$ 9,205,802</u>	<u>\$ 10,483</u>

**Okemos Public Schools
General Operating Fund
2024-25 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Revenues			
Local	13,451,774	13,878,468	426,694
State	51,370,962	48,870,277	(2,500,685)
Federal	1,011,521	385,343	(626,178)
Transfers - ISD	5,649,500	4,709,000	(940,500)
Other Financing Sources	335,491	80,000	(255,491)
Total Revenues	71,819,248	67,923,088	(3,896,160)
Expenditures			
Elementary Instruction	9,940,214	9,386,859	553,355
Middle School Instruction	9,130,129	8,913,212	216,917
High School Instruction	9,960,605	9,362,433	598,172
Montessori (PPK-8)	3,623,957	3,532,685	91,272
Beginndergarten	186,591	-	186,591
Summer Programs	116,713	34,367	82,346
Special Education	10,756,723	10,214,089	542,634
Compensatory Education	1,912,393	1,894,152	18,241
Gifted Programs	145,748	144,566	1,182
Guidance Services	1,680,086	1,602,673	77,413
Other Pupil Services	767,436	602,712	164,724
Improvement of Instruction	2,272,237	1,713,114	559,123
Educational Media Services	659,865	591,161	68,704
Direction of Special Education	332,282	315,330	16,952
Other Instructional Staff Services	153,215	151,644	1,571
Board of Education	188,700	153,700	35,000
Executive Administration	664,014	651,264	12,750
School Administration	3,911,634	3,789,707	121,927
Fiscal Services	660,726	656,932	3,794
Internal Services	128,911	128,421	490
Other Business Services	218,600	218,600	-
Communication Services	204,326	203,841	485
Staff/Personnel Services	342,138	335,974	6,164
Technology Services	1,941,746	1,750,541	191,205
Operations & Maintenance	7,432,833	5,582,090	1,850,743
Pupil Transportation	1,396,084	1,376,620	19,464
Athletics	1,009,449	946,815	62,634
Community Education	3,704,162	3,587,970	116,192
Other Governmental Agencies	9,600	-	9,600
Other Financing Uses	71,133	71,133	-
Total Expenditures	73,552,250	67,912,605	5,639,645
Effect on Fund Balance	(1,733,002)	10,483	1,743,485

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Revenues:			
Local Sources:			
Property Taxes	10,278,729	10,278,729	0
Community Ed, Programming	2,211,768	2,550,488	338,720
Community Ed, Facility Rental	77,000	77,000	0
Community Ed, Senior Center	114,161	114,161	0
Athletics, Registration Fees	150,000	180,000	30,000
Athletics, Gate Receipts	95,000	135,200	40,200
Okemos Education Association	13,000	13,000	0
Tuition	103,858	103,858	0
Print Shop Fees (internal)	55,000	55,000	0
Transportation Fees (internal)	70,000	70,000	0
Donations	14,626	-	(14,626)
Miscellaneous	268,632	301,032	32,400
State Sources:			
Foundation	33,092,877	34,747,037	1,654,160
Special Education	4,494,992	4,530,365	35,373
Hold Harmless	239,545	-	(239,545)
MPSERS Stabilization	3,423,155	3,423,155	0
MPSERS Cost Offset	5,182,403	2,498,005	(2,684,398)
Transportation	338,120	338,120	0
At-Risk	1,138,153	1,138,153	0
Assessment & Literacy	101,990	100,681	(1,309)
Great Start Readiness Grant	855,662	855,662	0
Mental Health & Safety Grants	767,716	519,351	(248,365)
MI Kids Back on Track (extended year)	435,963	435,963	0
Other	1,300,386	283,785	(1,016,601)
Federal Sources			
Title I, II, III, IV	376,454	326,462	(49,992)
Special Education IDEA	18,881	18,881	0
Medicaid Outreach	40,000	40,000	0
Cornovirus Relief Funds	485,540	-	(485,540)
Filter First	90,646	-	(90,646)
Transfers - ISD			
Special Education ISD	5,599,500	4,694,000	(905,500)
Other ISD	50,000	15,000	(35,000)
Other Financing Sources			
Transfers to General Fund	80,000	80,000	0
Extra-Ordinary Revenue	255,491	-	(255,491)
	<u>71,819,248</u>	<u>67,923,088</u>	<u>(3,896,160)</u>
Summary of Fund Balance			
Beginning Fund Balance	10,928,321	9,195,319	(1,733,002)
Operational surplus (deficit)	(1,733,002)	10,483	1,743,485
Ending Fund Balance	<u>9,195,319</u>	<u>9,205,802</u>	<u>10,483</u>
	<u>12.5%</u>	<u>13.6%</u>	

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Elementary Instruction, 111			
Wages			
Cornell	1,794,182	1,780,382	13,800
Hiawatha	1,716,065	1,701,641	14,424
Bennett Woods	1,786,937	1,700,402	86,535
Benefits			
Cornell	378,533	423,364	(44,831)
Hiawatha	321,674	357,947	(36,273)
Bennett Woods	361,609	383,493	(21,884)
Retirement & FICA			
Cornell	934,687	852,986	81,701
Hiawatha	896,227	815,722	80,505
Bennett Woods	927,760	820,526	107,234
Contracted Staff & Services			
Cornell	28,450	45,235	(16,785)
Hiawatha	58,450	53,020	5,430
Bennett Woods	37,070	35,235	1,835
Supplies & Other			
Cornell	129,652	23,396	106,256
Hiawatha	129,425	22,305	107,120
Bennett Woods	135,121	23,998	111,123
Textbooks, New & Replacement			
Cornell	7,884	26,911	(19,027)
Hiawatha	7,920	26,587	(18,667)
Bennett Woods	8,568	27,234	(18,666)
Outgoing Transfer - Substitutes	280,000	266,475	13,525
	9,940,214	9,386,859	553,355
Beginnergarten, 117			
Wages	115,408	-	115,408
Benefits	8,328	-	8,328
Retirement & FICA	61,631	-	61,631
Supplies & Other	864	-	864
Textbooks, New & Replacement	360	-	360
	186,591	-	186,591
Grades 5-8 Instruction, 112			
Wages			
Kinawa	2,501,909	2,500,452	1,457
Chippewa	2,584,980	2,554,778	30,202
Benefits			
Kinawa	453,464	530,900	(77,436)
Chippewa	401,047	445,703	(44,656)
Retirement & FICA			
Kinawa	1,308,486	1,193,227	115,259
Chippewa	1,364,890	1,224,016	140,874
Contracted Staff & Services			

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Kinawa	19,200	19,200	-
Chippewa	9,300	9,300	-
Supplies & Other			
Kinawa	106,636	45,076	61,560
Chippewa	46,707	46,250	457
Textbooks, New & Replacement			
Kinawa	6,410	38,410	(32,000)
Chippewa	6,600	6,600	-
Tuition Payments (MVU)	8,000	8,000	-
Outgoing Transfer - Substitutes	312,500	291,300	21,200
	9,130,129	8,913,212	216,917
High School Instruction, 113			
Wages	5,374,007	5,010,842	363,165
Benefits	871,060	896,582	(25,522)
Retirement & FICA	2,776,583	2,524,806	251,777
Contracted Staff & Services	16,000	16,000	-
Supplies & Other	102,945	102,945	-
Textbooks, New & Replacement	135,126	70,126	65,000
Student Recovery Services	220,384	220,000	384
Dual Enrollment	160,000	237,712	(77,712)
Tuit Pymts (Early College, MVU, HSDCI)	124,000	124,000	-
Outgoing Transfer - Substitutes	180,500	159,420	21,080
	9,960,605	9,362,433	598,172
Montessori Elementary, 116			
Wages	1,322,758	1,332,908	(10,150)
Benefits	257,443	282,760	(25,317)
Retirement & FICA	689,431	638,261	51,170
Contracted Staff & Services	10,904	8,904	2,000
Supplies & Other	123,623	16,503	107,120
Textbooks, New & Replacement	5,418	37,418	(32,000)
Outgoing Transfer - Substitutes	68,500	63,825	4,675
	2,478,077	2,380,579	97,498
Montessori 5-8, 112-9700			
Wages	666,375	666,375	-
Benefits	146,796	162,683	(15,887)
Retirement & FICA	324,991	315,330	9,661
Contracted Staff & Services	450	450	-
Supplies & Other	5,688	5,688	-
Textbooks, New & Replacement	1,580	1,580	-
	1,145,880	1,152,106	(6,226)
Total Montessori Instruction	3,623,957	3,532,685	91,272

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Summer Programs			
Wages	58,076	5,000	53,076
Retirement & FICA	31,637	2,367	29,270
Contracted Staff & Services	27,000	27,000	-
	116,713	34,367	82,346
Special Education - Instructional Programs 122			
Wages	4,249,412	4,160,854	88,558
Benefits	784,385	853,362	(68,977)
Retirement & FICA	2,195,982	1,979,649	216,333
Contracted Staff & Services	58,650	57,574	1,076
Supplies & Other	27,000	27,000	-
Textbooks, New & Replacement	800	800	-
Outgoing Transfer - Substitutes	81,000	83,000	(2,000)
	7,397,229	7,162,239	234,990
Special Education - Psychological Services, 214			
Wages	434,570	431,570	3,000
Benefits	68,186	76,510	(8,324)
Retirement & FICA	228,868	206,633	22,235
Contracted Staff & Services	1,200	1,200	-
Supplies & Other	5,000	5,000	-
	737,824	720,913	16,911
Special Education - Speech & Language Services, 215			
Wages	538,576	533,449	5,127
Benefits	62,389	68,906	(6,517)
Retirement & FICA	279,618	254,282	25,336
Contracted Staff & Services	1,520	11,520	(10,000)
Supplies & Other	1,400	1,400	-
	883,503	869,557	13,946
Special Education - Social Work Services, 216			
Wages	730,808	729,308	1,500
Benefits	92,525	102,357	(9,832)
Retirement & FICA	386,556	349,155	37,401
Contracted Staff & Services	1,520	1,520	-
Supplies & Other	1,400	1,400	-
	1,212,809	1,183,740	29,069
Special Education - Teacher Consultants, 218			
Wages	263,059	168,502	94,557
Benefits	48,063	27,508	20,555
Retirement & FICA	139,968	81,630	58,338
	451,090	277,640	173,450

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Special Education - Interpreter			
Wages	47,201	-	47,201
Benefits	2,917	-	2,917
Retirement & FICA	24,150	-	24,150
	<u>74,268</u>	<u>-</u>	<u>74,268</u>
Total Special Education	<u>10,756,723</u>	<u>10,214,089</u>	<u>542,634</u>
Compensatory Education , 125 & 126			
Wages	875,279	862,612	12,667
Benefits	117,039	131,008	(13,969)
Retirement & FICA	455,880	423,263	32,617
Contracted Staff & Services	417,083	431,376	(14,293)
Supplies & Other	47,112	45,893	1,219
	<u>1,912,393</u>	<u>1,894,152</u>	<u>18,241</u>
Gifted Programs, 9200			
Wages	94,154	94,154	-
Benefits	5,675	5,859	(184)
Retirement & FICA	45,919	44,553	1,366
	<u>145,748</u>	<u>144,566</u>	<u>1,182</u>
Guidance Services, 212			
Wages	998,541	965,805	32,736
Benefits	165,554	172,691	(7,137)
Retirement & FICA	512,991	461,177	51,814
Supplies & Other	3,000	3,000	-
	<u>1,680,086</u>	<u>1,602,673</u>	<u>77,413</u>
Other Pupil Services, 213 & 219			
Wages	216,626	194,001	22,625
Benefits	38,353	41,935	(3,582)
Retirement & FICA	109,331	93,176	16,155
Contracted Staff & Services	387,501	268,600	118,901
Supplies & Other	15,625	5,000	10,625
	<u>767,436</u>	<u>602,712</u>	<u>164,724</u>
Improvement of Instruction, 221			
Wages	1,140,817	904,557	236,260
Benefits	185,259	183,658	1,601
Retirement & FICA	608,319	434,753	173,566
Contracted Staff & Services	252,116	161,950	90,166
Supplies & Other	18,942	15,150	3,792
Outgoing Transfer - Substitutes	66,784	13,046	53,738
	<u>2,272,237</u>	<u>1,713,114</u>	<u>559,123</u>

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Educational Media Center, 222 & 223			
Wages	362,749	327,241	35,508
Benefits	72,554	72,187	367
Retirement & FICA	189,562	156,733	32,829
Educational Media	30,000	30,000	-
Supplies & Other	5,000	5,000	-
	659,865	591,161	68,704
Special Education, Staff Direction, 226			
Wages	173,637	165,057	8,580
Benefits	48,850	53,308	(4,458)
Retirement & FICA	91,945	79,115	12,830
Contracted Staff & Services	13,250	13,250	-
Supplies & Other	4,600	4,600	-
	332,282	315,330	16,952
Other Instructional Staff Services, 229			
Wages	84,053	84,562	(509)
Benefits	23,206	26,407	(3,201)
Retirement & FICA	44,987	40,675	4,312
Supplies & Other	969	-	969
	153,215	151,644	1,571
Board of Education, 231			
Contracted Services	184,500	149,500	35,000
Travel & Conference	4,200	4,200	-
	188,700	153,700	35,000
Communication Services, 282			
Wages	115,862	117,332	(1,470)
Benefits	24,684	26,486	(1,802)
Retirement & FICA	59,280	55,523	3,757
Supplies & Other	4,500	4,500	-
	204,326	203,841	485
Executive Administration, 232			
Wages	354,989	363,769	(8,780)
Benefits	50,075	54,571	(4,496)
Retirement & FICA	176,600	161,824	14,776
Contracted Staff & Services	66,550	55,300	11,250
Supplies & Other	15,800	15,800	-
	664,014	651,264	12,750
Building Administration, Elementary, 241			
Wages	1,040,600	1,023,760	16,840
Benefits	178,630	195,151	(16,521)
Retirement & FICA	546,484	489,725	56,759
Contracted Staff & Services	10,000	10,000	-
Supplies & Other	12,311	12,311	-
	1,788,025	1,730,947	57,078

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Building Administration, Middle School, 242			
Wages	688,481	679,688	8,793
Benefits	152,414	163,808	(11,394)
Retirement & FICA	359,676	324,547	35,129
Contracted Staff & Services	21,800	21,800	-
Supplies & Other	8,500	8,500	-
	1,230,871	1,198,343	32,528
Building Administration, High School, 243			
Wages	510,257	500,634	9,623
Benefits	87,583	93,883	(6,300)
Retirement & FICA	268,778	239,780	28,998
Contracted Staff & Services	13,795	13,795	-
Supplies & Other	12,325	12,325	-
	892,738	860,417	32,321
Total Building Administration	3,911,634	3,789,707	121,927
Fiscal Services, 252			
Wages	282,472	285,223	(2,751)
Benefits	58,078	63,224	(5,146)
Retirement & FICA	147,726	136,035	11,691
Contracted Staff & Services	169,250	169,250	-
Supplies & Other	3,200	3,200	-
	660,726	656,932	3,794
Internal Services - Print shop, 258			
Wages	42,282	42,282	-
Benefits	19,012	20,803	(1,791)
Retirement & FICA	22,617	20,336	2,281
Supplies & Other	45,000	45,000	-
	128,911	128,421	490
Other Business Services, 259			
Workers Compensation	124,000	124,000	-
Legal Liability Insurance	32,000	32,000	-
Bank Service Charges	55,000	55,000	-
Other Fees	7,600	7,600	-
	218,600	218,600	-
Staff/Personnel Services, 283			
Wages	193,401	193,401	-
Benefits	30,348	32,577	(2,229)
Retirement & FICA	100,389	91,996	8,393
Contracted Staff & Services	17,000	17,000	-
Supplies & Other	1,000	1,000	-
	342,138	335,974	6,164

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Technology Services, 284			
Wages	747,238	667,201	80,037
Benefits	152,865	135,387	17,478
Retirement & FICA	389,766	318,200	71,566
Contracted Staff & Services	79,626	79,626	-
Annual User Fees/Contracts	547,251	535,627	11,624
Supplies & Other	25,000	14,500	10,500
	1,941,746	1,750,541	191,205
Security Services, 266			
Wages	9,970	-	9,970
Retirement & FICA	4,582	-	4,582
Contracted Staff & Services	232,334	234,334	(2,000)
Supplies & Other	43,789	50,000	(6,211)
	290,675	284,334	6,341
Operation & Maintenance, 261			
Wages	945,060	935,428	9,632
Benefits	196,158	216,497	(20,339)
Retirement & FICA	486,343	445,710	40,633
Contracted Custodial	1,109,050	1,204,921	(95,871)
Contracted Staff & Services	2,143,851	570,750	1,573,101
Supplies & Other	713,246	415,000	298,246
Telephone	31,000	31,000	-
Heating Fuel/Natural Gas	294,000	300,000	(6,000)
Electricity	842,000	800,000	42,000
Water & Sewer	83,000	88,000	(5,000)
Waste & Trash Disposal	69,000	61,000	8,000
Property, Casualty & Fleet Insurance	229,450	229,450	-
	7,142,158	5,297,756	1,844,402
Total Operations & Maintenance/Security	7,432,833	5,582,090	1,850,743
Facilities Construction/Improvement			
Building Improvements	30,000	-	30,000
	30,000	-	30,000
Pupil Transportation, 271			
Wages	667,368	668,588	(1,220)
Benefits	167,540	179,538	(11,998)
Retirement & FICA	347,966	316,084	31,882
Contracted Services	36,310	36,710	(400)
Fleet Insurance	11,200	11,200	-
Vehicle Fuel	126,000	126,000	-
Supplies & Other	39,700	38,500	1,200
	1,396,084	1,376,620	19,464

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Athletics, 293			
Salaries	138,479	138,479	-
Coaches/Games Workers	192,816	192,816	-
Benefits	38,620	42,202	(3,582)
Retirement & FICA	172,474	157,758	14,716
Contracted Coaches/Game Workers	236,560	236,560	-
Contracted Services	167,000	149,000	18,000
Supplies & Other	63,500	30,000	33,500
	1,009,449	946,815	62,634
Community Education - Child Care, 351			
Wages	729,725	636,707	93,018
Benefits	128,322	137,881	(9,559)
Retirement & FICA	373,434	305,143	68,291
Contracted Staff & Services	873,255	907,295	(34,040)
Supplies & Other	131,575	131,575	-
	2,236,311	2,118,601	117,710
Community Education - Recreation/Enrichment, 321			
Wages	24,573	24,573	-
Benefits	11,957	13,072	(1,115)
Retirement & FICA	11,984	11,628	356
Contracted Staff & Services	295,000	295,000	-
Supplies & Other	11,000	11,000	-
	354,514	355,273	(759)
Community Education - School Readiness, 343x			
Wages	221,271	222,210	(939)
Benefits	49,033	51,926	(2,893)
Retirement & FICA	109,700	107,333	2,367
Contracted Staff & Services	268,517	272,052	(3,535)
Supplies & Other	207,141	202,141	5,000
	855,662	855,662	-
Community Education - Senior Center, 391			
Wages	55,151	55,151	-
Benefits	5,395	5,395	-
Retirement & FICA	26,615	25,816	799
Contracted Staff & Services	27,000	27,799	(799)
	114,161	114,161	-

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Community Education - Facilities Use, 311			
Wages	24,573	24,573	-
Benefits	11,957	13,072	(1,115)
Retirement & FICA	11,984	11,628	356
Contracted Staff & Services	39,000	39,000	-
Supplies & Other	1,000	1,000	-
Utilities	55,000	55,000	-
	143,514	144,273	(759)
Total Community Services	3,704,162	3,587,970	116,192
Sub-Grantee Payment	9,600	-	9,600
Other Financing Uses	71,133	71,133	-
Total Expenditures	73,552,250	67,912,605	5,639,645

**Okemos Public Schools
Debt Retirement
2025-26 Proposed Budget**

	2025 Total Taxable Value	2023		2024		Total Debt	
		Building/Site Bonds		Building/Site Bonds			
		Millage	Amount	Millage	Amount	Millage	Amount
Revenue:							
Property Taxes							
Meridian Township	1,521,620,261	0.250	\$ 380,404	6.750	\$ 10,270,937	7.000	\$ 10,651,341
Alaiedon Township	95,914,476	0.250	23,979	6.750	647,423	7.000	671,402
Williamstown Township	26,960,683	0.250	6,740	6.750	181,985	7.000	188,725
City of Lansing	92,358,402	0.250	23,090	6.750	623,419	7.000	646,509
	1,736,853,822		434,213		11,723,764		12,157,977
Less: Tax Adjustments/Delinquencies (3%)			(13,026)		(351,713)		(364,739)
Plus: County Delinquent Reimb (2.5%)			10,855		293,093		303,948
Plus: Exempt Personal Property Reimb			3,125		84,375		87,500
Plus: Interest Income			5,000		40,000		45,000
Total Revenues			\$ 440,167		\$ 11,789,519		\$ 12,229,686
Expenses:							
November Debt Service							
Interest Expense			125,025		1,917,375		2,042,400
			125,025		1,917,375		2,042,400
May Debt Service							
Principal Payments			125,000		7,805,000		7,930,000
Interest Expense			125,025		1,917,375		2,042,400
Paying Agent Fees and Other Expense			500		500		1,000
Annual Disclosure Fee			300		300		600
			250,825		9,723,175		9,974,000
Total Expenses			\$ 375,850		\$ 11,640,550		\$ 12,016,400
Excess (Shortage) Revenues Over Expenditures			\$ 64,317		\$ 148,969		\$ 213,286
Beginning Fund Balance 07/01/25			56,136		471,618		527,754
Reallocation to 2024 Debt Fund			0		0		0
Ending Fund Balance 06/30/26			\$ 120,453		\$ 620,587		\$ 741,040

**Okemos Public Schools
Building and Site Sinking Fund
2025-26 Proposed Budget**

	Proposed 2025-26 Budget
Revenues	
Property Tax Levy	\$ 1,659,500
Interest	125,000
Total Revenue	\$ 1,784,500
 Expenditures	
Project(s) Identified in Facilities Assessment, TBD	\$ 1,155,000
Other Repairs Throughout System as needed	400,000
Total Expenditures	\$ 1,555,000
Excess Revenue over Expenditures	\$ 229,500
 Projected Fund Balance	
Beginning 7/01/25	\$ 2,351,115
Ending 6/30/26	\$ 2,580,615

**Okemos Public Schools
Capital Projects
2025-26 Proposed Budget**

	District Capital Projects	Bond Capital Projects	Proposed 2025-26 Budget
Revenues			
Rentals	10,000	0	\$ 10,000
Investment Earnings	5,730	500,000	505,730
Total Revenue	15,730	500,000	\$ 515,730
Expenditures			
Capital Outlay	0	66,576,000	\$ 66,576,000
Total Expenditures	0	66,576,000	\$ 66,576,000
Excess/(Deficiency) Revenue over Expenditures	\$ 15,730	\$(66,076,000)	\$(66,060,270)
Other Financing Sources (Uses)			
Proceeds from Sale of Debt	\$ -	\$ 96,200,000	\$ 96,200,000
Transfers In/(Out)	17,034	0	17,034
Projected Fund Balance			
Beginning 7/01/25	\$ 312,856	\$ 45,380,000	\$ 45,692,856
Ending 6/30/26	\$ 345,620	\$ 75,504,000	\$ 75,849,620

**Okemos Public Schools
Capital Projects Fund
2025-26 Proposed**

	Solar Panel Project	Technology	Operations	Turf Project	Green Revolving Fund	Transportation	Total
Revenues							
Rentals				10,000.00			10,000.00
Interest	460.00	640.00	300.00	2,020.00	1,730.00	580.00	5,730.00
Total Revenues	460.00	640.00	300.00	12,020.00	1,730.00	580.00	15,730.00
Expenditures							
Equipment							-
Total Expenditures	-	-	-	-	-	-	-
Excess Revenue/(Expenditures)	460.00	640.00	300.00	12,020.00	1,730.00	580.00	15,730.00
Other Financing Sources/(Uses)							
General Fund Transfers In/(Out)				10,000.00	7,034.50		17,034.50
	-	-	-	10,000.00	7,034.50	-	17,034.50
Net Change in Fund Balance	460.00	640.00	300.00	22,020.00	8,764.50	580.00	32,764.50
Fund Balance Summary							
Beginning at 07/01/2025	23,696.56	45,458.03	9,464.17	111,330.63	92,799.55	30,106.88	312,855.82
Ending at 06/30/2026	24,156.56	46,098.03	9,764.17	133,350.63	101,564.05	30,686.88	345,620.32
Unreserved Fund Balance					-		
Reserved Fund Balance					101,564.05		
					101,564.05		

**Okemos Public Schools
Student/School Activity Fund
2025-26 Proposed Budget**

	Proposed 2025-26 Budget
Revenues, Local	\$ 1,221,400
Other Student/School Expenditures	1,024,400
Excess Revenue over Expenditures	197,000
Projected Fund Balance	
Beginning 7/01/25	970,512
Ending 6/30/26	\$ 1,167,512

**Okemos Public Schools
Food Service
2025-26 Proposed Budget**

	Proposed 2025-26 Budget
Revenues	
Local	
Catering, Miscellaneous	39,000
Food Sales- Pupil	(1,400)
Food Sales - Adult	2,400
Ala Carte	153,000
Interest	7,100
	200,100
State	
State Aid - Section 31D	1,727,000
State Aid MPSERS Stabilization	41,444
	1,768,444
Federal	
Federal Reimbursements	620,000
Federal Commodities Received	100,000
	720,000
Total Revenues	2,688,544
Expenditures	
Salaries, Wages	424,631
Benefits	129,485
Retirement & FICA	200,935
Contracted Services/Staff	466,000
Software Licenses	15,000
Travel/Conference	5,500
Food & Related Supplies	1,241,000
Commodities Charges	100,000
Vehicle	17,300
Uniforms	5,000
Other Supplies & Materials	11,000
Capital Outlay	200,000
Dues & Fees	15,000
Transfer to Gen Fund	80,000
Total Expenditures	2,910,851
Operational Surplus/(Deficit)	(222,307)
Fund Balance Summary	
Beginning Fund Balance	1,371,740
Ending Fund Balance	1,149,433

OKEMOS PUBLIC SCHOOLS

2025-2026

**GENERAL FUND BUDGET
DEBT RETIREMENT FUND BUDGET
BUILDING & SITE SINKING FUND BUDGET
CAPITAL PROJECTS FUND BUDGET
STUDENT/SCHOOL ACTIVITY FUND BUDGET
FOOD SERVICE BUDGET**

MONDAY, JUNE 16, 2025

OKEMOS BOARD OF EDUCATION OFFICE

**GENERAL APPROPRIATION RESOLUTION
RESOLUTION FOR ADOPTION BY THE BOARD OF EDUCATION
OF OKEMOS PUBLIC SCHOOLS
2025-2026**

Resolved, that this resolution shall be the general appropriations of Okemos Public Schools for the fiscal year ending June 30, 2026.

A resolution to make appropriations; to provide for the expenditures of the appropriations; and to provide for the disposition of all income received by Okemos Public Schools. The adoption of the budget will require a levy of six mills on all taxable valuation of the district by the State of Michigan and an additional eighteen mills on all non-homestead taxable valuation by the school district.

BE IT FURTHER RESOLVED that the total revenues and unappropriated fund balance estimated to be available for appropriations in the **GENERAL FUND** of the Okemos Public Schools for fiscal year ending June 30, 2026:

REVENUE:

Local	\$ 18,587,468
State	48,870,277
Federal	385,343
Incoming Transfers	80,000
Total Revenue	\$ 67,923,088
ESTIMATED FUND BALANCE July 1, 2025	\$ 9,195,319
TOTAL AVAILABLE TO APPROPRIATE	\$ 77,118,407

BE IT FURTHER RESOLVED, that \$67,912,605 of the total available to appropriate in the **GENERAL FUND** is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Instruction:	
Basic Programs	\$ 31,229,556
Added needs	9,056,391
Support Services:	
Pupil	5,257,235
Instructional Staff	2,915,815
General Administration	804,964
School Administration	3,789,707
Business	1,003,953
Operations and Maintenance	5,597,090
Transportation	1,378,620

Central	2,290,356
Athletics	946,815
Community Services	3,570,970
Other Financing Uses	71,133
TOTAL APPROPRIATED	\$ 67,912,605

BE IT FURTHER RESOLVED that for purposes of meeting the needs of the school district, transfers of appropriations may be made upon the written authorization of the superintendent, or his designee. When the Superintendent or designee, makes transfers of appropriations as permitted by this resolution that will incur expenditures against an appropriation account in excess of amounts originally appropriated, such transfers shall be presented the Board of Education in the form of an appropriations act amendment, which shall be adopted by the Board of Education.

BE IT FURTHER RESOLVED that the total revenues and unappropriated fund balance estimated to be available for appropriations in the **DEBT RETIREMENT FUNDS** of the Okemos Public Schools for fiscal year ending June 30, 2026 is as follows:

REVENUE:	
Local Property Taxes	\$ 12,184,686
Interest Income	45,000
Total Revenue	\$ 12,229,686
ESTIMATED FUND BALANCE July 1, 2025	\$ 527,754
TOTAL AVAILABLE TO APPROPRIATE	\$ 12,757,440

BE IT FURTHER RESOLVED, that \$12,016,400 of the total available to appropriate in the **DEBT RETIREMENT FUNDS**, is hereby appropriated in the amounts for the purposes set forth below:

EXPENDITURES:	
Redemption of Bond Principal	\$ 7,930,000
Interest on Bonded Debt	4,084,800
Paying Agent Fee and Others	1,600
TOTAL APPROPRIATED	\$ 12,016,400

The millage levy on all taxable valuation of the school district for Debt Fund Service is 7.00 mills.

BE IT FURTHER RESOLVED that the total revenues and unappropriated fund balance estimated to be available in the **SINKING FUND** of the Okemos Public Schools for fiscal year ending June 30, 2026 is as follows:

REVENUE:	
Local Property Taxes	\$ 1,659,500
Interest Income	125,000
Total Revenue	\$ 1,784,500
ESTIMATED FUND BALANCE July 1, 2025	\$ 2,351,115
TOTAL AVAILABLE TO APPROPRIATE	\$ 4,135,615

BE IT FURTHER RESOLVED, that \$1,555,000 of the total available to appropriate in the **SINKING FUND** is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:	
Facilities Assessment Project(s), TBD	\$ 1,155,000
Other Repairs, as needed	400,000
TOTAL APPROPRIATED	\$ 1,555,000

The millage levy on all taxable valuation of the school district for the Sinking Fund is .9850 mills.

BE IT FURTHER RESOLVED that the total revenues and unappropriated fund balance estimated to be available in the **CAPITAL PROJECTS FUND** of the Okemos Public Schools for fiscal year ending June 30, 2026 is as follows:

REVENUE:	
Proceeds from Sale of Debt	\$ 96,200,000
Local Revenues	10,000
Investment Earnings	505,730
Incoming Transfers	17,034
Total Revenue	\$ 96,732,764
ESTIMATED FUND BALANCE July 1, 2025	\$ 45,692,856
TOTAL AVAILABLE TO APPROPRIATE	\$ 142,425,620

BE IT FURTHER RESOLVED, that \$66,576,000 of the total available to appropriate in the **CAPITAL PROJECTS FUND** is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Building & Improvements	\$ 66,576,000
TOTAL APPROPRIATED	\$ 66,576,000

BE IT FURTHER RESOLVED that the total revenues and unappropriated fund balance estimated to be available in the **STUDENT/SCHOOL ACTIVITY FUND** of the Okemos Public Schools for fiscal year ending June 30, 2026 is as follows:

REVENUE:

Local Revenues	\$ 1,221,400
ESTIMATED FUND BALANCE July 1, 2025	\$ 970,512
TOTAL AVAILABLE TO APPROPRIATE	\$ 2,191,912

BE IT FURTHER RESOLVED, that \$1,024,400 of the total available to appropriate in the **STUDENT/SCHOOL ACTIVITY FUND** is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Other Student/School	\$ 1,024,400
TOTAL APPROPRIATED	\$ 1,024,400

BE IT FURTHER RESOLVED that the total revenues and unappropriated fund balance estimated to be available for appropriations in the **FOOD SERVICE FUND** of the Okemos Public Schools for the fiscal year ending June 30, 2026 is as follows:

REVENUE:

Local	\$ 200,100
State	1,768,444
Federal	720,000
Total Revenue	\$ 2,688,544
ESTIMATED FUND BALANCE July 1, 2025	\$ 1,371,740
TOTAL AVAILABLE TO APPROPRIATE	\$ 4,060,284

BE IT FURTHER RESOLVED that \$2,910,851 of the total available to appropriate in **FOOD SERVICE FUND** is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Wages (includes FICA, retirement)	\$	625,566
Health Benefits		129,485
Contracted Staff & Services		466,000
Food Costs		1,241,000
Commodities		100,000
Supplies, Uniforms, Other		68,800
Capital Outlay		200,000
Transfer to General Fund		80,000
TOTAL APPROPRIATED	\$	2,910,851

BE IT RESOLVED, that no Board of Education member or employee of the school district shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the Board of Education in keeping with the budgetary policy statement hitherto adopted by the Board.

BE IT RESOLVED, that the Superintendent is hereby charged with general supervision of the execution of the budgets adopted by the Board and shall hold the administrators and supervisors responsible for performance of their responsibilities within the amounts appropriated by the Board of Education and in keeping with the budgetary policy statement hitherto adopted by the board. This appropriation resolution is to take effect on **July 1, 2025**.

IN WITNESS WHEREOF, I have hereunto affixed my name as Secretary of the Okemos Board of Education this date of June 16, 2025.

Shulawn Doxie, Secretary

Okemos Public Schools
General Fund Budgetary Comparison Schedule
Year Ended June 30, 2026 as of June 16, 2025

	<u>2024-25 Revised Budget #2</u>	<u>2025-26 Original Budget</u>	<u>2025-26 Impact of Change</u>
REVENUES:			
Local sources	\$ 19,101,274	\$ 18,587,468	\$ (513,806)
State sources	51,370,962	48,870,277	(2,500,685)
Federal sources	1,011,521	385,343	(626,178)
Total revenues	<u>71,483,757</u>	<u>67,843,088</u>	<u>(3,640,669)</u>
EXPENDITURES:			
Instruction:			
Basic programs	32,958,209	31,229,556	1,728,653
Added needs	9,309,622	9,056,391	253,231
Total instruction	<u>42,267,831</u>	<u>40,285,947</u>	<u>1,981,884</u>
Supporting services:			
Pupil	5,807,016	5,257,235	549,781
Instructional staff	3,563,347	2,915,815	647,532
General administration	852,714	804,964	47,750
School administration	3,911,634	3,789,707	121,927
Business	1,008,237	1,003,953	4,284
Operations and maintenance	7,447,833	5,597,090	1,850,743
Transportation	1,398,084	1,378,620	19,464
Central	2,488,210	2,290,356	197,854
Athletics	1,009,449	946,815	62,634
Total supporting services	<u>27,486,524</u>	<u>23,984,555</u>	<u>3,501,969</u>
Facilities Construction/Improvement	30,000	-	30,000
Community services	3,687,162	3,570,970	116,192
Payments to other governmental agencies	9,600	-	9,600
Total Expenditures	<u>73,481,117</u>	<u>67,841,472</u>	<u>5,639,645</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	<u>(1,997,360)</u>	<u>1,616</u>	<u>1,998,976</u>
OTHER FINANCING SOURCES (USES):			
Transfers in	\$ 80,000	\$ 80,000	\$ -
Extra-Ordinary Revenue	255,491	-	(255,491)
Other Financing Uses	71,133	71,133	-
Total other financing sources (uses)	<u>264,358</u>	<u>8,867</u>	<u>(255,491)</u>
NET CHANGE IN FUND BALANCE	<u>\$ (1,733,002)</u>	<u>\$ 10,483</u>	<u>\$ 1,743,485</u>
FUND BALANCE, UNASSIGNED:			
Beginning of year	10,928,321	9,195,319	(1,733,002)
End of year	<u>\$ 9,195,319</u>	<u>\$ 9,205,802</u>	<u>\$ 10,483</u>

**Okemos Public Schools
General Operating Fund
2024-25 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Revenues			
Local	13,451,774	13,878,468	426,694
State	51,370,962	48,870,277	(2,500,685)
Federal	1,011,521	385,343	(626,178)
Transfers - ISD	5,649,500	4,709,000	(940,500)
Other Financing Sources	335,491	80,000	(255,491)
Total Revenues	71,819,248	67,923,088	(3,896,160)
Expenditures			
Elementary Instruction	9,940,214	9,386,859	553,355
Middle School Instruction	9,130,129	8,913,212	216,917
High School Instruction	9,960,605	9,362,433	598,172
Montessori (PPK-8)	3,623,957	3,532,685	91,272
Beginndergarten	186,591	-	186,591
Summer Programs	116,713	34,367	82,346
Special Education	10,756,723	10,214,089	542,634
Compensatory Education	1,912,393	1,894,152	18,241
Gifted Programs	145,748	144,566	1,182
Guidance Services	1,680,086	1,602,673	77,413
Other Pupil Services	767,436	602,712	164,724
Improvement of Instruction	2,272,237	1,713,114	559,123
Educational Media Services	659,865	591,161	68,704
Direction of Special Education	332,282	315,330	16,952
Other Instructional Staff Services	153,215	151,644	1,571
Board of Education	188,700	153,700	35,000
Executive Administration	664,014	651,264	12,750
School Administration	3,911,634	3,789,707	121,927
Fiscal Services	660,726	656,932	3,794
Internal Services	128,911	128,421	490
Other Business Services	218,600	218,600	-
Communication Services	204,326	203,841	485
Staff/Personnel Services	342,138	335,974	6,164
Technology Services	1,941,746	1,750,541	191,205
Operations & Maintenance	7,432,833	5,582,090	1,850,743
Pupil Transportation	1,396,084	1,376,620	19,464
Athletics	1,009,449	946,815	62,634
Community Education	3,704,162	3,587,970	116,192
Other Governmental Agencies	9,600	-	9,600
Other Financing Uses	71,133	71,133	-
Total Expenditures	73,552,250	67,912,605	5,639,645
Effect on Fund Balance	(1,733,002)	10,483	1,743,485

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Revenues:			
Local Sources:			
Property Taxes	10,278,729	10,278,729	0
Community Ed, Programming	2,211,768	2,550,488	338,720
Community Ed, Facility Rental	77,000	77,000	0
Community Ed, Senior Center	114,161	114,161	0
Athletics, Registration Fees	150,000	180,000	30,000
Athletics, Gate Receipts	95,000	135,200	40,200
Okemos Education Association	13,000	13,000	0
Tuition	103,858	103,858	0
Print Shop Fees (internal)	55,000	55,000	0
Transportation Fees (internal)	70,000	70,000	0
Donations	14,626	-	(14,626)
Miscellaneous	268,632	301,032	32,400
State Sources:			
Foundation	33,092,877	34,747,037	1,654,160
Special Education	4,494,992	4,530,365	35,373
Hold Harmless	239,545	-	(239,545)
MPSERS Stabilization	3,423,155	3,423,155	0
MPSERS Cost Offset	5,182,403	2,498,005	(2,684,398)
Transportation	338,120	338,120	0
At-Risk	1,138,153	1,138,153	0
Assessment & Literacy	101,990	100,681	(1,309)
Great Start Readiness Grant	855,662	855,662	0
Mental Health & Safety Grants	767,716	519,351	(248,365)
MI Kids Back on Track (extended year)	435,963	435,963	0
Other	1,300,386	283,785	(1,016,601)
Federal Sources			
Title I, II, III, IV	376,454	326,462	(49,992)
Special Education IDEA	18,881	18,881	0
Medicaid Outreach	40,000	40,000	0
Cornovirus Relief Funds	485,540	-	(485,540)
Filter First	90,646	-	(90,646)
Transfers - ISD			
Special Education ISD	5,599,500	4,694,000	(905,500)
Other ISD	50,000	15,000	(35,000)
Other Financing Sources			
Transfers to General Fund	80,000	80,000	0
Extra-Ordinary Revenue	255,491	-	(255,491)
	<u>71,819,248</u>	<u>67,923,088</u>	<u>(3,896,160)</u>
Summary of Fund Balance			
Beginning Fund Balance	10,928,321	9,195,319	(1,733,002)
Operational surplus (deficit)	(1,733,002)	10,483	1,743,485
Ending Fund Balance	<u>9,195,319</u>	<u>9,205,802</u>	<u>10,483</u>
	<u>12.5%</u>	<u>13.6%</u>	

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Elementary Instruction, 111			
Wages			
Cornell	1,794,182	1,780,382	13,800
Hiawatha	1,716,065	1,701,641	14,424
Bennett Woods	1,786,937	1,700,402	86,535
Benefits			
Cornell	378,533	423,364	(44,831)
Hiawatha	321,674	357,947	(36,273)
Bennett Woods	361,609	383,493	(21,884)
Retirement & FICA			
Cornell	934,687	852,986	81,701
Hiawatha	896,227	815,722	80,505
Bennett Woods	927,760	820,526	107,234
Contracted Staff & Services			
Cornell	28,450	45,235	(16,785)
Hiawatha	58,450	53,020	5,430
Bennett Woods	37,070	35,235	1,835
Supplies & Other			
Cornell	129,652	23,396	106,256
Hiawatha	129,425	22,305	107,120
Bennett Woods	135,121	23,998	111,123
Textbooks, New & Replacement			
Cornell	7,884	26,911	(19,027)
Hiawatha	7,920	26,587	(18,667)
Bennett Woods	8,568	27,234	(18,666)
Outgoing Transfer - Substitutes	280,000	266,475	13,525
	9,940,214	9,386,859	553,355
Beginnergarten, 117			
Wages	115,408	-	115,408
Benefits	8,328	-	8,328
Retirement & FICA	61,631	-	61,631
Supplies & Other	864	-	864
Textbooks, New & Replacement	360	-	360
	186,591	-	186,591
Grades 5-8 Instruction, 112			
Wages			
Kinawa	2,501,909	2,500,452	1,457
Chippewa	2,584,980	2,554,778	30,202
Benefits			
Kinawa	453,464	530,900	(77,436)
Chippewa	401,047	445,703	(44,656)
Retirement & FICA			
Kinawa	1,308,486	1,193,227	115,259
Chippewa	1,364,890	1,224,016	140,874
Contracted Staff & Services			

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Kinawa	19,200	19,200	-
Chippewa	9,300	9,300	-
Supplies & Other			
Kinawa	106,636	45,076	61,560
Chippewa	46,707	46,250	457
Textbooks, New & Replacement			
Kinawa	6,410	38,410	(32,000)
Chippewa	6,600	6,600	-
Tuition Payments (MVU)	8,000	8,000	-
Outgoing Transfer - Substitutes	312,500	291,300	21,200
	9,130,129	8,913,212	216,917
High School Instruction, 113			
Wages	5,374,007	5,010,842	363,165
Benefits	871,060	896,582	(25,522)
Retirement & FICA	2,776,583	2,524,806	251,777
Contracted Staff & Services	16,000	16,000	-
Supplies & Other	102,945	102,945	-
Textbooks, New & Replacement	135,126	70,126	65,000
Student Recovery Services	220,384	220,000	384
Dual Enrollment	160,000	237,712	(77,712)
Tuit Pymts (Early College, MVU, HSDCI)	124,000	124,000	-
Outgoing Transfer - Substitutes	180,500	159,420	21,080
	9,960,605	9,362,433	598,172
Montessori Elementary, 116			
Wages	1,322,758	1,332,908	(10,150)
Benefits	257,443	282,760	(25,317)
Retirement & FICA	689,431	638,261	51,170
Contracted Staff & Services	10,904	8,904	2,000
Supplies & Other	123,623	16,503	107,120
Textbooks, New & Replacement	5,418	37,418	(32,000)
Outgoing Transfer - Substitutes	68,500	63,825	4,675
	2,478,077	2,380,579	97,498
Montessori 5-8, 112-9700			
Wages	666,375	666,375	-
Benefits	146,796	162,683	(15,887)
Retirement & FICA	324,991	315,330	9,661
Contracted Staff & Services	450	450	-
Supplies & Other	5,688	5,688	-
Textbooks, New & Replacement	1,580	1,580	-
	1,145,880	1,152,106	(6,226)
Total Montessori Instruction	3,623,957	3,532,685	91,272

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Summer Programs			
Wages	58,076	5,000	53,076
Retirement & FICA	31,637	2,367	29,270
Contracted Staff & Services	27,000	27,000	-
	116,713	34,367	82,346
Special Education - Instructional Programs 122			
Wages	4,249,412	4,160,854	88,558
Benefits	784,385	853,362	(68,977)
Retirement & FICA	2,195,982	1,979,649	216,333
Contracted Staff & Services	58,650	57,574	1,076
Supplies & Other	27,000	27,000	-
Textbooks, New & Replacement	800	800	-
Outgoing Transfer - Substitutes	81,000	83,000	(2,000)
	7,397,229	7,162,239	234,990
Special Education - Psychological Services, 214			
Wages	434,570	431,570	3,000
Benefits	68,186	76,510	(8,324)
Retirement & FICA	228,868	206,633	22,235
Contracted Staff & Services	1,200	1,200	-
Supplies & Other	5,000	5,000	-
	737,824	720,913	16,911
Special Education - Speech & Language Services, 215			
Wages	538,576	533,449	5,127
Benefits	62,389	68,906	(6,517)
Retirement & FICA	279,618	254,282	25,336
Contracted Staff & Services	1,520	11,520	(10,000)
Supplies & Other	1,400	1,400	-
	883,503	869,557	13,946
Special Education - Social Work Services, 216			
Wages	730,808	729,308	1,500
Benefits	92,525	102,357	(9,832)
Retirement & FICA	386,556	349,155	37,401
Contracted Staff & Services	1,520	1,520	-
Supplies & Other	1,400	1,400	-
	1,212,809	1,183,740	29,069
Special Education - Teacher Consultants, 218			
Wages	263,059	168,502	94,557
Benefits	48,063	27,508	20,555
Retirement & FICA	139,968	81,630	58,338
	451,090	277,640	173,450

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Special Education - Interpreter			
Wages	47,201	-	47,201
Benefits	2,917	-	2,917
Retirement & FICA	24,150	-	24,150
	<u>74,268</u>	<u>-</u>	<u>74,268</u>
Total Special Education	<u>10,756,723</u>	<u>10,214,089</u>	<u>542,634</u>
Compensatory Education , 125 & 126			
Wages	875,279	862,612	12,667
Benefits	117,039	131,008	(13,969)
Retirement & FICA	455,880	423,263	32,617
Contracted Staff & Services	417,083	431,376	(14,293)
Supplies & Other	47,112	45,893	1,219
	<u>1,912,393</u>	<u>1,894,152</u>	<u>18,241</u>
Gifted Programs, 9200			
Wages	94,154	94,154	-
Benefits	5,675	5,859	(184)
Retirement & FICA	45,919	44,553	1,366
	<u>145,748</u>	<u>144,566</u>	<u>1,182</u>
Guidance Services, 212			
Wages	998,541	965,805	32,736
Benefits	165,554	172,691	(7,137)
Retirement & FICA	512,991	461,177	51,814
Supplies & Other	3,000	3,000	-
	<u>1,680,086</u>	<u>1,602,673</u>	<u>77,413</u>
Other Pupil Services, 213 & 219			
Wages	216,626	194,001	22,625
Benefits	38,353	41,935	(3,582)
Retirement & FICA	109,331	93,176	16,155
Contracted Staff & Services	387,501	268,600	118,901
Supplies & Other	15,625	5,000	10,625
	<u>767,436</u>	<u>602,712</u>	<u>164,724</u>
Improvement of Instruction, 221			
Wages	1,140,817	904,557	236,260
Benefits	185,259	183,658	1,601
Retirement & FICA	608,319	434,753	173,566
Contracted Staff & Services	252,116	161,950	90,166
Supplies & Other	18,942	15,150	3,792
Outgoing Transfer - Substitutes	66,784	13,046	53,738
	<u>2,272,237</u>	<u>1,713,114</u>	<u>559,123</u>

**Okemos Public Schools
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2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Educational Media Center, 222 & 223			
Wages	362,749	327,241	35,508
Benefits	72,554	72,187	367
Retirement & FICA	189,562	156,733	32,829
Educational Media	30,000	30,000	-
Supplies & Other	5,000	5,000	-
	659,865	591,161	68,704
Special Education, Staff Direction, 226			
Wages	173,637	165,057	8,580
Benefits	48,850	53,308	(4,458)
Retirement & FICA	91,945	79,115	12,830
Contracted Staff & Services	13,250	13,250	-
Supplies & Other	4,600	4,600	-
	332,282	315,330	16,952
Other Instructional Staff Services, 229			
Wages	84,053	84,562	(509)
Benefits	23,206	26,407	(3,201)
Retirement & FICA	44,987	40,675	4,312
Supplies & Other	969	-	969
	153,215	151,644	1,571
Board of Education, 231			
Contracted Services	184,500	149,500	35,000
Travel & Conference	4,200	4,200	-
	188,700	153,700	35,000
Communication Services, 282			
Wages	115,862	117,332	(1,470)
Benefits	24,684	26,486	(1,802)
Retirement & FICA	59,280	55,523	3,757
Supplies & Other	4,500	4,500	-
	204,326	203,841	485
Executive Administration, 232			
Wages	354,989	363,769	(8,780)
Benefits	50,075	54,571	(4,496)
Retirement & FICA	176,600	161,824	14,776
Contracted Staff & Services	66,550	55,300	11,250
Supplies & Other	15,800	15,800	-
	664,014	651,264	12,750
Building Administration, Elementary, 241			
Wages	1,040,600	1,023,760	16,840
Benefits	178,630	195,151	(16,521)
Retirement & FICA	546,484	489,725	56,759
Contracted Staff & Services	10,000	10,000	-
Supplies & Other	12,311	12,311	-
	1,788,025	1,730,947	57,078

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Building Administration, Middle School, 242			
Wages	688,481	679,688	8,793
Benefits	152,414	163,808	(11,394)
Retirement & FICA	359,676	324,547	35,129
Contracted Staff & Services	21,800	21,800	-
Supplies & Other	8,500	8,500	-
	1,230,871	1,198,343	32,528
Building Administration, High School, 243			
Wages	510,257	500,634	9,623
Benefits	87,583	93,883	(6,300)
Retirement & FICA	268,778	239,780	28,998
Contracted Staff & Services	13,795	13,795	-
Supplies & Other	12,325	12,325	-
	892,738	860,417	32,321
Total Building Administration	3,911,634	3,789,707	121,927
Fiscal Services, 252			
Wages	282,472	285,223	(2,751)
Benefits	58,078	63,224	(5,146)
Retirement & FICA	147,726	136,035	11,691
Contracted Staff & Services	169,250	169,250	-
Supplies & Other	3,200	3,200	-
	660,726	656,932	3,794
Internal Services - Print shop, 258			
Wages	42,282	42,282	-
Benefits	19,012	20,803	(1,791)
Retirement & FICA	22,617	20,336	2,281
Supplies & Other	45,000	45,000	-
	128,911	128,421	490
Other Business Services, 259			
Workers Compensation	124,000	124,000	-
Legal Liability Insurance	32,000	32,000	-
Bank Service Charges	55,000	55,000	-
Other Fees	7,600	7,600	-
	218,600	218,600	-
Staff/Personnel Services, 283			
Wages	193,401	193,401	-
Benefits	30,348	32,577	(2,229)
Retirement & FICA	100,389	91,996	8,393
Contracted Staff & Services	17,000	17,000	-
Supplies & Other	1,000	1,000	-
	342,138	335,974	6,164

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Technology Services, 284			
Wages	747,238	667,201	80,037
Benefits	152,865	135,387	17,478
Retirement & FICA	389,766	318,200	71,566
Contracted Staff & Services	79,626	79,626	-
Annual User Fees/Contracts	547,251	535,627	11,624
Supplies & Other	25,000	14,500	10,500
	1,941,746	1,750,541	191,205
Security Services, 266			
Wages	9,970	-	9,970
Retirement & FICA	4,582	-	4,582
Contracted Staff & Services	232,334	234,334	(2,000)
Supplies & Other	43,789	50,000	(6,211)
	290,675	284,334	6,341
Operation & Maintenance, 261			
Wages	945,060	935,428	9,632
Benefits	196,158	216,497	(20,339)
Retirement & FICA	486,343	445,710	40,633
Contracted Custodial	1,109,050	1,204,921	(95,871)
Contracted Staff & Services	2,143,851	570,750	1,573,101
Supplies & Other	713,246	415,000	298,246
Telephone	31,000	31,000	-
Heating Fuel/Natural Gas	294,000	300,000	(6,000)
Electricity	842,000	800,000	42,000
Water & Sewer	83,000	88,000	(5,000)
Waste & Trash Disposal	69,000	61,000	8,000
Property, Casualty & Fleet Insurance	229,450	229,450	-
	7,142,158	5,297,756	1,844,402
Total Operations & Maintenance/Security	7,432,833	5,582,090	1,850,743
Facilities Construction/Improvement			
Building Improvements	30,000	-	30,000
	30,000	-	30,000
Pupil Transportation, 271			
Wages	667,368	668,588	(1,220)
Benefits	167,540	179,538	(11,998)
Retirement & FICA	347,966	316,084	31,882
Contracted Services	36,310	36,710	(400)
Fleet Insurance	11,200	11,200	-
Vehicle Fuel	126,000	126,000	-
Supplies & Other	39,700	38,500	1,200
	1,396,084	1,376,620	19,464

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Athletics, 293			
Salaries	138,479	138,479	-
Coaches/Games Workers	192,816	192,816	-
Benefits	38,620	42,202	(3,582)
Retirement & FICA	172,474	157,758	14,716
Contracted Coaches/Game Workers	236,560	236,560	-
Contracted Services	167,000	149,000	18,000
Supplies & Other	63,500	30,000	33,500
	1,009,449	946,815	62,634
Community Education - Child Care, 351			
Wages	729,725	636,707	93,018
Benefits	128,322	137,881	(9,559)
Retirement & FICA	373,434	305,143	68,291
Contracted Staff & Services	873,255	907,295	(34,040)
Supplies & Other	131,575	131,575	-
	2,236,311	2,118,601	117,710
Community Education - Recreation/Enrichment, 321			
Wages	24,573	24,573	-
Benefits	11,957	13,072	(1,115)
Retirement & FICA	11,984	11,628	356
Contracted Staff & Services	295,000	295,000	-
Supplies & Other	11,000	11,000	-
	354,514	355,273	(759)
Community Education - School Readiness, 343x			
Wages	221,271	222,210	(939)
Benefits	49,033	51,926	(2,893)
Retirement & FICA	109,700	107,333	2,367
Contracted Staff & Services	268,517	272,052	(3,535)
Supplies & Other	207,141	202,141	5,000
	855,662	855,662	-
Community Education - Senior Center, 391			
Wages	55,151	55,151	-
Benefits	5,395	5,395	-
Retirement & FICA	26,615	25,816	799
Contracted Staff & Services	27,000	27,799	(799)
	114,161	114,161	-

**Okemos Public Schools
General Operating Fund
2025-26 Proposed Budget**

	2024-25 Revised Budget #2	2025-26 Original Budget	2025-26 Impact of Change
Community Education - Facilities Use, 311			
Wages	24,573	24,573	-
Benefits	11,957	13,072	(1,115)
Retirement & FICA	11,984	11,628	356
Contracted Staff & Services	39,000	39,000	-
Supplies & Other	1,000	1,000	-
Utilities	55,000	55,000	-
	143,514	144,273	(759)
Total Community Services	3,704,162	3,587,970	116,192
Sub-Grantee Payment	9,600	-	9,600
Other Financing Uses	71,133	71,133	-
Total Expenditures	73,552,250	67,912,605	5,639,645