

Board of Education Mary Gebara President, 2023-2024	Okemos Public Schools board@okemosk12.net http://okemosk12.net	4406 Okemos Road Okemos, Michigan 48864 Phone: 517-706-5010
---	--	---

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, May 13, 2024**

Community Conference Rm

CALL TO ORDER

Tom Buffett, Katie Cavanaugh, Shulawn Doxie, Mary Gebara, Melanie Lynn, Andrew Phelps and Jayme Taylor

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.

PRESENTATION: Spring Assessment Data & MTSS In Action

Assistant Superintendent Stacy Bailey will present the spring benchmark assessment data; while elementary principals provide examples of MTSS in action at the elementary level.

PRESENTATION: Special Education Funding

Superintendent Hood and Finance Director Lentz will present information regarding special education funding.

DISCUSSION MOVED FORWARD: 24-25 Budget Development

The board will continue its discussion regarding the development of the 2024-2024 budget.

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 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.

HIGH SCHOOL STUDENT REPORTS/REQUESTS (5 Min)

The high school student representative will highlight events and issues of interest and take questions from the board.

SUPERINTENDENT REPORTS/REQUESTS (10 Min)

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

BOARD REPORTS/REQUESTS (10 Min)

The board will acknowledge receipt of correspondence.

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

ACTION ITEMS

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

CONSENT AGENDA (5 Min)

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

That the board approve items 1 through 3 for immediate implementation and appropriate action.

Item 1: Approval of the Minutes of the Regular Meeting of April 22, 2024; Item 2: Approval of the Minutes of the Special Meeting of May 6, 2024; and Item 3: Acknowledge receipt of the March financial statement and approve payment of bills for March.

OTHER ACTION ITEMS

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

Board Policy First Reading

The board's policy committee has been engaged in the implementation process of Thrun's board policies. The committee is submitting several policies that have been reviewed and/or revised:

2303 Violation of Board Code of Ethics

3110 Data Breach Response

3116 District Technology and Acceptable Use

3119 Experimental or Pilot Programs

3205 Disbursements

3301 Purchasing and Procurement

3301A Purchasing and Procurement with Federal Funds

3302 Acquisition of Real Property

3306 Construction Bidding

3307 Construction Administration

3309 Bus Inspections

3405 Bloodborne Pathogens

3407 Asbestos Management

3408 Firearms and Weapons

4109 Break Time for Nursing Mothers

4112 Extracurricular Employees or Volunteers

4202 Children's Protective Services (CPS) Reporting and Student Safety and Welfare

4205 Hiring and Background Checks

4209 Prohibition Against Abortion Referrals and Assistance

4214 Outside Activities and Employment

4215 District Technology and Acceptable Use Policy

4216 Personal Communication Devices

4217 Social Media

4218 Employee Dress and Appearance

4219 Attendance

4220 Use or Disposal of District Property

4221 Employee Speech

4222 Unauthorized Work Stoppage and Strikes

4224 Personnel Files and Payroll Information

4225 Temporary Remote Work

4301 Definition
4302 Minimum Wage and Overtime
4303 Compensatory Time
4304 Employee Timekeeping Responsibilities
4307 Performance Evaluation
4308 Reduction and Recall of Non-Exempt Staff
4401 Definition
4406 Professional Improvement Sabbaticals
4501 Definition
4502 Assignment and Transfer
4506 Discipline
4507 Termination
4508 Administrator Non-Renewal
4601 General
4602 Hiring
4604 Absence/Incapacity
4605 Gifts and Donations
4607 Non-Renewal
5101 Student Expression
5104 Age of Majority
5203 Hazing
5204 Student Appearance and Dress Code
5209 Student Use of Cell Phone and Electronic Communication Devices
5213 Personal Protection Orders Against Students
5304 Nonpublic School Students; Part-Time Attendance
5306 International Students
5404 Free Textbooks, Materials, and Charging of Fees and Fines
5405 Title I Parent and Family Engagement Policy

The committee is recommending a July 1st effective date for these policies. Policies given first reading by the board are posted on the district website for thirty days for public review. Policies not given first reading are returned to the committee for further review and editing.

That the board waive the reading and adopt first reading of board policies: 2303 Violation of Board Code of Ethics 3110 Data Breach Response 3116 District Technology and Acceptable Use 3119 Experimental or Pilot Programs 3205 Disbursements 3301 Purchasing and Procurement 3301A Purchasing and Procurement with Federal Funds 3302 Acquisition of Real Property 3306 Construction Bidding 3307 Construction Administration 3309 Bus Inspections 3405 Bloodborne Pathogens 3407 Asbestos Management 3408 Firearms and Weapons 4109 Break Time for Nursing Mothers 4112 Extracurricular Employees or Volunteers 4202 Children's Protective Services (CPS) Reporting and Student Safety and Welfare 4205 Hiring and Background Checks 4209 Prohibition Against Abortion Referrals and Assistance 4214 Outside Activities and Employment 4215 District Technology and Acceptable Use Policy 4216 Personal Communication Devices 4217 Social Media 4218 Employee Dress and Appearance 4219 Attendance 4220 Use or Disposal of District Property 4221 Employee Speech 4222 Unauthorized Work Stoppage and Strikes 4224 Personnel Files and Payroll Information 4225 Temporary Remote Work 4301 Definition 4302 Minimum Wage and Overtime 4303 Compensatory Time 4304 Employee Timekeeping Responsibilities 4307 Performance Evaluation 4308 Reduction and Recall of Non-Exempt Staff 4401 Definition 4406 Professional Improvement Sabbaticals 4501 Definition 4502 Assignment and Transfer 4506 Discipline 4507 Termination 4508 Administrator Non-Renewal 4601 General 4602 Hiring 4604 Absence/Incapacity 4605 Gifts and Donations 4607 Non-Renewal 5101 Student Expression 5104 Age of Majority 5203 Hazing 5204 Student Appearance and Dress Code 5209 Student Use of Cell

Phone and Electronic Communication Devices 5213 Personal Protection Orders Against Students 5304 Nonpublic School Students; Part-Time Attendance 5306 International Students 5404 Free Textbooks, Materials, and Charging of Fees and Fines 5405 Title I Parent and Family Engagement Policy.

Spanish Student Trip

Spanish Teacher Karen Sanders presented information for board discussion regarding a trip to Spain proposed for June 7-14, 2025, during the April 22nd meeting.

That the board endorse the OHS Spanish student trip to Spain, proposed for June 7-14, 2025 with the understanding that students will abide by all school policies and procedures while abroad.

French Student Trip

French Teacher Kim Floyd presented information regarding a trip to Quebec proposed for February 7-10, 2025 during the April 22nd meeting.

That the board endorse the OHS French student trip to Quebec, proposed for February 7-10, 2025 with the understanding that students will abide by all school policies and procedures.

IISD Budget

Each constituent school district has the opportunity to review and pass a resolution in support or non-support of the annual proposed Ingham Intermediate School District (IISD) general fund budget.

That the board waive the reading and adopt the resolution supporting the Ingham Intermediate School District 2024-2025 general fund budget as proposed. (Roll Call Vote).

School of Choice Openings

Okemos Public Schools participates in the state's School of Choice program. Each year, following a review of enrollment, the district's administration recommends the School of Choice openings to be advertised through the Ingham Intermediate School District. This year, the recommendation is for 68 openings, which is a total of the openings at grade levels Begindergarten/Kindergarten through 12th grade.

That the board approve the recommended openings to be advertised through the Ingham Intermediate School District for School of Choice enrollment in the Okemos Public Schools.

Employment - Certified

The hiring of all certified employees must be approved by the board of education; employment of support staff shall be in accordance with school district policy.

That the board approve the employment of Evan Pepper, Special Education Resource Teacher at Chippewa Middle School at Step 1, Division I of the teacher salary schedule, effective August 12, 2024 in accordance with sections 1230 (2) and 1230 a (2) of the Revised School Code conditioned upon receipt of acceptable criminal history checks and criminal records checks.

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.

Secure Gun Storage Resolution

The board will discuss a proposed resolution regarding Secure Gun Storage.

Board Policy 3202

Input is needed from the board as a whole regarding policy 3202 Budgets and Truth in Budgeting/Taxation Hearings.

Start Times Update

Superintendent Hood will provide an update regarding school start times.

Board Book Study

The board will discuss the next chapters of The Human Side of School Change as part of their book study.

COMMENTS FROM THE PUBLIC

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

OTHER MATTERS (5 Min)

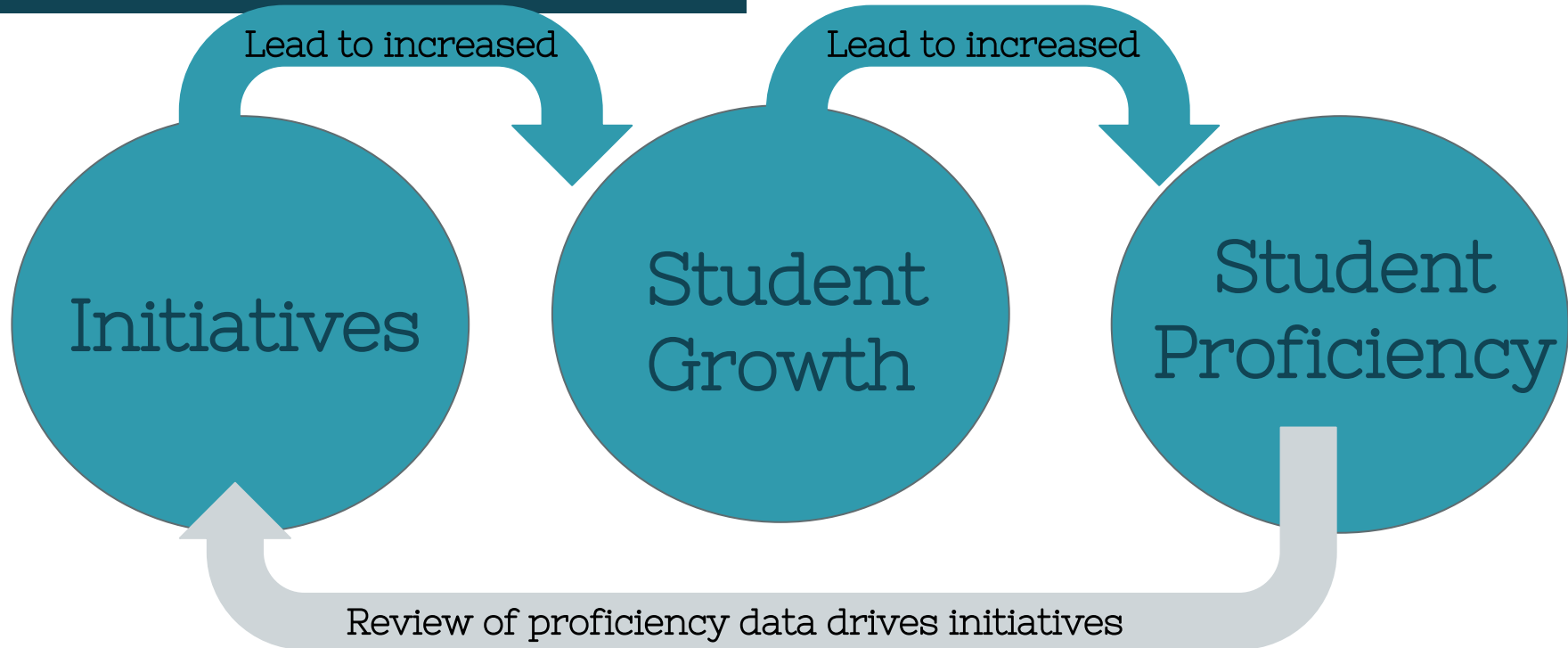
ADJOURN



Okemos Public Schools District Data Review

May 2024

District Goal Setting Process



Fall

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (2-8)
- MAP Growth Math (K-8)



- Present Spring State Data & Set Achievement Goals
- Present District Benchmark Data & Set Growth Goals

Winter

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (K-8)
- MAP Growth Math (K-8)
- BASC-3 BESS (3-12)



- Present Benchmark Data & Monitor Growth Goals
- Monitor Progress of District Initiatives

Spring

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (K-8)
- MAP Growth Math (K-8)
- BASC-3 BESS (3-12)



- Present Benchmark Data & Evaluate Growth Goals
- Evaluate Success of District Initiatives

Growth

Benchmark Assessment Data

NWEA Reading Fluency

NWEA MAP Growth- Reading & Math



1b

Knowing &
Valuing
Students

2a

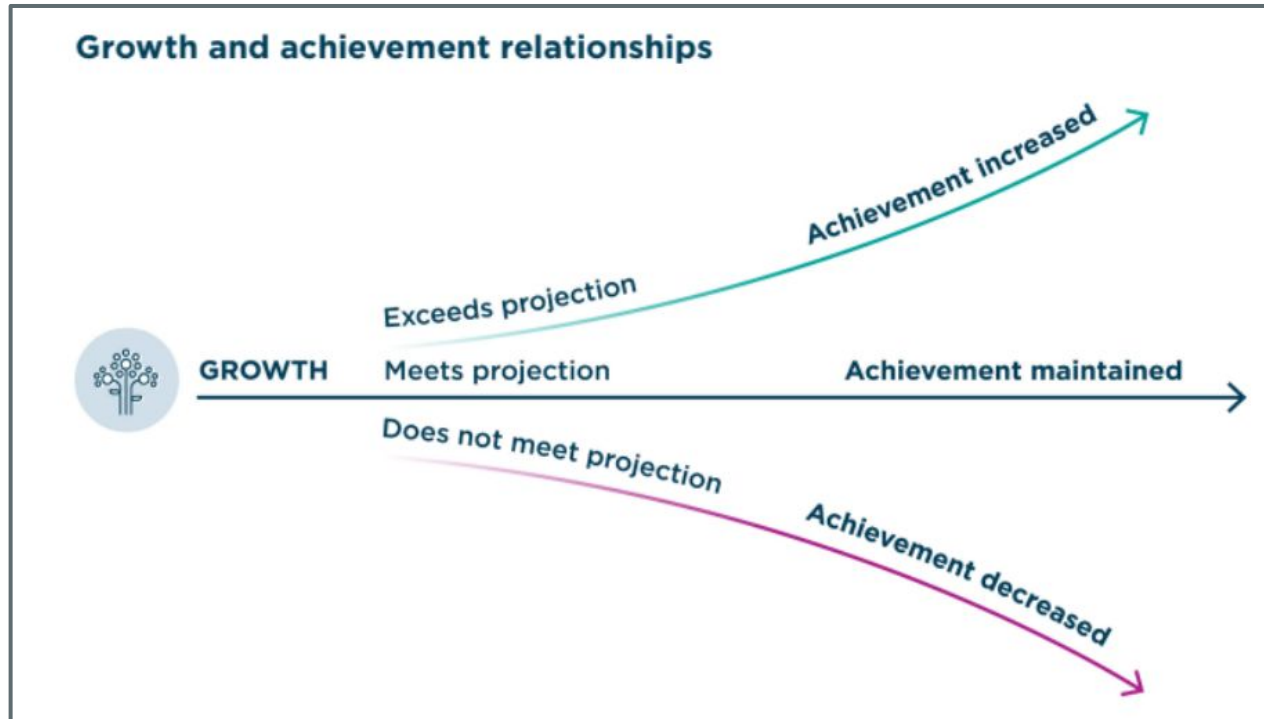
Cultivating
Respectful &
Affirming
Environments

4a

Engaging in
Reflective
Practice

Growth

Video: [NWEA Defining Growth and Proficiency](#)



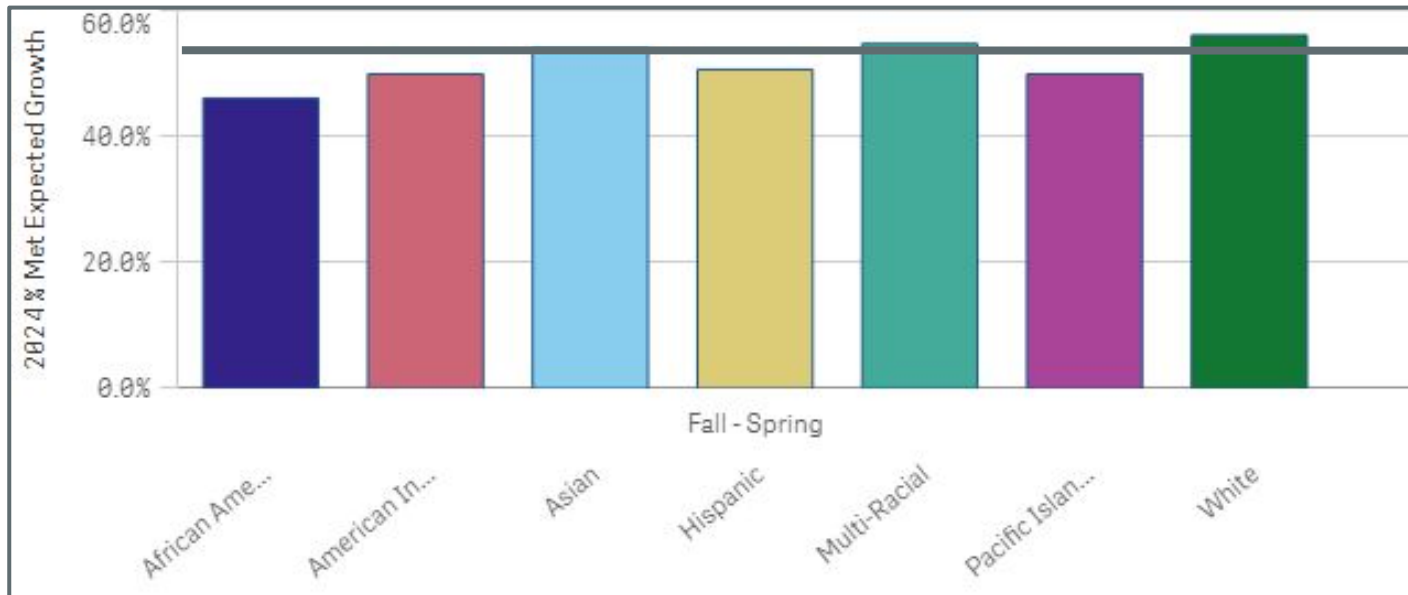
Growth Goal:

Literacy

If students have an increase in expected growth on NWEA, then it will lead to an increase in student proficiency on M-STEP.

	Fall-Spring 22-23	Fall-Spring 23-24	Goal for Fall-Spring 23-24
K-9th grade students that met their expected growth	43.4%	54.5%	53.4%

Fall 2023- Spring 2024	Reading % Met Expected Growth Fall-Winter (Fall-Spring Goal = 53.4%)
All	54.5%
Economically Disadvantaged	47.9%
Special Education	47.2%



Fall to Spring
Goal

Supports/Initiatives Literacy

If educators are trained in the science of reading,
then students will demonstrate increased growth in literacy.

Students

Provide Tiered Supports:

- Good Fit Groups (K-4)
- Intervention Supports (5-8)
- Reading Specialist (K-4)
- Reading Growth Plans (IRIPs) (K-4)
- After school tutoring



Educators

Improve & Enhance Instruction:

- FAME (formative assessment)
- Orton Gillingham
- LETRS
- Literacy Essentials
- Universal Design for Learning (UDL)



Organization

Systemic & Aligned Support

- Instructional coaching model
- Multi-Tier System of Support (MTSS) District Committee & alignment
- Adaptive Schools training
- Cognitive Coaching training

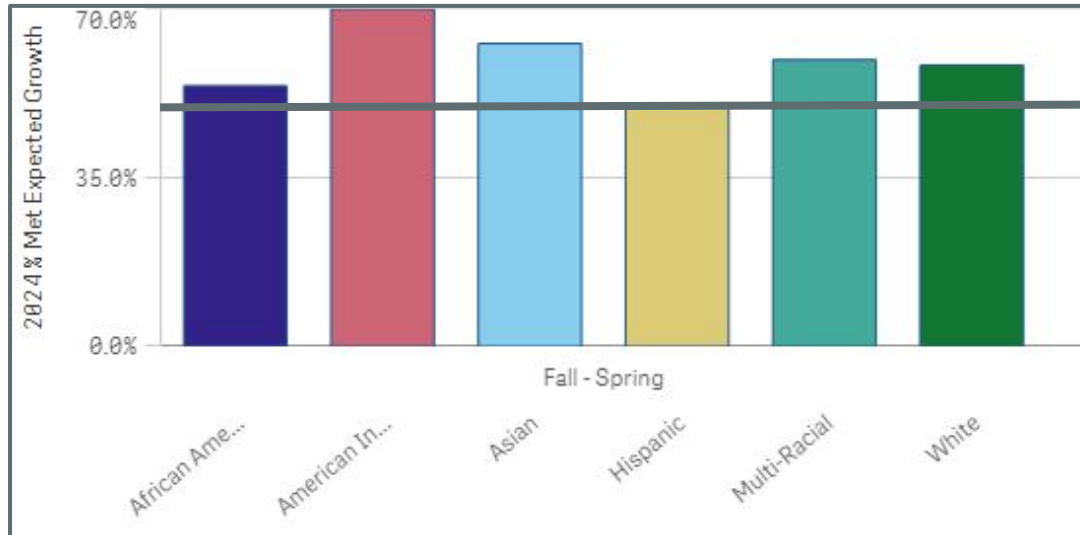
Growth Goal:

Math

If students have an increase in expected growth on NWEA, then it will lead to an increase in student proficiency on M-STEP.

	Fall- Spring 22-23	Fall-Spring 23-24	Goal for Fall-Spring 23-24
K-9th grade students that met their expected growth	36.3%	58.6%	50%

Fall 2023- Spring 2024	Math % Met Expected Growth Fall-Winter (Fall-Spring Goal= 50%)
All	58.6%
Economically Disadvantaged	53.1%
Special Education	45.7%



Fall to Spring Goal

Supports/Initiatives

Math

If educators receive professional development in math instructional practices for design and differentiation, then students will demonstrate increased growth in mathematics.

Students

Provide Tiered Supports:

- Classroom differentiation
- Co-teaching
- After school tutoring
- Summer school & tutoring



Educators

Improve & Enhance Instruction:

- Universal Design for Learning through Assessments
- K-4 Math Best Practices for Differentiation
- FAME training



Organization

Systemic & Aligned Support:

- Instructional coaching model
- Multi-Tier System of Support (MTSS) District Committee
- District-aligned criteria for advanced learning opportunities

Growth Goal:
Social Emotional Learning

Coming in June

Supports/Initiatives

Social Emotional Health

If we support and nurture the social/emotional health of our staff and students, then teaching and learning will be more effective.

Students

Provide Tiered Supports:

- Individual & group mental health support (E3, Ingham ISD)
- Designated behavior support specialists in each school
- Leadership opportunities on district equity work teams
- SEL lessons
- Woof Pack



Educators

Improve Instruction & Self Care:

- District Wellness Committee
- Employee Assistance Program
- Training on the Neurosequential Model for Education (brain science, trauma-sensitive practices) (PreK-4)
- Leadership opportunities on district equity work teams
- Staff training in recognizing and responding to bias, including how to interrupt bias during data analysis

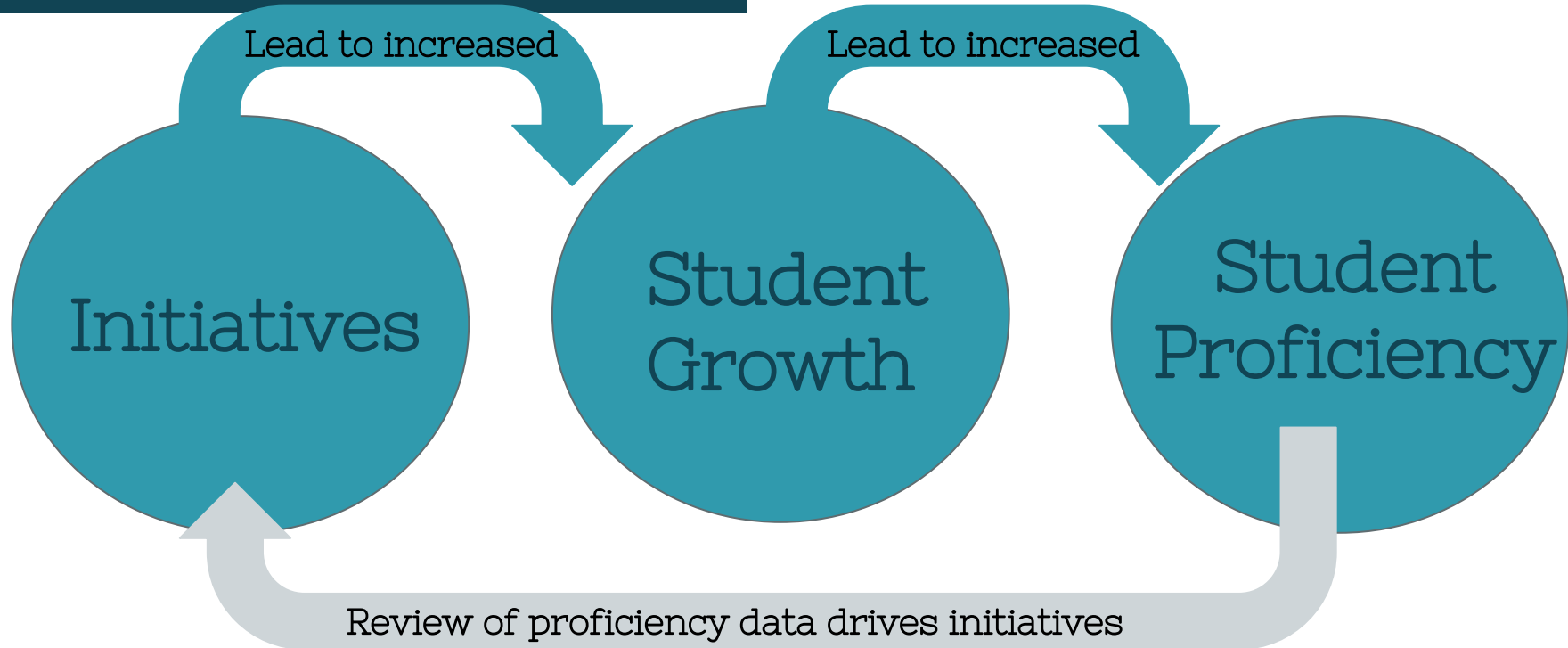


Organization

Systemic & Aligned Support:

- CRPBIS system development and implementation at all grade levels
- District equity work team projects: Hiring process, incident reporting, grading practices
- Partnership with Child and Family Charities, Ingham ISD
- Implementation of new SEL screener

District Goal Setting Process



Next Steps:

- District MTSS Committee will review spring data to recommend 24-25 District goals
- Building school improvement teams will review spring data to determine 24-25 building goals
- Professional Development & training plan will be developed based on the data and goal areas



OPS Elementary MTSS:

Our Work With Wolves!



2023-2024

Presented by

Joseph Corr, Hiawatha Principal

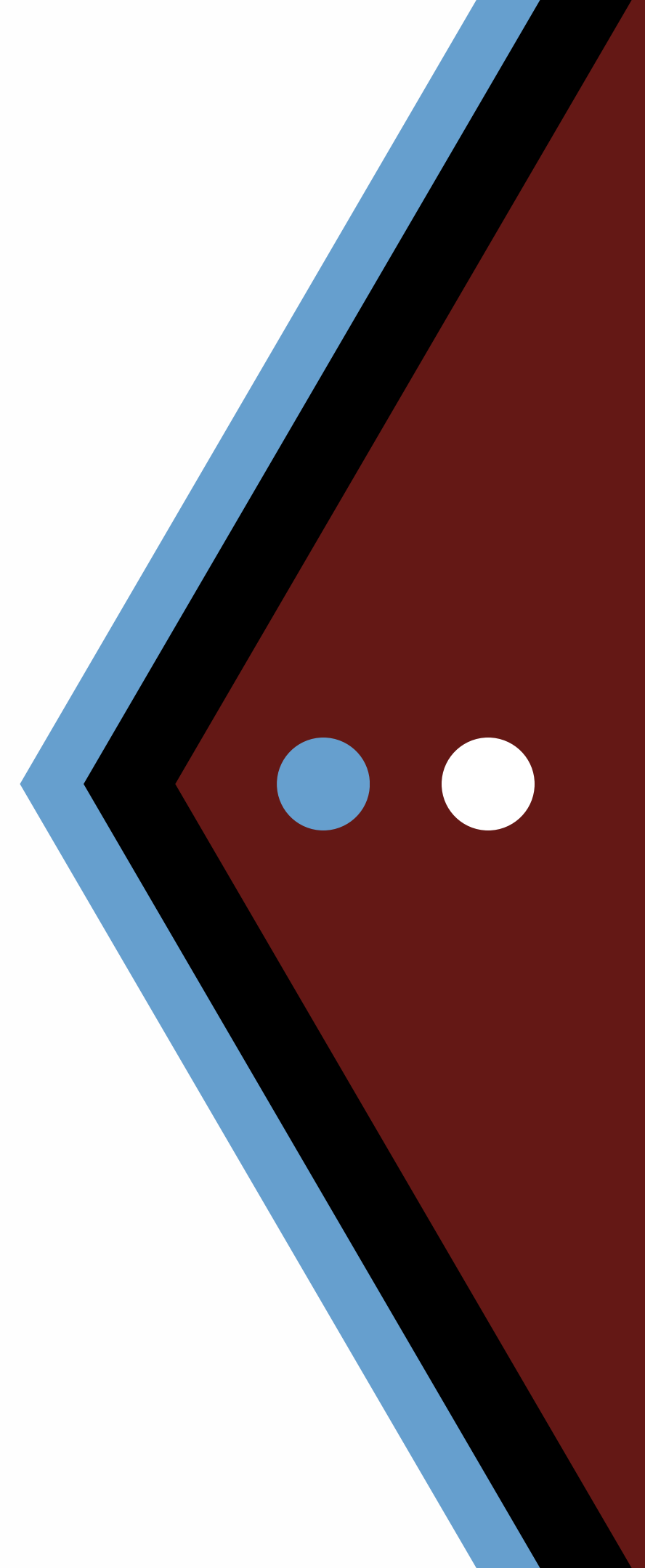
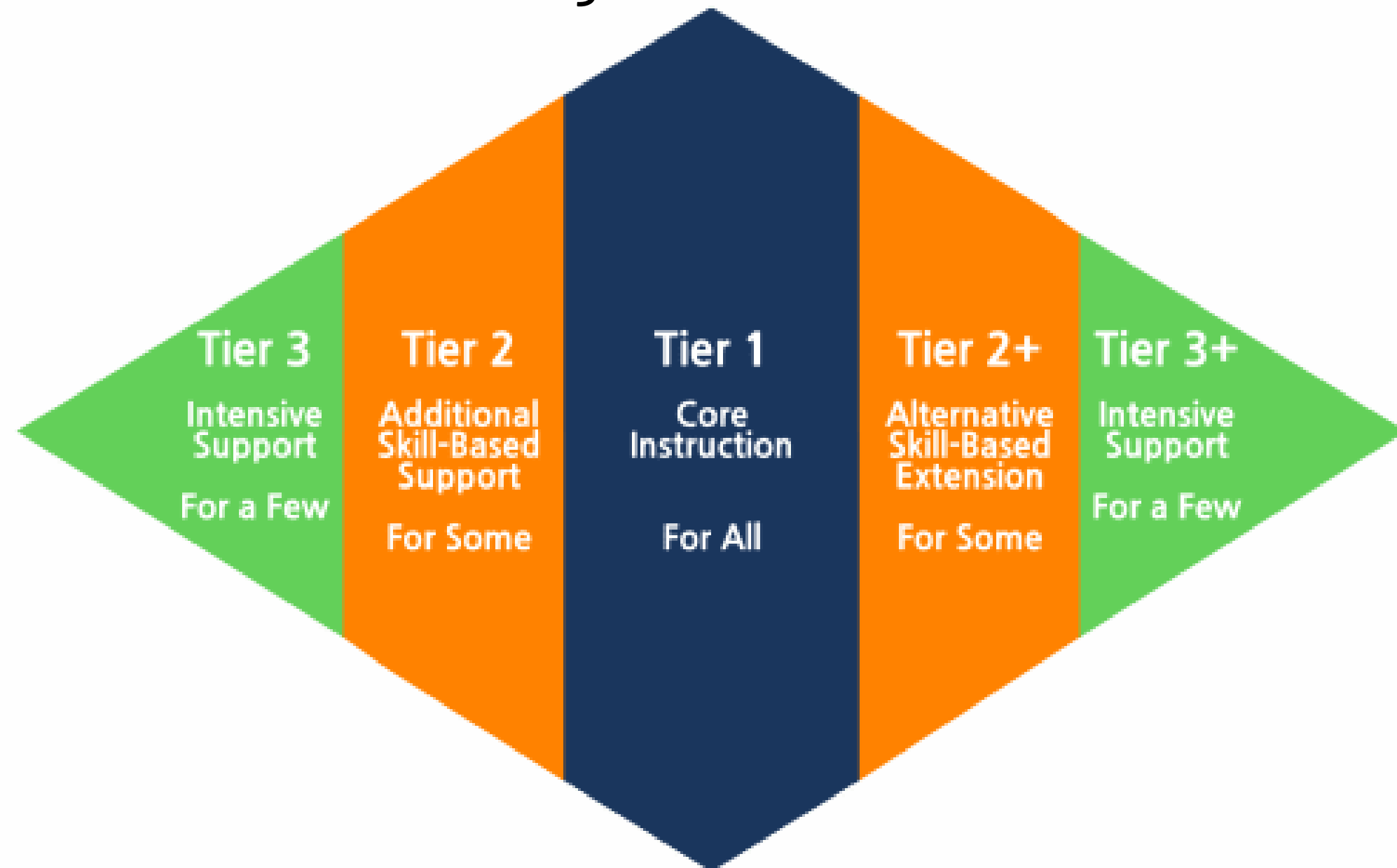
Tracy Ojerio, Cornell Principal

Lauren Schefke, Bennett Woods Principal

Kelly Sundeen, Okemos Public Montessori Principal

MTSS Work

District-wide committee to revisit former MTSS work
Align between all buildings



Literacy

Professional Learning

- Established Coaching Model
- OG and LETRS Training
- Curriculum Mapping
- Data Review

Application

- Tier 1
 - Differentiation
 - Small Group Instruction
- Tier 2 and 3
 - OG and LETRS training for instruction
 - Intervention groups tailored to need
 - After school programming

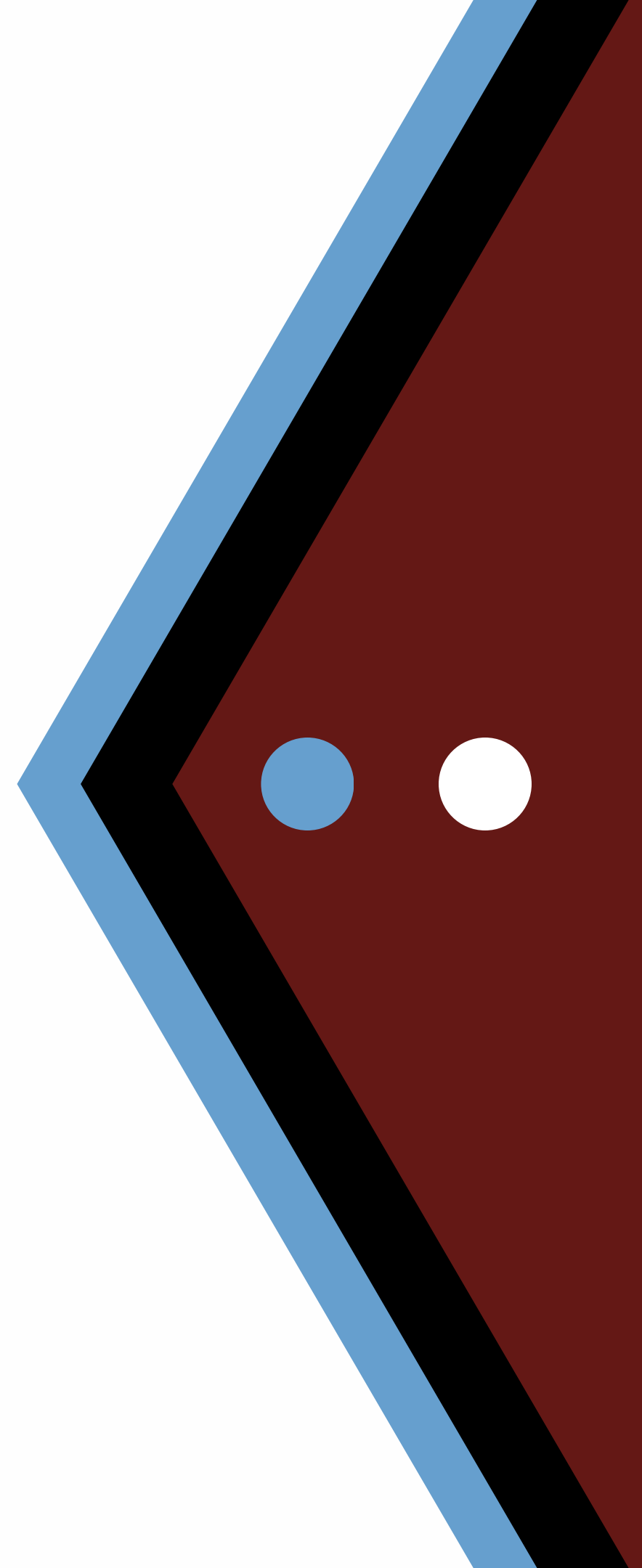
Math

Professional Learning

- Professional Learning provided by VanAndel Institute & ISD
 - Inquiry
 - Small Group Instruction & Differentiation
 - CCSS Mathematical Practices

Application

- Tier 1
 - Differentiation
 - Small Group Instruction
- Tier 2 and 3
 - Intervention groups tailored to need
 - After school programming



CR-PBIS

Student Support Advisors

- Providing Tier I & II support so that SSW/Counselors can be more focused on Tier III interventions
- Support for teachers and parents with behaviors that may need additional intervention
- Tier 1 Parent Communications
 - What is CR-PBIS?
 - Home Connection
- Developing, refining, and providing training on school-wide
 - Behavior Matrix
 - PBIS Recognition & Celebrations
 - Visuals/Videos of CR-PBIS Expectations

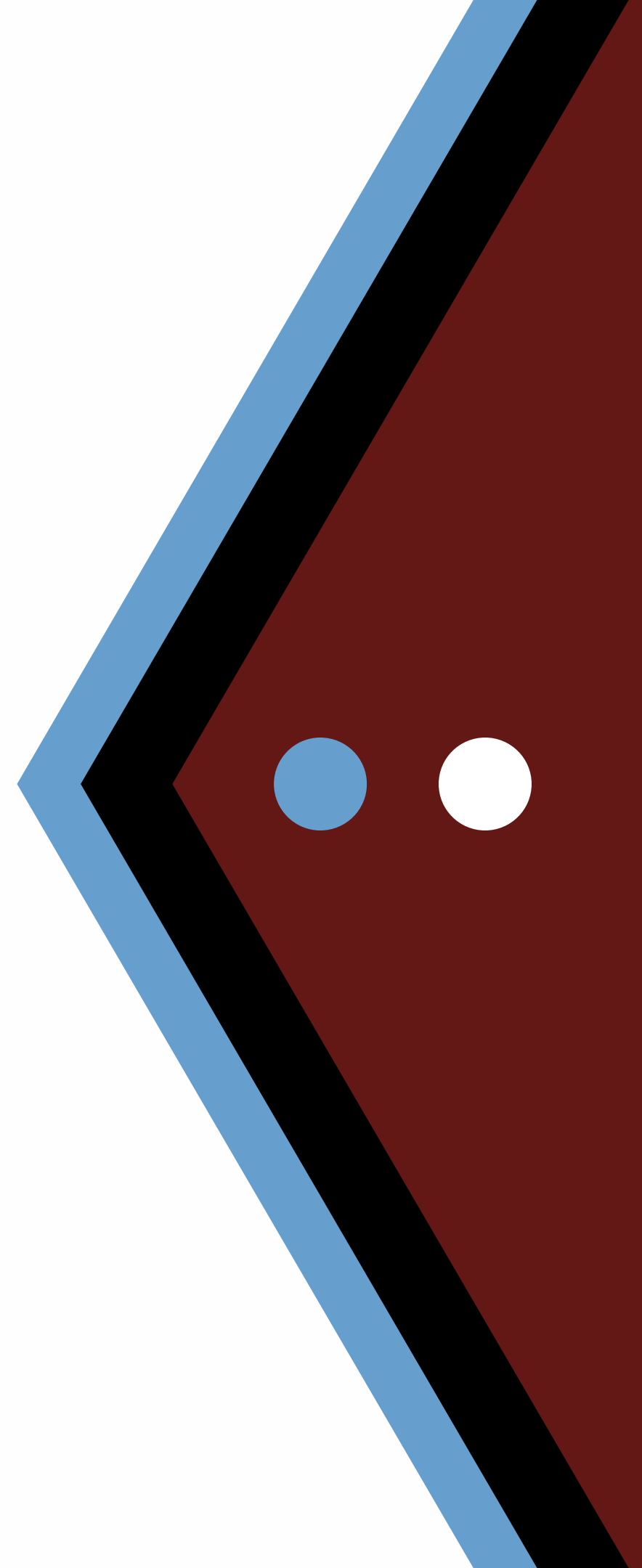
Student Support Team (SST)

School-based team supports ALL students

- Common district Tier 2 referral process/forms
- Members include: Principal, Instructional Coach, SSA, SSW, Counselor, SLP, School Psychologist, Resource Room Teachers, other specialists as needed
- The team meets biweekly to revisit progress, refine interventions, and meet with teachers

Differentiated support (Tier 1-3) based on student need:

- SEL
- Academic
- Behavioral





Science

22-23 Science Committee Formation & Curriculum Review
23-24 Year 1 Implementation; Amplify Science K-6
Professional Learning & ISD Support

Social Studies

23-24 SS Committee Formation & Curriculum Review
Training Opportunities for third grade teachers



Questions, Comments?

Feedback Welcomed!

Special Ed Funding Update

May 13, 2024



Background

ISD Special Education Plan

- MDE audit, compliance issues across county
- Revised plan due June 1

Major component of ISD Special Education Plan

- Special education funding formula, allocates significant dollars to locals
- Diverse needs across ISD, always “winners and losers”
- Special Ed Funding Committee, process frustrations
- ISD Superintendent recommendation informed by Superintendents

Okemos Impact

- Future funding levels, budget 25-26, implementation plan undecided

Special Education Funding Sources

- State - provided to District/ISD incurring the cost
- Federal - ISD is fiscal agent
- Local - ISD is fiscal agent
 - All 56 ISDs levy a special education millage
 - Must be approved by local residents
 - Ingham ISD levy = 4.7384 mills which generates \$57.6M

- Total IISD Special Education budget for 2023-24 = \$99.5M

Ingham ISD- Special Education Funding Uses

<i>Payments to District</i>	51.6%
Expenses Related to Tuition Billbacks	36.1%
Expenses that have Dedicated Revenues	4.5%
“Of the Top”, Costs not Billed Back	2.9%
Capital Projects	1.6%
Shared Costs	3.3%

Source: IISD SE Fund Historical Analysis, 2022-23

District Special Education Funding Formula

- \$55.4M which is allocated to local districts and ISD via a formula
- SE Funding Committee
 - Established by Superintendents Roundtable
 - Cross-functional group of school officials (Supt's SE Dir's, Business Officials)
 - Provides ongoing review and modifications to the formula, among other things
- Main Factors in Formula
 - # of SE students
 - GE FTE
 - Enhancement for small districts
- Formula provides a “pot” of money to help offset SE costs

How Are SE Funds Used in District?

- Restricted for use in special education:
 - SE Programs: teachers & paraprofessionals
 - SE Services: SLP, SSW, OT, PT, TC's
 - Specialized transportation
 - Materials needed to meet specialized instructional need

Special Education Decisions and Philosophy

Philosophy and law:

Educate students with disabilities in the Least Restrictive Environment to the maximum extent possible

IDEA and MARSE rules and regulations:

Caseload sizes, ratios in programs, teacher certification, eligibility requirements, schools obligations to students, parent and student rights

ISD Plan:

Includes waivers approved by MDE to increase caseloads for certain programs or services

Beekman Center Update

- Center based Special Education program
 - Provides intensive supports for students
 - No access to neurotypical peers
 - ISD is taking over program and facility
 - Lansing Public Schools has operated Beekman
 - ISD currently operates Heartwood (similar program)
- Okemos students access these programs, when determined appropriate
 - Billed back to district to fund student's attendance
- Forecast: Aging facility and infrastructure
 - No finalized plan to fund needed improvements
 - Special education dollars could be allocated by ISD

To: John Hood, Superintendent
Board of Education
From: Elizabeth Lentz, Executive Director of Finance
Subject: 2023-24 Budget Revision #2
Date: May 10, 2023

Following a thorough review and analysis of the most recently adopted 2023-24 budget, revisions are necessary to accurately reflect updated expenditure and revenue projections. The following highlights significant areas of revision:

- Special Education revenue distributed by Ingham ISD was increased by \$174,000. These SE Funds are distributed in accordance with the SE Funding Formula as outlined in the ISD SE Plan. Of the increase, the full \$174,000 represents one-time revenue sources that will not repeat in 2024-25.
 - In recent years there was not a budget for interest income from investments. With the initial budget revision in December, we were able to add a budget of \$120,000 after many years with very little interest earned. After analyzing additional months of earnings, we are able to add an additional \$40,000 to the budget for total annualized interest revenue of \$160,000.
 - The blended enrollment for 2023-24 decreased by approximately 11.9 FTE primarily due to fewer students enrolled at graduation alliance than in prior years. Foundation dollars were reduced by \$113,968 for this reduction in FTE.
 - The 2023-24 State Aid Act included for the first time a one-time funding source for general education transportation. The calculation was based on prior year costs as well as the number of riders per square miles. The budget was revised to include the allocation for Okemos of \$338,120.
 - The budget placeholder for future expenditures that are currently being funded by COVID relief grants was removed from the 2023-24 budget for a one-time savings of \$415,765.
 - State and Federal grants were adjusted to reflect new grants awarded since the budget revision, revised allocations and/or updated spending plans for 2023-24. Expenditures for these grants were adjusted as well, making this “budget neutral.”
 - The State Aid grant which provided funds for new or replaced mental health staff was again expanded to include new hires made in 2023-24. The grant provides for 33% funding of the budgeted expenditures for eligible staff. The budget was increased by \$95,463 to account for the expanded grant award.
-

- \$250,500 was added to the operations budget based on current expenditures. Increases relate to continued environmental concerns as well as increased service needs for our mechanical systems throughout the district. In 2022-23 we had similar expenditure usage and had talked with the Board about monitoring to see if the increase was a one-time issue or on-going need. With the age and functionality of our current mechanical systems we believe most of the increased cost will continue for future years until we are able to upgrade aging systems.
- The Early Childhood Special Education Teacher Consultant position was never able to be filled in 2023-24. Expenditures were reduced by \$54,279 for a one-time savings.
- The budget was reduced by \$72,170 to account for a change in enrollment and costs related to offering childcare services.
- Field trip transportation revenue was increased by \$35,000 to account for current usage. However, fuel expenses increased by the same amount, resulting in a budget neutral adjustment for transportation.
- Utilities expenditures were increased by \$167,500 to reflect current year usage and additional costs of services.
- Other minor adjustments were made to reflect revenue sources and spending trends more accurately.

Impact on Operating Surplus, Fund Balance

- Revenue and expense changes resulted in a revised budget of \$497,332 revenues over expenditures.
- The projected ending fund balance for 2023-24 is \$10,298,963 which is 14.6% of expenditures.

The proposed revisions to the 2023-24 general fund budget reflect a more fact-based understanding of projected revenue and expenditure activity.

OKEMOS PUBLIC SCHOOLS

2023-24 Proposed Budget Revision #2
2024-25 Preliminary Budget Assumptions

Board Meeting of May 13, 2024

2023-24 Proposed Budget Revision #2

Proposed Revised Budget Assumptions - Revenues

	Budget Impact
State Aid Enrollment -11.9 FTE, on-going	(113,968)
State Aid - 22I Transportation Costs, 1x	338,120
Grants, with offsetting expenditures	275,162
ISD SE Revenue, 1x	174,000
Communication Education	93,150
Interest Revenue	40,000
ORS Retirement Credit	40,000
Transportation Trip Revenue	35,000
Other	36,270
	<u>\$917,734</u>

Proposed Revised Budget Assumptions - Expenditures

	Budget Impact
—	
Grants, with Offsetting Revenues	(275,162)
310 Mental Health New Hires, Extended	95,463
Other Grant Offsets to General Fund	(36,936)
Removed COVID Cliff placeholder	415,765
Early Childhood SE Teacher Consultant	54,279
Communication Education	(165,320)
Operations Contracted Services/Supplies	(250,500)
Utilities (gas/electric/trash), 1x & on-going	(167,500)
Transportation Fuel	(35,000)
Other	(55,491)
	<u>(\$420,402)</u>

Projected Impact on General Fund Budget

	Budget Impact
Operating Revenues	\$917,734
Operating Expenditures	(420,402)
Projected Impact on Fund Balance	\$497,332

Structural	(\$541,513)
One-time	1,038,845
	<hr/>
	\$497,332

2023-24 Budget Revision – Summary

	Adopted Budget	Net Impact	Revised Budget
Beginning Fund Balance	\$9,922,868		\$9,922,868
Operational Surplus/(Deficit)			
Total Revenues	\$69,858,419	\$917,734	\$70,776,153
Total Expenses	(69,979,656)	(420,402)	(70,400,058)
Preliminary Effect on Fund Balance	(\$121,237)	\$497,332	\$376,095
Ending Fund Balance	\$9,801,631	\$497,332	\$10,298,963
	14.0%		14.6%

2024-25 Proposed Budget Assumptions

Legislative Funding Proposals

	Governor	Senate	House
Foundation	+\$241	+\$302	+\$217
22l Transportation	Continues for 24-25 only	Continues for 24-25 only	Continues for 24-25 only
31aa Per Pupil Safety & Mental Health	Continues at 100% for 24-25; 50% in 25-26	Continues at 50% for 24-25; 16% in 25-26	Continues at 100% for 24-25; 50% in 25-26

2023-24 Preliminary Budget Revisions & Carryforward Impact on 2024-25 Budget

	Most Likely
Preliminary Revised Net Change in Fund Balance	\$497,332
2023-24 Non-Structural, 1x revisions	
Reductions in Grants	(458,194)
Open positions	(153,122)
State Aid- 22l Transportation Costs, 1x	(338,120)
State Aid - 31o Counselors, SSWs, psychs	(329,873)
State Aid - 31aa, Student Mental Health	(183,420)
Ingham ISD SE Revenue	(174,000)
COVID Cliff placeholder	(415,765)
Utilities (gas)	(29,000)
Operations Contracted Services	100,000
Other Financing Sources/Uses - Subscription IT	(29,700)
Net Impact of Changes	<u>(\$2,011,194)</u>
Carry forward effect on General Fund Budget (6/30/25)	(1,513,862)

Expenditure Increases/Revenue Decreases

<u>Decreases to General Fund</u>	<u>Optimistic</u>	<u>Most Likely</u>	<u>Worst Case</u>
MPSERS rate increase (+.02% pts to 31.36%, eff. 10/1/24)	6,844	6,844	6,844
20f Hold Harmless Guarantee	239,545	239,545	239,545
23-24 Wage/Position adjustments to full year	356,655	356,655	356,655
Teacher division advancement (15,18,20)	135,000	162,000	180,000
23-24 Negotiations, steps & 1%*	1,404,957	1,404,957	1,404,957
23-24 Negotiations, health insurance +3.5%	177,916	177,916	177,916
Graduation Alliance	100,000	100,000	100,000
	\$2,420,917	\$2,447,917	\$2,465,917

* Compensation Reference

Steps = \$942,910

1% wages = \$462,047

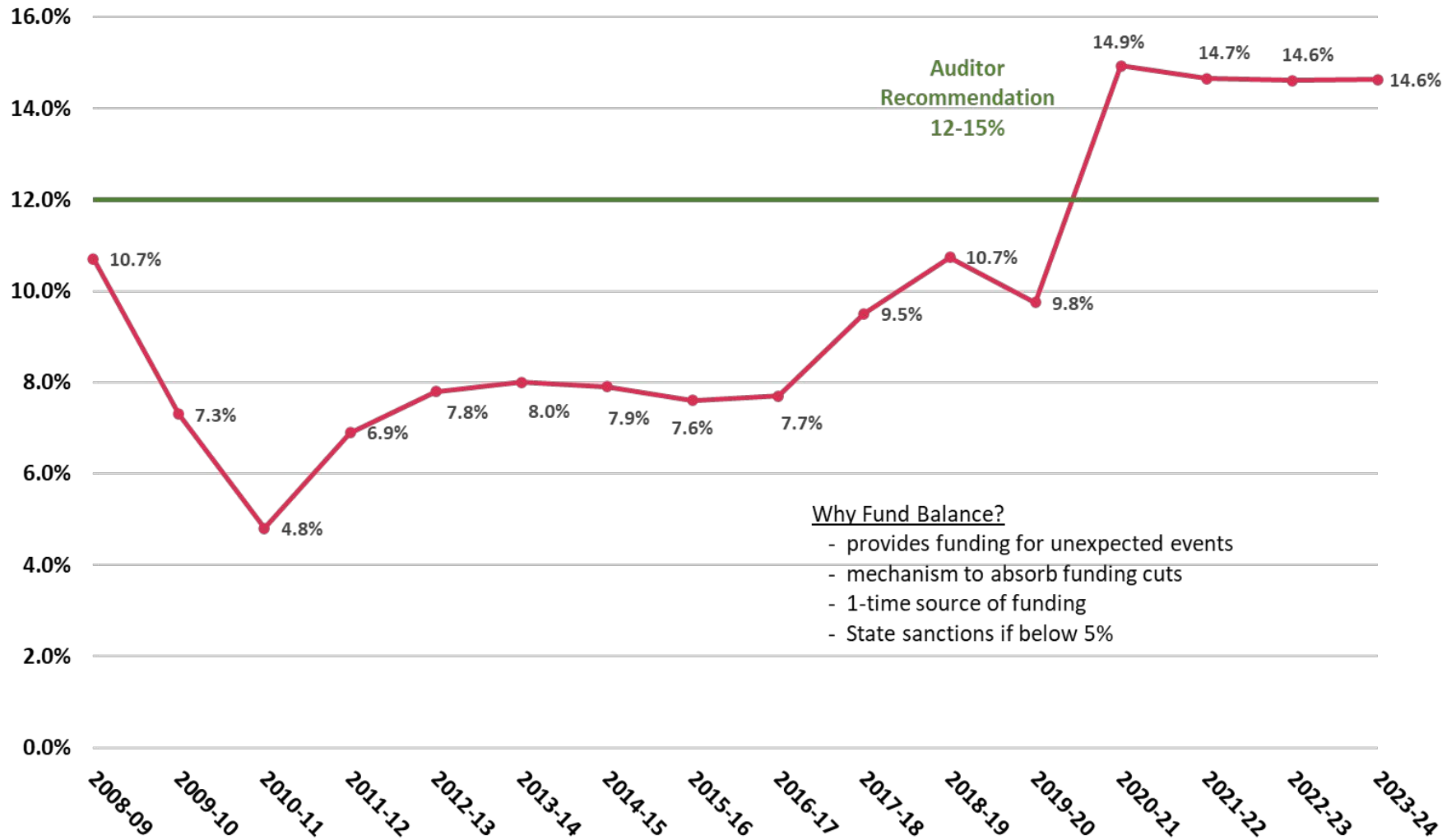
Revenue Increases/Expenditure Decreases

Increases to General Fund	Optimistic	Most Likely	Worst Case
Increase in per-pupil Foundation Allowance (\$302,\$241,\$217)	1,391,300	1,110,300	999,700
Enrollment (Feb 24 +60.79; Oct 24: +35,+15,-5;) Blend 10/90	372,420	192,840	15,470
Increased Special Ed Categorical (CY est + 23-24 timing delay)	99,800	99,800	99,800
State Aid, District Transportation Funding Extension	338,120	253,590	253,590
Savings from teacher retirements (7)	276,990	276,990	276,990
K-8 New Curriculum, 1x savings	220,000	220,000	220,000
	\$2,698,630	\$2,153,520	\$1,865,550

Projected Impact on General Fund Budget

	Optimistic	Most Likely	Worst Case
Expenditure Increases/Revenue Decreases	(\$2,420,917)	(\$2,447,917)	(\$2,465,917)
Revenue Increases/Expenditures Decreases	2,698,630	2,153,520	1,865,600
Net Impact on General Fund Balance	\$277,713	(\$294,397)	(\$600,317)
Carryforward effect on GF Budget (6/30/25)	(1,513,862)	(1,513,862)	(1,513,862)
Total Impact on General Fund Balance	(\$1,236,149)	(\$1,808,259)	(\$2,114,179)
<i>Fund Balance as a % of Expenditures</i>	12.6%	11.8%	11.3%

Fund Balance History



Impending Budget Discussion 2024-25

Topics w/financial impact not in assumptions

- State Aid
- Staffing Levels
- Grants
- Board Priorities
- Food Service, Community Ed. Impact on General Fund

Okemos Public Schools
General Fund Budgetary Comparison Schedule
Year Ended June 30, 2024 as of December 2023

	<u>2023-24 Budget Revision- Dec</u>	<u>2023-24 Proposed Budget Revision #2</u>	<u>Impact of Change</u>
REVENUES:			
Local sources	\$ 17,674,698	\$ 18,005,848	\$ 331,150
State sources	49,201,274	49,721,163	519,889
Federal sources	2,902,447	2,938,092	35,645
Total revenues	<u>69,778,419</u>	<u>70,665,103</u>	<u>886,684</u>
EXPENDITURES:			
Instruction:			
Basic programs	32,633,828	32,678,096	(44,268)
Added needs	9,108,087	9,182,172	(74,085)
Total instruction	<u>41,741,915</u>	<u>41,860,268</u>	<u>(118,353)</u>
Supporting services:			
Pupil	5,671,560	5,532,599	138,961
Instructional staff	3,269,571	3,422,328	(152,757)
General administration	815,530	815,530	-
School administration	4,413,926	3,950,325	463,601
Business	945,958	945,958	-
Operations and maintenance	5,479,698	5,885,659	(405,961)
Transportation	1,354,906	1,389,906	(35,000)
Central	2,109,183	2,244,380	(135,197)
Athletics	882,227	882,227	-
Total supporting services	<u>24,942,559</u>	<u>25,068,912</u>	<u>(126,353)</u>
Facilities Construction/Improvement	198,631	198,631	-
Community services	3,096,551	3,260,997	(164,446)
Total Expenditures	<u>69,979,656</u>	<u>70,388,808</u>	<u>(409,152)</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	<u>(201,237)</u>	<u>276,295</u>	<u>477,532</u>
OTHER FINANCING SOURCES (USES):			
Transfers in	\$ 80,000	\$ 80,000	\$ -
Other Financing Sources	-	31,050	31,050
Transfers out	-	-	-
Other Financing Uses	-	11,250	(11,250)
Total other financing sources (uses)	<u>80,000</u>	<u>99,800</u>	<u>19,800</u>
NET CHANGE IN FUND BALANCE	<u><u>\$ (121,237)</u></u>	<u><u>\$ 376,095</u></u>	<u><u>\$ 497,332</u></u>
FUND BALANCE, UNASSIGNED:			
Beginning of year	9,922,868	9,922,868	-
End of year	<u><u>\$ 9,801,631</u></u>	<u><u>\$ 10,298,963</u></u>	<u><u>\$ 497,332</u></u>

**Okemos Public Schools
General Operating Fund
2023-24 Proposed Budget Revision**

	2023-24 Revised Budget	2023-24 Revised Budget #2	Impact of Change
Revenues			
Local	12,663,698	12,831,848	168,150
State	49,201,274	49,721,163	519,889
Federal	2,902,447	2,938,092	35,645
Transfers - ISD	5,011,000	5,174,000	163,000
Other Financing Sources	80,000	111,050	31,050
Total Revenues	69,858,419	70,776,153	917,734
Expenditures			
Elementary Instruction	9,941,846	9,970,782	(28,936)
Middle School Instruction	8,952,712	8,967,230	(14,518)
High School Instruction	9,797,826	9,815,670	(17,844)
Montessori (PPK-8)	3,755,257	3,738,227	17,030
Beginnergarten	186,187	186,187	-
Special Education	10,510,049	10,449,494	60,555
Compensatory Education	1,690,002	1,764,087	(74,085)
Gifted Programs	152,857	152,857	-
Guidance Services	1,673,837	1,701,574	(27,737)
Other Pupil Services	905,759	799,616	106,143
Improvement of Instruction	1,943,189	2,105,284	(162,095)
Educational Media Services	678,937	678,937	-
Direction of Special Education	336,437	336,437	-
Other Instructional Staff Services	158,151	148,813	9,338
Board of Education	121,300	121,300	-
Executive Administration	694,230	694,230	-
School Administration	4,413,926	3,950,325	463,601
Fiscal Services	627,378	627,378	-
Internal Services	159,580	159,580	-
Other Business Services	159,000	159,000	-
Staff/Personnel Services	313,961	313,961	-
Technology Services	1,795,222	1,930,419	(135,197)
Operations & Maintenance	5,479,698	5,885,659	(405,961)
Facilities Construction/Improvement	198,631	198,631	-
Pupil Transportation	1,354,906	1,389,906	(35,000)
Athletics	882,227	882,227	-
Community Education	3,096,551	3,260,997	(164,446)
Other Financing Uses	-	11,250	(11,250)
Total Expenditures	69,979,656	70,400,058	(420,402)
Effect on Fund Balance	(121,237)	376,095	497,332

**Okemos Public Schools
General Operating Fund
2023-24 Proposed Budget Revision**

	2023-24 Revised Budget	2023-24 Revised Budget #2	Impact of Change
Revenues:			
Local Sources:			
Property Taxes	10,096,376	10,096,376	0
Community Ed, Programming	1,683,388	1,776,538	93,150
Community Ed, Facility Rental	170,000	170,000	0
Community Ed, Senior Center	118,444	118,444	0
Athletics, Registration Fees	155,000	155,000	0
Athletics, Gate Receipts	90,000	90,000	0
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)	20,000	55,000	35,000
Miscellaneous	158,632	198,632	40,000
State Sources:			
Foundation	33,282,162	33,151,669	(130,493)
Special Education	4,197,665	4,214,190	16,525
Hold Harmless	473,870	479,090	5,220
MPSERS Stabilization	6,168,920	6,168,920	0
MPSERS Cost Offset	1,932,262	1,972,262	40,000
At-Risk	1,069,268	1,069,060	(208)
Assessment & Literacy	97,114	97,114	0
Great Start Readiness Grant	500,824	500,824	0
Mental Health & Safety Grants	1,203,270	1,425,933	222,663
Other	275,919	642,101	366,182
Federal Sources			
Title I, II, III, IV	213,507	428,324	214,817
Special Education IDEA	21,929	21,929	0
Medicaid Outreach	30,000	41,000	11,000
Cornovirus Relief Funds	2,637,011	2,446,839	(190,172)
Transfers - ISD			
Special Education ISD	5,011,000	5,174,000	163,000
Other Financing Sources			
Transfers to General Fund	80,000	80,000	0
Other Financing Sources	-	31,050	31,050
	69,858,419	70,776,153	886,684
Summary of Fund Balance			
Beginning Fund Balance	9,922,868	9,922,868	0
Operational surplus (deficit)	(121,237)	376,095	497,332
Ending Fund Balance	9,801,631	10,298,963	497,332
	14.0%	14.6%	

**Okemos Public Schools
General Operating Fund
2023-24 Proposed Budget Revision**

	2023-24 Revised Budget	2023-24 Revised Budget #2	Impact of Change
Elementary Instruction, 111			
Wages			
Cornell	1,783,324	1,783,324	-
Hiawatha	1,737,927	1,737,927	-
Bennett Woods	1,747,077	1,747,077	-
Benefits			
Cornell	356,982	356,982	-
Hiawatha	329,463	329,463	-
Bennett Woods	315,978	315,978	-
Retirement & FICA			
Cornell	1,032,500	1,032,500	-
Hiawatha	1,010,146	1,010,146	-
Bennett Woods	1,012,594	1,012,594	-
Contracted Staff & Services			
Cornell	27,450	27,450	-
Hiawatha	17,450	58,368	(40,918)
Bennett Woods	17,450	58,368	(40,918)
Supplies & Other			
Cornell	55,330	36,680	18,650
Hiawatha	53,221	34,521	18,700
Bennett Woods	59,682	44,132	15,550
Textbooks, New & Replacement			
Cornell	51,154	51,154	-
Hiawatha	51,010	51,010	-
Bennett Woods	51,748	51,748	-
Outgoing Transfer - Substitutes	231,360	231,360	-
	9,941,846	9,970,782	(28,936)
Beginnergarten, 117			
Wages	111,906	111,906	-
Benefits	8,256	8,256	-
Retirement & FICA	64,862	64,862	-
Supplies & Other	821	821	-
Textbooks, New & Replacement	342	342	-
	186,187	186,187	-
Grades 5-8 Instruction, 112			
Wages			
Kinawa	2,305,914	2,305,914	-
Chippewa	2,551,083	2,551,083	-
Benefits			
Kinawa	425,044	425,044	-
Chippewa	378,464	378,464	-
Retirement & FICA			
Kinawa	1,338,692	1,338,692	-
Chippewa	1,475,415	1,475,415	-

**Okemos Public Schools
General Operating Fund
2023-24 Proposed Budget Revision**

	2023-24 Revised Budget	2023-24 Revised Budget #2	Impact of Change
Contracted Staff & Services			
Kinawa	19,200	60,118	(40,918)
Chippewa	9,300	9,300	-
Supplies & Other			
Kinawa	70,636	57,136	13,500
Chippewa	70,434	57,534	12,900
Textbooks, New & Replacement			
Kinawa	50,260	50,260	-
Chippewa	11,790	11,790	-
Tuition Payments (MVU)	8,000	8,000	-
Outgoing Transfer - Substitutes	238,480	238,480	-
	8,952,712	8,967,230	(14,518)
High School Instruction, 113			
Wages	5,138,183	5,142,183	(4,000)
Benefits	808,939	808,939	-
Retirement & FICA	2,903,969	2,953,604	(49,635)
Contracted Staff & Services	43,000	43,000	-
Supplies & Other	123,430	108,760	14,670
Textbooks, New & Replacement	120,464	120,464	-
Student Recovery Services	281,121	240,000	41,121
Dual Enrollment	80,000	80,000	-
Tuit Pymts (Early College, MVU, HSDCI)	110,000	130,000	(20,000)
Outgoing Transfer - Substitutes	188,720	188,720	-
	9,797,826	9,815,670	(17,844)
Montessori Elementary, 116			
Wages	1,307,186	1,307,186	-
Benefits	270,655	270,655	-
Retirement & FICA	756,012	756,012	-
Contracted Staff & Services	8,904	8,904	-
Supplies & Other	47,341	30,311	17,030
Textbooks, New & Replacement	48,472	48,472	-
Outgoing Transfer - Substitutes	50,960	50,960	-
	2,489,530	2,472,500	17,030
Montessori 5-8, 112-9700			
Wages	702,877	702,877	-
Benefits	155,014	155,014	-
Retirement & FICA	407,386	407,386	-
Contracted Staff & Services	450	450	-
	1,265,727	1,265,727	-
Total Montessori Instruction	3,755,257	3,738,227	17,030

**Okemos Public Schools
General Operating Fund
2023-24 Proposed Budget Revision**

	2023-24 Revised Budget	2023-24 Revised Budget #2	Impact of Change
Special Education - Instructional Programs 122			
Wages	4,143,784	4,143,784	-
Benefits	727,948	727,948	-
Retirement & FICA	2,387,817	2,387,817	-
Contracted Staff & Services	59,610	59,610	-
Supplies & Other	25,326	25,326	-
Textbooks, New & Replacement	800	800	-
Outgoing Transfer - Substitutes	72,800	72,800	-
	7,418,085	7,418,085	-
Special Education - Psychological Services, 214			
Wages	415,554	415,554	-
Benefits	62,453	62,453	-
Retirement & FICA	240,799	240,799	-
Contracted Staff & Services	1,200	1,200	-
Supplies & Other	5,000	5,000	-
	725,006	725,006	-
Special Education - Speech & Language Services, 215			
Wages	469,766	469,766	-
Benefits	51,784	51,784	-
Retirement & FICA	272,264	272,264	-
Contracted Staff & Services	1,520	1,520	-
Supplies & Other	1,400	1,400	-
	796,734	796,734	-
Special Education - Social Work Services, 216			
Wages	669,146	669,146	-
Benefits	82,782	82,782	-
Retirement & FICA	387,836	387,836	-
Contracted Staff & Services	1,520	1,520	-
Supplies & Other	1,400	1,400	-
	1,142,684	1,142,684	-
Special Education - Teacher Consultants, 218			
Wages	208,249	175,166	33,083
Benefits	33,683	25,386	8,297
Retirement & FICA	120,702	101,527	19,175
	362,634	302,079	60,555
Special Education - Interpreter			
Wages	39,302	39,302	-
Benefits	2,845	2,845	-
Retirement & FICA	22,759	22,759	-
	64,906	64,906	-
Total Special Education	10,510,049	10,449,494	60,555

**Okemos Public Schools
General Operating Fund
2023-24 Proposed Budget Revision**

	2023-24 Revised Budget	2023-24 Revised Budget #2	Impact of Change
Compensatory Education , 125 & 126			
Wages	711,839	718,371	(6,532)
Benefits	90,057	90,057	-
Retirement & FICA	411,737	415,454	(3,717)
Contracted Staff & Services	411,380	495,623	(84,243)
Supplies & Other	64,989	44,582	20,407
	1,690,002	1,764,087	(74,085)
Gifted Programs, 9200			
Wages	93,222	93,222	-
Benefits	5,604	5,604	-
Retirement & FICA	54,031	54,031	-
	152,857	152,857	-
Guidance Services, 212			
Wages	961,017	961,017	-
Benefits	121,763	121,763	-
Retirement & FICA	557,007	557,007	-
Contracted Staff & Services	-	27,737	(27,737)
Supplies & Other	34,050	34,050	-
	1,673,837	1,701,574	(27,737)
Other Pupil Services, 213 & 219			
Wages	154,611	154,611	-
Benefits	18,468	18,468	-
Retirement & FICA	89,613	89,613	-
Contracted Staff & Services	633,067	526,924	106,143
Supplies & Other	10,000	10,000	-
	905,759	799,616	106,143
Improvement of Instruction, 221			
Wages	991,032	1,009,727	(18,695)
Benefits	165,937	172,620	(6,683)
Retirement & FICA	573,658	585,171	(11,513)
Contracted Staff & Services	144,649	240,660	(96,011)
Supplies & Other	64,225	90,350	(26,125)
Outgoing Transfer - Substitutes	3,688	6,756	(3,068)
	1,943,189	2,105,284	(162,095)
Educational Media Center, 222 & 223			
Wages	352,215	352,215	-
Benefits	69,078	69,078	-
Retirement & FICA	204,144	204,144	-
Contracted Staff & Services	4,500	4,500	-
Educational Media	30,000	30,000	-
Supplies & Other	19,000	19,000	-
	678,937	678,937	-

**Okemos Public Schools
General Operating Fund
2023-24 Proposed Budget Revision**

	2023-24 Revised Budget	2023-24 Revised Budget #2	Impact of Change
Special Education, Staff Direction, 226			
Wages	172,030	172,030	-
Benefits	47,357	47,357	-
Retirement & FICA	99,200	99,200	-
Contracted Staff & Services	13,250	13,250	-
Supplies & Other	4,600	4,600	-
	336,437	336,437	-
Other Instructional Staff Services, 229			
Wages	82,180	80,928	1,252
Benefits	27,599	20,916	6,683
Retirement & FICA	48,372	46,969	1,403
	158,151	148,813	9,338
Board of Education, 231			
Contracted Services	117,100	117,100	-
Travel & Conference	4,200	4,200	-
	121,300	121,300	-
Executive Administration, 232			
Wages	358,615	358,615	-
Benefits	71,755	71,755	-
Retirement & FICA	192,760	192,760	-
Contracted Staff & Services	55,300	55,300	-
Supplies & Other	15,800	15,800	-
	694,230	694,230	-
Building Administration, Elementary, 241			
Wages	1,250,231	998,071	252,160
Benefits	288,113	222,824	65,289
Retirement & FICA	724,635	578,483	146,152
Contracted Staff & Services	10,000	10,000	-
Supplies & Other	12,311	12,311	-
	2,285,290	1,821,689	463,601
Building Administration, Middle School, 242			
Wages	677,227	677,227	-
Benefits	133,456	133,456	-
Retirement & FICA	392,523	392,523	-
Contracted Staff & Services	21,800	21,800	-
Supplies & Other	8,500	8,500	-
	1,233,506	1,233,506	-
Building Administration, High School, 243			
Wages	497,664	497,664	-
Benefits	82,896	82,896	-
Retirement & FICA	288,450	288,450	-
Contracted Staff & Services	13,795	13,795	-
Supplies & Other	12,325	12,325	-
	895,130	895,130	-
Total Building Administration	4,413,926	3,950,325	463,601

**Okemos Public Schools
General Operating Fund
2023-24 Proposed Budget Revision**

	2023-24 Revised Budget	2023-24 Revised Budget #2	Impact of Change
Fiscal Services, 252			
Wages	328,260	328,260	-
Benefits	78,158	78,158	-
Retirement & FICA	190,260	190,260	-
Contracted Staff & Services	27,500	27,500	-
Supplies & Other	3,200	3,200	-
	627,378	627,378	-
Internal Services - Print shop, 258			
Wages	41,887	41,887	-
Benefits	18,416	18,416	-
Retirement & FICA	24,277	24,277	-
Contracted Staff & Services	30,000	30,000	-
Supplies & Other	45,000	45,000	-
	159,580	159,580	-
Other Business Services, 259			
Workers Compensation	80,000	80,000	-
Legal Liability Insurance	29,600	29,600	-
Bank Service Charges	40,000	40,000	-
Other Fees	9,400	9,400	-
	159,000	159,000	-
Staff/Personnel Services, 283			
Wages	168,751	168,751	-
Benefits	29,401	29,401	-
Retirement & FICA	97,809	97,809	-
Contracted Staff & Services	17,000	17,000	-
Supplies & Other	1,000	1,000	-
	313,961	313,961	-
Technology Services, 284			
Wages	723,402	723,402	-
Benefits	170,518	170,518	-
Retirement & FICA	419,284	419,284	-
Contracted Staff & Services	84,626	114,626	(30,000)
Annual User Fees/Contracts	393,892	499,089	(105,197)
Supplies & Other	3,500	3,500	-
	1,795,222	1,930,419	(135,197)
Security Services, 266			
Wages	3,507	3,507	-
Benefits	-	-	-
Retirement & FICA	1,818	1,818	-
Contracted Staff & Services	229,183	221,183	8,000
Supplies & Other	28,995	28,995	-
	263,503	255,503	8,000

**Okemos Public Schools
General Operating Fund
2023-24 Proposed Budget Revision**

	2023-24 Revised Budget	2023-24 Revised Budget #2	Impact of Change
Operation & Maintenance, 261			
Wages	1,018,383	1,018,383	-
Benefits	264,133	264,133	-
Retirement & FICA	590,254	590,254	-
Contracted Custodial	1,109,050	1,109,050	-
Contracted Staff & Services	552,725	743,686	(190,961)
Supplies & Other	459,500	515,000	(55,500)
Telephone	31,000	31,000	-
Heating Fuel/Natural Gas	343,000	314,000	29,000
Electricity	570,000	745,000	(175,000)
Water & Sewer	61,000	61,000	-
Waste & Trash Disposal	39,500	61,000	(21,500)
Property, Casualty & Fleet Insurance	177,650	177,650	-
	5,216,195	5,630,156	(413,961)
Total Operations & Maintenance	5,479,698	5,885,659	(405,961)
Facilities Construction/Improvement			
Building Improvements	198,631	198,631	-
	198,631	198,631	-
Pupil Transportation, 271			
Wages	644,954	644,954	-
Benefits	160,521	160,521	-
Retirement & FICA	366,721	366,721	-
Contracted Services	42,010	42,010	-
Fleet Insurance	11,200	11,200	-
Vehicle Fuel	91,000	126,000	(35,000)
Supplies & Other	38,500	38,500	-
	1,354,906	1,389,906	(35,000)
Athletics, 293			
Salaries	135,173	135,173	-
Coaches/Games Workers	192,816	192,816	-
Benefits	27,977	27,977	-
Retirement & FICA	190,101	190,101	-
Contracted Coaches/Game Workers	214,560	214,560	-
Contracted Services	91,600	91,600	-
Supplies & Other	30,000	30,000	-
	882,227	882,227	-
Community Education - Child Care, 351			
Wages	687,481	687,481	-
Benefits	123,613	123,613	-
Retirement & FICA	395,724	395,724	-
Contracted Staff & Services	729,345	837,665	(108,320)
Supplies & Other	101,575	101,575	-
	2,037,738	2,146,058	(108,320)

**Okemos Public Schools
General Operating Fund
2023-24 Proposed Budget Revision**

	2023-24 Revised Budget	2023-24 Revised Budget #2	Impact of Change
Community Education - Recreation/Enrichment, 321			
Wages	44,734	44,734	-
Benefits	23,296	23,296	-
Retirement & FICA	25,928	25,928	-
Contracted Staff & Services	213,000	270,000	(57,000)
Supplies & Other	11,000	11,000	-
	317,958	374,958	(57,000)
Community Education - School Readiness, 343x			
Wages	169,938	169,938	-
Benefits	26,683	26,683	-
Retirement & FICA	97,078	97,078	-
Contracted Staff & Services	150,238	162,464	(12,226)
Supplies & Other	57,761	44,661	13,100
	501,698	500,824	874
Community Education - Senior Center, 391			
Wages	54,631	54,631	-
Benefits	5,391	5,391	-
Retirement & FICA	31,422	31,422	-
Contracted Staff & Services	27,000	27,000	-
	118,444	118,444	-
Community Education - Facilities Use, 311			
Wages	12,126	12,126	-
Benefits	1,259	1,259	-
Retirement & FICA	7,028	7,028	-
Contracted Staff & Services	45,000	45,000	-
Supplies & Other	1,500	1,500	-
Utilities	53,800	53,800	-
	120,713	120,713	-
Total Community Services	3,096,551	3,260,997	(164,446)
Other Transfers Out, 649	-	-	-
Other Financing Uses	-	11,250	(11,250)
Total Expenditures	69,979,656	70,400,058	(420,402)

Okemos Public Schools
2023-24 Net Effect on Carry Forward Fund Balance
2024-25 Proposed Budget

	Most Likely
2023-24 Net Change in Fund Balance, Budget Revision #2	497,332
 2023-24 Non-Structural, 1x revisions (removed from 24-25 preliminary assumptions)	
Reduction in Grants, offset general fund	(458,194)
Positions, open portion of 23-24	(153,122)
State Aid - 22I Transportation Costs, 1x	(338,120)
State Aid Grant - 31o (counselors, SSWs, psychs)	(329,873)
State Aid Grant - 31aa, Improving Student Mental Health	(183,420)
Ingham ISD SE Revenue	(174,000)
COVID Cliff placeholder	(415,765)
Utilities (gas)	(29,000)
Operations Contracted Services	100,000
Other Financing Sources/Uses - Subscription Based IT	(29,700)
	<u>(2,011,194)</u>
Carry forward effect on General Fund Budget (6/30/25)	<u>(1,513,862)</u>

Okemos Public Schools
Preliminary Budget Assumptions
2024-25

Increased Expenditures/Decreased Revenue	Optimistic	Most Likely	Worst Case
MPSERS rate increase (+.02% pts to 31.36%, eff. 10/1/24)	6,844	6,844	6,844
20f Hold Harmless Guarantee	239,545	239,545	239,545
23-24 Wage/Position adjustments to full year	356,655	356,655	356,655
Teacher division advancement (15,18,20)	135,000	162,000	180,000
Negotiations, steps & 1%	1,404,957	1,404,957	1,404,957
Negotiations, health insurance +3.5%	177,916	177,916	177,916
Graduation Alliance	100,000	100,000	100,000
	\$2,420,917	\$2,447,917	\$2,465,917
Increased Revenue/Decreased Expenditures	Optimistic	Most Likely	Worst Case
Increase in per-pupil Foundation Allowance (\$302,\$241,\$217)	1,391,300	1,110,300	999,700
Enrollment (Feb 24 +60.79; Oct 24: +35,+15,-5;) Blend 10/90	372,420	192,840	15,520
Increased Special Ed Categorical (CY est + 23-24 timing delay)	99,800	99,800	99,800
State Aid, District Transportation Funding Extension	338,120	253,590	253,590
Savings from teacher retirements (7)	276,990	276,990	276,990
K-8 New Curriculum, 1x savings	220,000	220,000	220,000
	\$2,698,630	\$2,153,520	\$1,865,600
Projected Impact on General Fund Balance	\$277,713	(\$294,397)	(\$600,317)
Carry forward effect on General Fund Budget (6/30/25)	(1,513,862)	(1,513,862)	(1,513,862)
Total Impact on General Fund Balance	(\$1,236,149)	(\$1,808,259)	(\$2,114,179)

* - *subject to negotiations*

Additional Information

Compensation reference - Steps ~ \$886,500

Compensation reference - 1% of wages ~ \$429,000

Fund Balance - as percentage of expenditures

Audited 6/30/20	\$ 5,248,843	9.8%
Audited 6/30/21	\$ 8,093,308	14.9%
Audited 6/30/22	\$ 8,677,164	14.6%
Audited 6/30/23	\$ 9,922,868	14.6%
2023-24 Original Budget	\$ 8,403,602	12.4%
2023-24 Revised Budget	\$ 9,801,631	14.0%
2023-24 Revised Budget #2, Proposed	\$ 10,298,963	14.6%
Pro Forma 6/30/25		
<i>optimistic</i>	\$ 9,062,814	12.6%
<i>most likely</i>	\$ 8,490,704	11.8%
<i>worst case</i>	\$ 8,184,784	11.3%

Series 2000: Bylaws

2300 Board Member Conduct

2303 *Violation of Board Code of Ethics*

The Board is responsible for enforcing the Code of Ethics (Policy 2302) for its members.

- A. If it is suspected or alleged that a Board member has violated the Code of Ethics, the following may occur:
 - 1. The President (or Vice President, if the President is the focus of the inquiry) may confer with that Board member to determine whether the suspected or alleged violation is disputed.
 - a. If the suspected or alleged violation is not disputed, the President/Board may propose how the member may remedy the violation; or
 - b. If the suspected or alleged violation is disputed, the Board may initiate an investigation by an affirmative vote of a majority of the members elected or appointed to and serving on the Board.
 - 2. The Board may discuss the alleged violation as an agenda item at a Board meeting. At the affected Board member's request, the Board may convene in a closed session under the Open Meetings Act to consider complaint(s) or charge(s) brought against the Board member.
- B. If the violation is admitted or the Board determines that a disputed violation has been established by at least a preponderance of the evidence, the Board may consider:
 - 1. whether to publicly censure the Board member through a formal Board resolution reprimanding the Board member;
 - 2. whether to remove the Board member from committee assignments;
 - 3. whether to remove the Board member from any Board office or position (e.g., Vice President, Secretary);
 - 4. whether the violation rises to the level of gross neglect of duty or corrupt conduct in office, or other misfeasance or malfeasance, warranting referral to the Governor pursuant to Michigan Constitution, Article V, §10 for possible suspension or removal from public office;
 - 5. whether the violation may constitute a criminal violation of the Revised School Code, the Michigan Penal Code, or other applicable Michigan law, warranting referral to local law enforcement; and
 - 6. any other act authorized by law.

Legal Authority: Const 1963, art 5, §10, Const 1963, art 11, §1; MCL 380.619, 380.1107,
380.1804, 380.1815, 380.1816, 380.1230, 380.1230a, 380.1230b

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3100 General Operations

3110 *Data Breach Response*

"Data breach," as used in this Policy, means "a breach of the security database" as defined in the Michigan Identity Theft Protection Act.

If the District experiences a data breach, the Superintendent or designee, with the assistance of other staff or consultants as necessary, must do the following:

A. Assess and Investigate the Data Breach

1. Make a reasonable effort to identify the cause of the data breach and secure known access points.
2. Promptly conduct a reasonable investigation to determine the extent of the data breach and the identity of persons whose personal information has been compromised. The investigation will include, to the extent possible, an assessment of the software, hardware, and physical documents that were accessed; which personnel and third parties had access to the compromised data; and what specific information was compromised.
3. Contact legal counsel, insurance carriers, and any other person or consultant necessary to investigate the cause of or response to the data breach. If appropriate, the Superintendent or designee may also contact law enforcement.

B. Notifications Involving Michigan Resident Data

1. Promptly notify:
 - a. each Michigan resident whose personal information was accessed, including encrypted information, if the person accessing the information also had unauthorized access to the encryption key; and
 - b. any other person or organization that owns or licenses data subject to a data breach affecting a Michigan resident.
2. Notices must:
 - a. be in writing;
 - b. describe the data breach in general terms, the type of personal information accessed in the data breach, the District's response to protect data from further breaches, and remind the affected person of the need to remain vigilant for incidents of fraud and identity theft;
 - c. include the District's telephone number and any other telephone number where the recipient may receive additional information; and

- d. whenever possible, be mailed to the postal address of the affected person.
- C. If a data breach or other digital intrusion compromises information of a non-Michigan resident, comply with the data breach notification law of that resident's state.

Legal authority: MCL 445.63, 445.72

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3100 General Operations

3116 *District Technology and Acceptable Use*

The Board will provide students, staff, volunteers, and other authorized users access to the District's technology resources, including its computers and network resources, in a manner that encourages responsible use. Any use of District technology resources that violates federal or state law is expressly prohibited.

A. Children's Internet Protection Act

The Board complies with the Children's Internet Protection Act ("CIPA") and directs its administration to:

1. Monitor minors' online activities and use technology protection measures on the District's computers with internet access to block minors' access to visual depictions that are obscene, constitute child pornography, or are harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - a. taken as a whole and as to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - b. depicts, describes, or represents, in a patently offensive way as to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
2. Use technology protection measures on the District's computers with internet access to block all access to visual depictions that are obscene or that constitute child pornography. The technology protection measures may be disabled by authorized personnel during adult use to enable access to bona fide research or for other lawful purposes. The Superintendent or designee will determine which District personnel are authorized to disable the protection measures.
3. Educate minors about appropriate online behavior, including interacting with other people on social networking websites and chat rooms, as well as cyberbullying awareness and response.
4. Prohibit access by minors to inappropriate matter on the internet.
5. Prohibit unauthorized access, including hacking and other unlawful online activity by minors.

6. Prohibit the unauthorized disclosure, use, and dissemination of personal identification information about minors.
7. Restrict minors' access to materials that are inappropriate for minors. The Board defines materials that are "inappropriate for minors" to include obscene depictions, child pornography, and any other material harmful to minors.
8. Encourage the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communication.

The Superintendent or designee will take steps necessary to implement this Policy and to otherwise comply with CIPA.

B. Acceptable Use Agreement

The Superintendent or designee will develop, review, and revise as necessary an acceptable use agreement that must be signed before a user is provided access to the District's technology resources. Different acceptable use agreements may be developed based on the user's status. At a minimum, the Superintendent or designee will develop an acceptable use agreement to be signed by each of the following groups:

- adult users, including employees, volunteers, and Board members;
- students in grades 7 and above and their parent/guardian; and
- students in grades 6 and below and their parent/guardian.

The acceptable use agreement must be consistent with this Policy and must include, at a minimum, all of the following:

1. A statement that:
 - a. use of District technology resources is a privilege that may be revoked at any time;
 - b. a user has no expectation of privacy when using District technology resources;
 - c. District technology resources use may be monitored by the District and that the use may be subject to FOIA or disclosure in litigation;
 - d. District technology resources may not be used to bully, harass, or intimidate others;
 - e. misuse of District technology resources may result in loss of access to the resources and potential disciplinary action; and

- f. the District does not guarantee that the District's technology resources will be error free or uninterrupted.
2. Provisions to protect the integrity of District technology resources, including a requirement that each user only access the resources by using that user's assigned user name and password.
3. A list of what constitutes misuse of District technology resources.
4. A prohibition against:
 - a. accessing other user accounts or files without authorization;
 - b. conducting personal business or activities;
 - c. accessing pornography;
 - d. communicating inappropriately with students;
 - e. accessing or downloading confidential student information which the employee has no legitimate educational need to know; and
 - f. accessing or downloading unauthorized software or programs.
5. A requirement that users report any material that is threatening, harassing, or bullying.
6. A release of all claims and liability against the District for use of District technology resources.

C. District Personnel Use

District personnel must comply with Policies 4215 and 4216.

D. State Assessments

During the administration of state assessments (e.g., WIDA, M-STEP, etc.), unless otherwise permitted by this subsection, students and District personnel, including those individuals acting as test administrators, are prohibited from possessing, using, wearing, or otherwise accessing any electronic devices not being actively used for testing purposes when in an active testing session or while on a break when in an active testing session. Pictures, videos, or other communications regarding test content are prohibited during all testing and breaks.

For the purposes of this subsection, an "electronic device" includes any electronic device that can be used to record, transmit, or receive information not used for testing, including but not limited to computers, tablets, iPads, e-readers, smart watches (including Fitbits), smartphones and cell phones, Bluetooth headphones or smart earbuds, or smart glasses.

The Superintendent and building principals are authorized to develop additional building-level rules related to state assessments so long as those rules are not in conflict with this subsection.

1. Students

- a. Students shall leave all electronic devices outside of the testing room or shall power off all electronic devices and surrender them to the test administrator for collection prior to beginning the testing session.
- b. If an additional electronic device is medically necessary for a testing student, the device must be left with the test administrator, unless the student is required to possess the device, in which case the test must be administered to the student by a test administrator in a one-on-one setting and the student must be actively monitored at all times while testing.
- c. During the testing sessions or breaks, students may not access any additional websites or applications on a device used for testing.

2. Test Administrators

- a. Test administrators or other District personnel monitoring or troubleshooting the administration of state assessments must:
 - i. Ensure that all background applications and alternative websites are disabled on testing devices.
 - ii. Actively monitor students in the testing room and verify that students do not have access to additional electronic devices before, during, and after testing, including breaks.
 - iii. Refrain from disturbing the testing environment, including through texting, speaking, or using electronic devices for non-testing purposes (e.g., to complete other work). Test administrators must silence all electronic devices. Test administrators may wear a wearable electronic device (e.g., smart watch or Fitbit), but must ensure that the device is in airplane mode during test administration.
- b. Test administrators may use electronic devices to alert other personnel of issues or emergencies requiring assistance. Such other personnel may use their electronic devices for troubleshooting purposes, but should exit the testing room when engaging in those communications.

3. Penalties

The failure to comply with this subsection may result, as applicable, in employee or student disciplinary action and such consequences as deemed necessary or appropriate by the Michigan Department of Education (e.g., invalidation of an individual student's test, or misadministration of the entire testing session and invalidation of all the students' tests).

E. Public Access to Technology

1. Pursuant to the Michigan Library Privacy Act, each school library offering public access to the internet or a computer, computer program, computer network, or computer system (a "Qualifying School Library") will limit minors to only use or view those terminals that do not receive material that is obscene, sexually explicit, or harmful to minors. Persons age 18 or older, or a minor accompanied by the minor's parent/guardian, may access a school library terminal that is not restricted from receiving such material, if any.
2. Only when a Qualifying School Library offers public access as described in subsection D.1., the District must designate at least 1 terminal that is not restricted from receiving such material and at least 1 terminal that is restricted from receiving such material. Library staff must take steps to ensure that minors not accompanied by a parent or guardian do not access the unrestricted terminal. The Superintendent or designee will determine which employees will implement subsection D in each Qualifying School Library.
3. As used in this Policy, "terminal" means a device used to access the internet or a computer, computer program, computer network, or computer system.

Legal authority: 47 USC 254; MCL 397.602, 397.606

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3100 General Operations

3119 *Experimental or Pilot Programs*

The Board encourages innovation and creativity in its educational programming and general operations through the use of experimental or pilot programs ("Programs"). An experimental or pilot program is a trial program conducted to evaluate feasibility that may be converted to a regular program at the conclusion of the trial period.

Employees may submit a proposal for a Program to the Superintendent or designee for consideration. The Superintendent may also prepare a Program proposal.

A Program proposal must include the Program name, duration, purpose, and goals. Proposals must also include:

- A. A list of proposed materials and equipment to be used in the Program;
- B. Anticipated Program costs, including staffing costs;
- C. A proposed framework for implementing the Program and evaluating the Program's success, including evaluation intervals and criteria; and
- D. Other relevant information, if requested by the Superintendent or designee.

The Superintendent or designee will review the Program proposal with an advisory council made up of teacher and administrative representatives and may seek clarification from the employee(s) that submitted the proposal, if prepared by employees other than the Superintendent. The Superintendent or designee may also amend the proposed Program in the Superintendent's or designee's sole discretion.

If the Superintendent or designee believes that the proposed Program (either as originally drafted or as amended) is in the best interests of the District, the Superintendent or designee will present the proposed Program to the Board for its consideration. The Program may be approved by the Board in its sole discretion.

The Board recognizes that experimental and pilot programs are a prohibited subject of bargaining under the Michigan Public Employment Relations Act. The Superintendent is encouraged to consult with legal counsel about legal implications of a Program before submitting it for Board approval.

At the conclusion of the Program, the Board may consider conversion of the Program to a regular program.

Legal Authority: MCL 380.11a; MCL 423.215(3)(h)

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3200 Finance and Borrowing

3205 Disbursements

- A. A person authorized by the Board to draw upon District depository funds may sign and validate a warrant, check, and other instruments to draw upon such funds.
- B. Petty Cash
 1. The Board may authorize a separate petty cash fund for any District building for the purchase of materials, supplies, services, or other school-related goods and services in circumstances requiring immediate payment. The amount of each petty cash fund will not exceed \$500.
 2. Petty Cash Fund Custodians: The following persons will be the custodians of each petty cash fund and will administer and be responsible for the funds:
 - a. Elementary School: Principal
 - b. Middle School: Principal
 - c. High School: Principal
 - d. District Central Office: current Director of Finance
 - e. Food Service: Food Service Director
 3. Petty cash fund disbursements may only be made if authorized by the Superintendent or appropriate petty cash fund custodian.
 4. Documentation: All petty cash fund disbursements will be supported by an itemized receipt or other sufficient evidence that documents the expenditure. The itemized receipt or supporting documentation will include the name and contact information of the business receiving the payment, the date, a description reasonably sufficient to identify each item purchased, the purpose of the purchase, and the price. Petty cash fund custodians will maintain the documentation as required by law. Expenses must be assigned to the proper budget account.
 5. Purchase Review Procedures: Superintendent and Executive Director of Finance or designee will review petty cash fund expenditures on a regular basis. Any unlawful or unauthorized expenditure or other significant discrepancy will be brought to the attention of the Board and the offending person.
 6. Reconciliation and Closeout: Each petty cash fund will be reconciled by the Executive Director or Director of Finance and closed out at the end of the fiscal year.

C. District funds or other "public funds" (as defined in Revised School Code Section 1814) under the control of the District may not be used to purchase the following:

- alcoholic beverages;
- jewelry;
- gifts;
- fees for golf; or
- any item the purchase or possession of which is illegal.

D. Public funds may be used to purchase the following to recognize an employee, volunteer, or student, if the value of the purchase does not exceed the annually adjusted amount established for that purpose by MDE:

- plaque;
- medal;
- trophy; and
- other awards.

E. The Superintendent or Board designee will keep records of receipts and disbursements and identify the sources from which they have been paid as required by law.

F. A person who misuses District funds or violates this Policy may be subject to discipline, including reimbursing the District for any unauthorized purchase.

Legal Authority: MCL 380.1814

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3200 Finance and Borrowing

3205 Disbursements

- A. A person authorized by the Board to draw upon District depository funds may sign and validate a warrant, check, and other instruments to draw upon such funds.
- B. Petty Cash
 1. The Board may authorize a separate petty cash fund for any District building for the purchase of materials, supplies, services, or other school-related goods and services in circumstances requiring immediate payment. The amount of each petty cash fund will not exceed \$500.
 2. Petty Cash Fund Custodians: The following persons will be the custodians of each petty cash fund and will administer and be responsible for the funds:
 - a. Elementary School: Principal
 - b. Middle School: Principal
 - c. High School: Principal
 - d. District Central Office: current Director of Finance
 - e. Food Service: Food Service Director
 3. Petty cash fund disbursements may only be made if authorized by the Superintendent or appropriate petty cash fund custodian.
 4. Documentation: All petty cash fund disbursements will be supported by an itemized receipt or other sufficient evidence that documents the expenditure. The itemized receipt or supporting documentation will include the name and contact information of the business receiving the payment, the date, a description reasonably sufficient to identify each item purchased, the purpose of the purchase, and the price. Petty cash fund custodians will maintain the documentation as required by law. Expenses must be assigned to the proper budget account.
 5. Purchase Review Procedures: Superintendent and Executive Director of Finance or designee will review petty cash fund expenditures on a regular basis. Any unlawful or unauthorized expenditure or other significant discrepancy will be brought to the attention of the Board and the offending person.
 6. Reconciliation and Closeout: Each petty cash fund will be reconciled by the Executive Director or Director of Finance and closed out at the end of the fiscal year.

- C. District funds or other "public funds" (as defined in Revised School Code Section 1814) under the control of the District may not be used to purchase the following:
- alcoholic beverages;
 - jewelry;
 - gifts;
 - fees for golf; or
 - any item the purchase or possession of which is illegal.
- D. Public funds may be used to purchase the following to recognize an employee, volunteer, or student, if the value of the purchase does not exceed the annually adjusted amount established for that purpose by MDE:
- plaque;
 - medal;
 - trophy; and
 - other awards.
- E. The Superintendent or Board designee will keep records of receipts and disbursements and identify the sources from which they have been paid as required by law.
- F. A person who misuses District funds or violates this Policy may be subject to discipline, including reimbursing the District for any unauthorized purchase.

Legal Authority: MCL 380.1814

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

2 3300 Facilities, Real, and Personal Property

3301 Purchasing and Procurement

This Policy applies to all purchases of materials, supplies, and equipment. Purchases acquired through lease financing are governed by this Policy, but true leases (i.e., rental agreements) are not.

A. Responsibility for Purchasing

The District's administration, under the Superintendent's supervision, may purchase items for the District, subject to any parameters established by the Board.

B. When Competitive Bidding is Required

1. The District must competitively bid the purchase of an item or group of items costing an amount equal to or greater than the then-current state bid threshold published annually by MDE.
2. The District does not need to competitively bid a purchase in an emergency if competitive bidding is not required by law. Superintendent or designee shall review funding source to ensure compliance and must notify the Board of the expenditure and rationale.
3. The District will not artificially segregate purchases into smaller orders to avoid the bid threshold.

C. Bidding Procedure

1. The District may competitively bid a purchase using 1 or more of the following methods:
 - a. Requesting written price quotations from at least 3 known and practical vendors of an item;
 - b. Distributing a request for proposals to at least 3 known and practical vendors of an item;
 - c. Posting a request for proposals on the District's website or any other website that regularly informs vendors of bid opportunities;
 - d. Selecting a contract awarded to a winning bidder under a bid process operated by a reputable bid cooperative if the District determines, after reasonable due diligence, that the bid procedure used by the bid cooperative was fair and open, resulted in a bid award to the lowest responsible bidder, and the contract price is comparable to current market rates for the purchased item; or

- e. Any other process, in the Superintendent's or designee's discretion, that is likely to result in at least 3 known vendors providing bids for the item sought, regardless of whether at least 3 bids are actually received.
 2. Each bidder responding to a request for proposals must certify that it is not an Iran-linked business as defined by MCL 129.312.
 3. Awarding Bids
 - a. If competitive bidding is required by law, any contract must be awarded by the Board to the lowest responsible bidder.
 - b. In determining bidder responsibility, the District may take 1 or more of the following into account:
 - The District's experience with the bidder;
 - Others' experience with the bidder;
 - The bidder's history of satisfactory performance or questionable litigation, protests, or disputes;
 - The bidder's capitalization and solvency;
 - The length of time the bidder has been engaged in its business;
 - The recommendation of the District's professional consultants; and
 - Any other factor consistently and lawfully applied.
 - c. In any bid procedure, the District reserves the right to reject any or all bids or waive any informalities or irregularities in the bid process.
 4. Michigan-Based Business Preference
 - a. The District may give up to a 10% preference to a bidder that is a Michigan-based business as defined by MCL 18.1268.
 - b. The Michigan-based business preference will not apply if federal funds are used for the purchase.
- D. Purchases Using State Aid Act Funds
 1. The District will not use state aid to purchase foreign goods or services if American goods or services are available, competitively priced, and of comparable quality.

2. The District will give a preference to goods or services manufactured or provided by Michigan businesses if competitively priced and of comparable quality.
3. The District will give a preference to goods or services manufactured or provided by Michigan businesses owned and operated by veterans if competitively priced and of comparable quality.

E. Purchases Using Federal Funds

Purchases made with federal funds and subject to the federal Uniform Grant Guidance are also governed by Policy 3301A.

Legal authority: 2 CFR 200.1 et seq.; MCL 129.311 et seq.; MCL 380.1274; MCL 388.1764c

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3300 Facilities, Real, and Personal Property

3301A Purchasing and Procurement with Federal Funds

This Policy applies to purchases of property and services with federal funds and subject to the Uniform Grant Guidance. All terms in this Policy have the same respective meanings as defined by federal regulation (2 CFR 200.1-99).

A. State Law Requirements Still Apply

Bidding requirements under Policy 3301 and Policy 3306, as applicable, remain enforceable in addition to any requirements in this Policy.

B. Procurement Methods

The District must use 1 of the following procurement methods that includes information sufficient to inform all potential bidders about the District's technical, service, and bid procedure requirements:

1. Purchases up to \$10,000 (micro-purchases)

- a. To the extent District administration determines that the cost of the purchase is reasonable, micro-purchases may be made or awarded without bidding in accordance with this Policy. For purposes of this subsection, "reasonable" means the purchase is comparable to market prices for the geographic area.
- b. To the extent practicable, the District will distribute micro-purchases equitably among qualified suppliers.

2. Purchases between \$10,000 and \$49,999 (small purchase procedures)

The District will use a bidding procedure in Policy 3301 subsection C.1., except that the District may use the bidding procedure in subsection B.1.a, above, for purchases up to the then-current state bid threshold published annually by MDE if the District satisfies the annual certification requirements of 2 CFR 200.320(a)(1)(iv).

3. Purchases over \$50,000

- a. The District must either receive sealed bids through formal advertising or prepare a comprehensive request for proposals and submit it to at least 5 sources.
- b. With either method, the District will perform a price analysis, making an independent estimate of costs before receiving bids.

- C. The District will take affirmative steps to assure that minority-owned businesses, women's business enterprises, and labor surplus area firms are included in bidding opportunities.
 - D. A person may protest the veracity, conformity, or eligibility of a bid. The District will handle bid protests as follows:
 - 1. Within 48 hours of the time bid results are available, the protesting person will submit a written protest to the Superintendent describing in detail the nature of the protest;
 - 2. The Superintendent or designee will review the written protest, and the Superintendent may bring it to the Board's attention in the Superintendent's discretion; and
 - 3. A person's failure to file a protest as described above is an irrevocable waiver of the bid protest.
- Nothing in this Policy reduces or eliminates the District's rights or protections afforded under the law.
- E. The District will retain all bids and formal bid solicitation documents for a period of 6 years after the bid opening date, or longer if required by law.

Legal authority: 2 CFR 200.1 et seq.

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3300 Facilities, Real, and Personal Property

3302 *Acquisition of Real Property*

The Board may acquire real property for any purpose and through any means permitted by law.

- A. Acquisition costs must be reasonable, as determined by the Board. Reasonable cost may not be the same as fair market value.
- B. Subject to Board parameters and legal review, the Superintendent may obtain, negotiate, modify, and execute transaction documents for any Board-authorized acquisition of real property.
- C. The Board may meet in closed session to discuss the purchase or lease of real property as permitted by law.
- D. When title to real property is acquired, the District should provide written notice via registered mail to the local tax assessor by December 31 of the year of acquisition that the property will be tax-exempt.

Legal authority: MCL 15.268; MCL 207.501 et seq., 207.521 et seq.; MCL 380.553, 380.1225, 380.1351 et seq.; MCL 565.351 et seq.

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3300 Facilities, Real, and Personal Property

3306 Construction Bidding

The Board will comply with applicable laws and this Policy for the construction of a new school building or an addition to or repair or renovation of an existing school building (a "Construction Project").

A. When Competitive Bidding is Required

1. The District must competitively bid all labor and material for a Construction Project if the project cost exceeds the then-current state bid threshold published annually by MDE (the "Bid Threshold").
2. The District does not need to competitively bid a:
 - Construction Project costing less than the Bid Threshold;
 - contract for repair in emergency situations;
 - repair normally performed by District employees; or
 - professional consultant contract.

B. Bidding Procedure

1. If competitive bidding is required, the District must follow the bidding procedure prescribed by Revised School Code Section 1267 and award contracts to the lowest responsible bidder.
2. To determine whether a bidder is a responsible bidder, the District may consider the factors enumerated in Policy 3301 subsection C.3.b.
3. If competitive bidding is not required, the District may use any lawful means to procure contracts.
4. Each bidder must certify that it is not an Iran-linked business as defined by MCL 129.312.

C. Alternates

1. Bid specifications may require bidders to submit bids with mandatory alternates or allow bidders to submit voluntary alternates; provided, however, that no voluntary alternate may change the nature of the work.
2. The Board, in its discretion, may award bids based on allowable alternates.

D. Michigan Business Preference

For any Construction Project, the District may apply a preference to a Michigan-based business as described in Policy 3301 subsection C.4.

E. Construction Bidding Using State Aid Act Funds

The purchase of property and services made with state aid must comply with the requirements described in Policy 3301 subsection D.

F. Construction Bidding Using Federal Funds

The purchase of property and services made with federal funds subject to the Uniform Grant Guidance are also governed by Policy 3301A.

Legal authority: 2 CFR 200.1, et seq.; MCL 129.311 et seq.; MCL 380.1267; MCL 388.1764c

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3300 Facilities, Real, and Personal Property

3307 Construction Administration

This Policy sets forth procedures and requirements for District building and site improvements. Bidding requirements for construction appear in Policy 3306.

A. Plan Review

1. Before commencing construction, the District, or an authorized agent on the District's behalf, will submit project plans and specifications to the Michigan Bureau of Construction Codes Plan Review Division.
2. Alternatively, the District may submit the plans and specifications to the applicable local building department if the Board and the municipality's governing body have properly certified that full-time code officials, inspectors, and plan reviewers registered under the Skilled Trades Regulation Act will conduct plan reviews and inspections. In that situation, the District must also submit the plans and specifications to the Bureau of Fire Safety.
3. Before the District commences new construction or major renovation of a school building or athletic facility, the Superintendent or designee will consult with the law enforcement agency that will be the first responder for that building or facility about safety issues.

B. Professional Consultants

1. If the total cost of a school building construction project will be \$15,000 or more:
 - a. a Michigan-licensed architect or professional engineer must prepare the plans and specifications; and
 - b. a qualified person or firm must supervise construction as provided in MCL 388.851.
2. The District may hire a construction manager for any project. If the construction manager also performs construction, either directly or by assuming responsibility for the work of other contractors (e.g., construction manager as constructor):
 - a. the construction manager may not supervise such construction under MCL 388.851; and
 - b. the District must still bid the project as required by law.

C. Payment and Performance Bonds

1. For all contracts described in MCL 129.201 that exceed \$50,000, the principal contractor must procure performance and payment bonds in accordance with law.
2. Unless the Superintendent or designee determines otherwise, the District requires payment and performance bonds to be 100% of the contract sum.
3. The responsibility for procuring payment and performance bonds rests solely with the contractor. The District has no duty to ensure that a contractor has procured a payment or performance bond.

Legal authority: MCL 129.201 et seq.; MCL 339.6001 et seq.; MCL 380.1263, 380.1264;
MCL 388.851 et seq.

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3300 Facilities, Real, and Personal Property

3309 *Bus Inspections*

- A. Each school bus used to transport students to or from school or school-related events must meet or exceed safety standards required by law.
- B. The Michigan State Police or its authorized designee must inspect a new school bus before the District accepts delivery. The District may not accept delivery of a new school bus unless it passes inspection.
- C. The Michigan State Police or its authorized designee must inspect each school bus annually. Use of a school bus may be approved, restricted, or prohibited based on the results of an inspection.
- D. Any entity providing school bus services to the District may only use school buses that have passed inspection by the Michigan State Police.

Legal authority: MCL 257.1810, 257.1839, 257.1841, 257.1843

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3400 School Safety and Security

3405 Bloodborne Pathogens and Other Infectious Body Fluids

Bloodborne pathogens and other infectious body fluids can be transmitted through contact with skin, eyes, mouth, and mucous membranes, including by needle sticks, cuts, punctures, and bites. The District will observe universal precautions to prevent contact with blood or other potentially infectious materials. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids will be considered potentially infectious materials.

If one or more District employees are subject to occupational exposure, the Superintendent or designee will develop and annually update an exposure control plan that will be accessible to employees.

The District will provide training and post-exposure evaluations at no charge to employees whose duties are reasonably anticipated to result in occupational exposure to blood or other infectious materials.

“Bloodborne pathogens” means pathogenic microorganisms that are present in human blood and can cause disease in humans. Those pathogens include hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

“Universal precautions” means a method of infection control that treats all human blood and other potentially infectious material as capable of transmitting HIV, HBV, and other bloodborne pathogens.

Legal authority: 29 CFR 1910.1030; Mich Admin Code R 325.70004

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3400 School Safety and Security

3407 Asbestos Management

The District will maintain an asbestos management plan for each school building and otherwise comply with the requirements of the Asbestos Hazard Emergency Response Act (AHERA) and related regulations.

- A. Each asbestos management plan will address building inspections, re-inspections, preventative measures, periodic surveillance, response actions, operations and maintenance, notices, and other information required by law.
- B. Each school building will maintain in its administrative offices a complete, updated copy of the asbestos management plan for that school building. The District's administrative offices will maintain complete, updated copies of asbestos management plans for all school buildings. The District will make asbestos management plans available for inspection without cost but may charge a reasonable amount to make copies.
- C. The District will provide training and information, maintain records, and perform asbestos-related obligations with accredited persons as required by law.
- D. The Board designates the Director of Operations to oversee the District's compliance with the asbestos management plan and AHERA.

Legal authority: 15 USC 2641 et seq.; 29 CFR 1910.1001(k)(9)(ii), 1910.1101(j)(7)(ii); 40 CFR 763 Subpart E; MCL 388.861 et seq.

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3400 School Safety and Security

3408 Firearms and Weapons

The District is a weapon-free school zone. Except as otherwise permitted by Policy or required by applicable law, a person may not possess a weapon on District property. See also Policy 5206. Each person on District property must also comply with the federal Gun Free Schools Zone Act.

A. As used in this Policy:

1. A "firearm" means any weapon that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
2. "Pistol" means that term as defined by MCL 28.421.
3. "District property" means:
 - a. a building, playing field, or property used for school purposes to impart instruction to students or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses; and
 - b. a vehicle used by the District to transport students to or from a place described in subsection A.4.a above.
4. A "weapon" means a firearm, pneumatic gun, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles, or any other object used, intended, or represented to inflict serious bodily injury or property damage.

B. Permitted Uses

The following persons may possess a weapon on District property:

1. A peace officer as defined by law;
2. A student's parent or guardian licensed to carry a concealed pistol may carry a concealed pistol (but no other weapons) while in a vehicle if the parent or guardian is dropping the student off at, or picking the student up from, the student's school;
3. A person with permission from the Superintendent or designee to possess a firearm (but no other weapons) within any lawful parameters established by the Board; including:
4. An employee or contracted person if the possession of that weapon is to provide security services for the District.

C. Violations

1. Students and District personnel with knowledge that a person is in violation of this Policy should immediately report the violation to the building principal or designee.
2. Violation of this Policy will result in discipline of students, employees, and contractors, up to and including expulsion or termination, removal from District property, and referral to law enforcement.

Legal authority: 18 USC 921; MCL 28.425f, 28.425o; MCL 750.237a

Date adopted:

Date revised:

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4109 Break Time for Nursing Mothers

The District will provide reasonable break time for a non-exempt (i.e., hourly) employee to express breast milk for her nursing child in a place, other than a bathroom, that is shielded from view and free from intrusion by co-workers and the public for 2 years after the child's birth; additional time may be granted for appropriate cause as determined by the Superintendent or designee. The break time for this purpose will be unpaid unless the non-exempt employee uses paid break time to which she is otherwise entitled under an applicable collective bargaining agreement, individual employment contract, or employee handbook.

Legal authority: 29 USC 207(r)

Date adopted:

Date revised:

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4112 Extracurricular Employees or Volunteers

Persons employed in extracurricular activities, such as athletic coaches, advisors, or activity sponsors, and whose primary duty is instructing students in the rules, fundamentals, or techniques of the related sport or activity, but who are not otherwise employed by the District, are exempt from the Fair Labor Standards Act's minimum wage and overtime requirements.

Persons engaged as volunteers in the District's extracurricular activities may be paid a stipend at the end of the activity. Volunteer stipends must be limited to expenses incurred.

Extracurricular employees and volunteers serve on an at-will basis as determined by the Superintendent or designee.

Extracurricular employees are subject to background checks under Policy 4205. Volunteers may also be subject to background checks under Policy 4205 or using another verified background check method.

Legal authority: DOL Opinion Letter FLSA 2018-6

Date adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4202 *Children's Protective Services (CPS) Reporting and Student Safety and Welfare*

During the performance of their duties, employees must exercise due care for the safety and welfare of the District's students.

A. Required Reports to CPS, District administration, and Michigan State Police

1. A reporter must: (a) promptly notify the Superintendent or designee and the building principal of the report; and (b) submit an electronic or written report to CPS within the statutory timeframe of 24 hours. Failure to make an immediate report or follow-up with an electronic or written report may result in discipline, including discharge, as well as criminal or civil penalties. CPS may be contacted at 855-444-3911 or www.michigan.gov/mdhhs.

Administrators, teachers, counselors, social workers, psychologists, nurses, physical therapists, physical therapist assistants, occupational therapists, athletic trainers, and others identified as mandatory reporters pursuant to Michigan's Child Protection Law must *immediately* report all instances of suspected child abuse or neglect to CPS. Other employees are also expected to make reports to CPS of suspected child abuse or neglect.

2. Employees must promptly report to the building principal or the Superintendent or designee any instances of injury (accidental or intentional), violence, threats of violence, self-harm, hazards, or any other situation that endangers student safety and welfare or raises reasonable concerns as to the safety of students.
3. Employees must promptly report to the building principal or the Superintendent or designee incidents of student bullying and crimes or attempted crimes involving physical violence, gang-related activity, illegal possession of a controlled substance or controlled substance analogue, or other intoxicant, trespassing, and property crimes, including theft and vandalism.

Within 24 hours of an alleged incident, an administrator must make an appropriate report to the Michigan State Police as required by law.

B. Student Safety and Welfare

1. Employees will maintain control and supervision of students to ensure student safety and will take appropriate action if the employee observes an unsafe or dangerous situation.
2. Employees will treat students with respect and maintain appropriate professional boundaries with students both in and out of school. Employees

must avoid conduct with students that potentially creates the appearance of an unprofessional, unethical, or inappropriate relationship. Romantic relationships between employees and students are prohibited regardless of the student's age, including following graduation where the relationship arises out of an employee-student relationship.

3. An employee will not assess, diagnose, prescribe, or provide therapy or counseling services to a student unless: (a) the employee is appropriately certified or licensed under Michigan law; and (b) the services are within the employee's job duties. An employee will direct students in need of these services to the appropriate District employee or community resource.
4. Employees will comply with and respect confidentiality of student records and privacy rights, including not posting student information or images online without prior authorization from the employee's supervisor.
5. Employees will not interfere with or adversely impact a parent's/guardian's right to determine and direct their student's care, wellbeing, teaching, and education.
6. Pursuant to the state's 2013 Task Force on the Prevention of Sexual Abuse of Children, the Board authorizes the Superintendent or designee to consider and implement all of the following:
 - age-appropriate, evidence-based curriculum and instruction for students in grades pre-K to 5 concerning child sexual abuse awareness and prevention;
 - training for District personnel on child sexual abuse, including but not limited to, training on supportive, appropriate response to disclosure of abuse;
 - providing educational information to parents/guardians on the warning signs of a child being sexually abused and information on needed assistance, referral, or resources;
 - available counseling and resources for students affected by sexual abuse;
 - emotional and educational support for students affected by sexual abuse; and
 - a review of the system to educate and support personnel who are legally required to report child abuse or neglect.

Legal authority: MCL 380.10, 380.1308, 380.1308a, 380.1310a; MCL 388.1766; MCL 722.621 et seq.

Dated adopted:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4205 *Hiring and Background Checks*

The District is committed to prohibiting unlawful discrimination in its hiring practices consistent with Policy 4101. Hiring decisions are based on qualifications, skills, knowledge, abilities, education, certifications/licenses, experience, demeanor, and other criteria the Board may deem relevant. In making hiring decisions, the Board or designee will consider enrollment, operational requirements, financial needs, and the District's best interests.

A. Advertising and Posting

Vacancies may be posted on a designated website or other location and distributed to appropriate employee groups or relevant professional associations. The posting may outline general duties, qualifications, pay range, work experience, and hours. Vacancies may be posted for at least 10 calendar days unless a different time period is specified in a collective bargaining agreement. Applications must be submitted to the central office unless otherwise designated. The District may establish an online application process. Postings will comply with applicable collective bargaining agreements.

B. Hiring

The Board will determine the hiring process for the Superintendent. For all other positions, the Superintendent or designee will determine the process to consider and interview qualified applicants. The Superintendent or designee is authorized to hire non-exempt staff, temporary, and substitute employees. Teachers and administrators that the Superintendent or designee recommends for hire are subject to Board approval.

The District will not consider an applicant for employment unless the applicant provides the District with the following:

1. written consent for the criminal records division of the Michigan State Police to conduct the criminal history check required by Revised School Code Section 1230 and the criminal records check required by Revised School Code Section 1230a;
2. a signed statement that complies with Revised School Code Section 1230b(1); and
3. other required application materials.

Falsification or misrepresentation of credentials, qualifications, references, or application materials will be grounds for disqualification or discipline, including discharge.

C. Background Checks for Employees, Contractors, and Volunteers

1. The District will conduct a background check on a selected applicant before an offer of employment or before a person is assigned to regularly and continuously work under contract in any of its schools. The Superintendent or designee will receive and review the results of the background check before the District employs or allows the person to regularly and continuously work under contract in any of its schools, unless otherwise permitted by law.
2. "Regularly and continuously work under contract" means any of the following:
 - a. to work at school on a more than intermittent or sporadic basis as an owner or employee of an entity that has a contract with the District to provide food, custodial, transportation, counseling, or administrative services or to provide instructional services to pupils or related and auxiliary services to special education pupils;
 - b. to work at school on a more than intermittent or sporadic basis as a person under a contract with the District to provide food, custodial, transportation, counseling, or administrative services, or to provide instructional services to pupils or related and auxiliary services to special education pupils.
3. "School" means in a classroom, elsewhere on District property, or on a school bus or other school-related vehicle.
4. The background check will include:
 - a. a criminal history check pursuant to Revised School Code Section 1230;
 - b. a criminal records check pursuant to Revised School Code Section 1230a;
 - c. an unprofessional conduct check pursuant to Revised School Code Section 1230b; and
 - d. if a certification is required for the position, such as a teaching certificate or administrator certificate, District verification that the person's certification is valid.

The background check may include any other matters the District deems relevant, such as verifying references, school transcripts, and prior employment, as may be permitted by law.

If the criminal history check report, criminal records check report, or any other report discloses that the person has been convicted of a listed offense as defined in MCL 28.722, and the District verifies the conviction using public records, the District must not employ the person or allow the person to regularly and continuously work under contract in any of its schools. If any of the reports disclose that the person was convicted of a felony as defined in MCL 761.1, and the felony is not a listed offense, and the District verifies the

conviction using public records, the District must not employ the person or allow the person to regularly and continuously work under contract in any of its schools unless the Superintendent and the Board each specifically approve the employment or assignment in writing.

Employment offers are contingent on the Superintendent's or designee's review of the background check results.

All the information the District obtains via the criminal history check report, criminal records check report, or any other report that discloses that the person has been convicted of a listed offense will be maintained pursuant to 4205-AG-1.

5. Confidentiality

All the information the District obtains via the criminal history check report, criminal records check report, or any other report that discloses that the person has been convicted of a listed offense are to be considered confidential and will not be released except pursuant to 4205-AG-1(C)(5). Violation of confidentiality is a misdemeanor punishable by a fine up to \$10,000.

Notification from the Michigan Department of Education or Michigan State Police about a District employee's criminal conviction is exempt from FOIA for the first fifteen (15) days until the information is verified. Once verified, only information regarding physical or sexual abuse may be released. The employee may release the information with written authorization.

D. Other Post-Offer Considerations

The District will not make disability-related medical inquiries or inquire about an applicant's disability-related requested accommodation(s) until after a conditional job offer is made, consistent with Policy 4105. Based on the physical and mental demands of a position, an examination and/or drug test may be required following a conditional offer of employment. The examination will be performed by a healthcare provider identified by the Superintendent or designee at the District's expense.

Legal authority: MCL 28.722; MCL 380.1230, 380.1230a, 380.1230b; MCL 761.1

Date adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4209 Prohibition Against Abortion Referrals and Assistance

A District official, Board member, or District employee shall not refer a student for an abortion or assist a student with obtaining an abortion. This prohibition does not apply to a person who is the parent or legal guardian of that student.

If a parent/guardian of a student enrolled in the District believes that a District official, Board member, or District employee has violated this Policy, the parent/guardian may file a complaint with the Superintendent, who will investigate the complaint and, within 30 calendar days after the date of the complaint, provide a written report of their finding to the complainant and to the Superintendent of Public Instruction in accordance with state law. If a violation is substantiated, the Board or designee will discipline that person in accordance with the law, Board Policy, and any applicable collective bargaining agreement or individual employment contract. See Policy 2303. The Superintendent or designee will take corrective action to ensure that there is no further violation.

Legal Authority: MCL 380.1507; MCL 388.1766, 388.1766a

Date Adopted:

Date Revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4214 *Outside Activities and Employment*

A. General

An employee's duties to the District take precedence over other outside obligations while performing District duties or during work hours. An employee may not engage in other activities that adversely impact school employment or operation or that interfere with the employee's duties.

Except as otherwise provided in these Policies, an employee may secure additional employment, participate in business ventures, and serve as a volunteer. Such activities must not interfere with an employee's ability to carry out the employee's responsibilities, to serve as a role model in the community, or adversely impact the District's reputation. Employees must communicate with a supervisor before engaging in outside activities where a conflict of interest (as defined in Policy 4201) or the appearance of a conflict of interest or impropriety may exist.

B. Conduct Standards

Employees must fulfill their duties without conflict from outside employment or activities. Unless the Superintendent or designee grants written authorization, employees may not engage in the following outside activities:

1. provide private services, lessons, tutoring, or coaching for students assigned to the employee for additional remuneration;
2. conduct personal business during assigned duty hours;
3. represent, either expressly or by implication, that the District sponsors, sanctions, or endorses a non-District related activity, solicitation, or other endeavor;
4. sell, solicit, or promote the sale of goods or services to students or parents/guardians when the employee's relationship with the District is used to influence the sale or may be reasonably perceived as attempting to influence the sale;
5. sell, solicit, or promote the sale of goods or services to employees over whom the employee has supervisory or managerial responsibilities in a manner that the subordinate employee could reasonably perceive as coercive;
6. use employee, student, or parent/guardian information in connection with the solicitation, sale, or promotion of goods or services or provide that information to any person or entity for any purpose; or

7. use District personnel, facilities, resources, equipment, technology, property, or funds for personal financial gain or business activity.

C. Intellectual Property

Intellectual property includes written or artistic works, instructional materials, textbooks, curriculum, software, inventions, procedures, ideas, innovations, systems, programs, or other work product created or developed by an employee in the course and scope of performing District employment duties or during work hours, or derivative to District intellectual property, whether published or not. Such intellectual property will be the exclusive property of the District. The District has the sole right to sell, copy, license, assign, or transfer any and all right, title, or interest in and to that intellectual property.

Legal authority: 17 USC 101 et seq.; MCL 15.321 et seq., 15.401 et seq.; MCL 380.11a, 380.601a, 380.1805(1)

Date adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4215 District Technology and Acceptable Use Policy

The Board provides students, employees, volunteers, and other authorized users access to the District's technology resources, including its computers and network resources, for educational and other District purposes, in a manner that encourages responsible use. Any use of technology resources that violates federal and state law is prohibited.

Employees have no expectation of privacy when using the District's technology resources. Information and records on the District's network may be subject to disclosure under the Freedom of Information Act, and the District may monitor or access employees' electronic files, as deemed necessary.

Employees must not use District technology resources to record students, parents/guardians, or District personnel or to record a non-public meeting, unless performed for a legitimate educational purpose. The recording must be authorized by a supervisor or Policy. Unauthorized recording or dissemination of a recording may be subject to discipline, including discharge.

Employees must not use a password other than their own to access District technology resources unless authorized by a supervisor. Employees must protect their password(s) from being used by others. An employee will be responsible for any misuse if the employee failed to adequately secure their password(s).

District technology resources are provided for District-related services. Employees must minimize personal use of District technology resources and are prohibited from using those resources when doing so interferes with the employee's job responsibilities or District operations.

Employees must not permit students to engage in non-instructional computer games, movies, videos, and activities during the work or school day, unless authorized by a supervisor.

Employees must not download unauthorized software or applications.

Employees must immediately notify the District's technology department of any unauthorized access to, misuse of, or interference with the District's technology resources.

Employees must abide by Policy 3116 pertaining to District Technology and Acceptable Use, including complying with the Children's Internet Protection Act and executing an Acceptable Use Agreement.

Legal authority: 47 USC 254; MCL 397.606

Date adopted:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4216 *Personal Communication Devices*

“Personal communication devices” include employee-owned cell phones, computers, tablets, or any other device that enables an employee to access the internet or engage in communications through an application, social media, or any other communication method. Employee use of personal communication devices during the work day, including school-sponsored activities, and to conduct school-related business, is limited as follows:

- A. except in emergencies, an employee's use of personal communication devices shall not interfere with instructional activities or work-related duties. Employees taking an authorized break may use personal communication devices in a manner that does not disrupt the District's operations or violate the confidentiality of students or others;
- B. employees shall not use personal communication devices to access inappropriate content or engage in unlawful activities while on duty, on District property, or attending a District-related event;
- C. employees must not use personal communication devices to inappropriately communicate with other employees, students, and parents/guardians;
- D. employees must ensure that the District's records and files, including confidential student information, are only maintained on District-provided technology and that confidentiality is maintained. District records and files must not be stored on a personal communication device;
- E. employees recognize that when a personal communication device accesses the District's network, the employee's use may become subject to the District's Acceptable Use Policy;
- F. employees may not use their personal communication devices to record communications or images during the work or school day or at a school-sponsored event other than a public performance or sporting event, unless the employee has received permission from the Superintendent or designee. Dissemination of any recording is prohibited unless the Superintendent or designee approves that action in writing; or
- G. unauthorized recording of communications or images of students, parents, co-workers, or non-public meetings is prohibited and may result in discipline, including discharge.

Legal authority: MCL 380.11a(3), 380.601a

Date adopted:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4217 Social Media

Employee use of social media while on District property, during work hours, or while using District-owned devices must not interfere with District educational purposes or work performance and must not be used in any manner that violates this Policy, Policy 4201, or federal or state law.

“Social media” refers to any publicly accessible internet-based service that enables a user to share communications, images, or videos with others or participate in social networking. Social media includes blogs and social networking sites.

While using social media on or off duty, an employee must:

- A. not engage in criminal activity;
- B. make clear that the employee’s views or endorsement of political candidates and political parties are their own, not the District’s, as applicable;
- C. refrain from using a District email address to register on social networks, blogs, or other online tools for personal use;
- D. engage in appropriate communications with students, parents/guardians, and District stakeholders and community members;
- E. maintain student privacy and not disclose confidential student information;
- F. report to the appropriate administrator(s) any behavior or activity which endangers student or staff security, safety, or welfare; and
- G. refrain from engaging in behavior that disrupts or adversely impacts the efficacy of the District’s operations.

Employee use of social media in violation of this Policy detracts from the District’s educational mission, adversely impacts the District, and may result in discipline, including discharge.

Legal authority: MCL 380.11a(3), 380.601a

Date adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4218 *Employee Dress and Appearance*

Employee attire conveys an important image to students and the community. Employees must maintain professional dress and appearance, including appropriate hygiene, cleanliness, and grooming.

Employees must, at a minimum, dress in accordance with the student dress code.

A. Administrators, Professionals, Paraprofessionals, and Office Employees

Administrators, professionals, paraprofessionals, and office employees must dress in business casual attire except as otherwise appropriate to their individual assignments. Attire must not distract other employees or students from the learning environment or pose a safety risk. Employees shall not dress in a manner that expresses partisan or political speech unless expressly permitted by law, a collective bargaining agreement, or approved in writing by a building administrator.

The building administrator may temporarily suspend all or a portion of the dress code when other factors support a lower dress expectation for employees (e.g., designated "casual days" or "spirit days").

B. Food Service, Custodial, Maintenance, Mechanic, and Transportation Employees

Subject to any applicable collective bargaining agreement, food service, custodial, maintenance, mechanic, and transportation employees must dress in attire appropriate to the work the employee is performing and will not pose a safety risk to the employee or others.

Closed-toe shoes are required. Steel-toed shoes may be required for custodians, maintenance, and mechanics. The District reserves the right to require uniform clothing as may be appropriate.

C. Enforcement

The Superintendent or designee, in consultation with the DEI Director, as appropriate, has the discretion to make determinations about appropriate staff dress and appearance. Any violation of this Policy may result in discipline, including discharge.

Legal authority: MCL 380.11a(3), 380.601a

Date adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4219 Attendance

Regular, reliable, and in-person attendance is an essential job function for employees, unless the Superintendent or designee approves the absence in writing. Employee absences or tardiness negatively impact the education of students and may impose unnecessary burdens on coworkers. Employees will be held accountable for adhering to their assigned schedule. Any deviation from an employee's assigned schedule must be approved in advance by the employee's supervisor or designee.

Consistent with any applicable collective bargaining agreement or individual employment contract, an employee must report absences as directed by the employee's supervisor or designee. The Superintendent or designee reserves the right to request verification for absences if reasonable grounds exist to believe that an employee is misusing leave, has misrepresented the reason(s) for the employee's absence, or a pattern of absenteeism exists. When possible, leave must be requested in advance per an applicable collective bargaining agreement, individual employment contract, employee handbook, Policy, or law.

An employee who violates this Policy may be subject to discipline, including discharge.

Legal authority: MCL 380.11a(3), 380.601a

Date adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4220 Use or Disposal of District Property

Employees are prohibited from using District property for personal use unless the Superintendent or designee approves the use in advance. Employee use of District property will be consistent with Policies 3304 and 4214.

After use, District property must be immediately returned to the appropriate location or department. The property must be returned in the same condition it was in at the time of acquisition. The employee is responsible for the cost of repair or replacement if the employee negligently or intentionally damages the District's property.

Employees may not dispose of District property without the supervisor's written approval. Employees may not take possession of discarded District property without written approval from the Superintendent or designee.

State law regulates the disposal, removal, or refusal to return District books, papers, or records. Retention and disposal of District books, papers, or records must conform with the State of Michigan's Records Retention and Disposal Schedule for Michigan Public Schools.

An employee who violates this Policy may be subject to discipline, including discharge, and civil and criminal prosecution.

Legal authority: MCL 380.11a(3), 380.601a; MCL 399.811; MCL 750.491

Date adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4221 Employee Speech

As role models, employees must exercise sound judgment in their interactions with students, parents/guardians, and members of the community and maintain a high degree of professionalism and objectivity. Employees must act within the scope of their respective duties and responsibilities.

A. Curriculum, Instruction, and Controversial Topics

During instruction and discussion of controversial issues, employees must follow these guidelines:

1. the issues discussed must be relevant to the curriculum and be part of a planned educational program;
2. students and parents/guardians must have free access to appropriate materials and information for analysis and evaluation of the issues;
3. employees must allow discussion of a variety of viewpoints so long as that discussion does not substantially disrupt the educational environment;
4. the topic and materials used must be within the students' range, knowledge, maturity, and competence;
5. employees must obtain pre-approval from the building principal before instructing students about sensitive or controversial issues; and
6. employees must not advocate partisan causes, sectarian religious views, or self-propaganda of any kind during school or school-related functions. Employees may express a personal opinion as long as students are encouraged to reach independent decisions.

Employees who are unsure of their obligations must confer with their building principal or supervisor.

B. Speech on Matters of Public Concern

The District respects and supports its employees' right as citizens to exercise free speech in a responsible manner.

Free speech rights are not absolute and are subject to restriction when the employee is acting within the course and scope of their employment.

When speaking as a citizen on a matter of public concern, an employee must not make written, verbal, online, or nonverbal statements that cause a substantial disruption to the school environment, violate federal or state law, or otherwise violate these Policies. An employee's right as a citizen to comment upon matters

of public concern must be balanced against the District's interest in promoting the efficiency of the public services it performs through its employees.

Employees do not speak on behalf of the District or a school unless specifically authorized by the Board or Superintendent.

Legal authority: U.S. CONST. amend. I; Const 1963, art I, § 5

Date adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4222 Unauthorized Work Stoppage and Strikes

Employees are prohibited from engaging in a strike. A strike is the concerted failure to report for duty, the willful absence from a person's position, the stoppage of work, the refusal to perform or volunteer for duties that had been performed in the past, or the abstinence in whole or in part from the full, faithful, and proper performance of the employment duties for the purpose of inducing, influencing, or coercing a change in employment conditions, compensation, or the rights, privileges, or obligations of employment.

Employees who violate this Policy may be subject to discipline, including discharge, and financial penalties under the Public Employment Relations Act.

The District is prohibited from engaging in a lock-out, unless operations have been ceased, in whole or in part, due to a strike in violation of this Policy.

Legal authority: MCL 423.201, 423.202

Date adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4224 Personnel Files and Payroll Information

A. Contents

The District will maintain accurate and up-to-date personnel files. A personnel file will include the physical or electronic records kept by the District that identify an employee, to the extent that the record is used or has been used for, or may affect or be used for, that employee's qualifications for employment, hire, promotion, transfer, compensation, or discipline. Personnel files may be electronically stored, in whole or in part, by the District in a secure manner.

The District will not suppress or remove information about unprofessional conduct from a personnel file as required by Revised School Code Section 1230b, regardless of any contrary term in any applicable collective bargaining agreement, individual employment contract, resignation agreement, severance agreement, or other agreement.

B. Payroll Records

The District will record and maintain the following payroll information for all active employees:

1. name and social security number;
2. address, including zip code;
3. birth date;
4. sex;
5. occupation;
6. time and day when work week begins;
7. hours worked each day and work week;
8. hourly pay rate;
9. total daily or weekly straight-time earnings;
10. total overtime earnings for each work week;
11. all additions to or deductions from wages;
12. total wages paid each pay period; and
13. date of payment and pay period covered by the payment.

C. Employee Review

Employees may request to review their personnel file at a reasonable and mutually agreed upon time, with or without union representation. A central office employee will be present during the review. Employees requesting a copy of the personnel file may be charged a fee.

If there is a disagreement with information contained in a personnel file, the District and the employee may mutually agree to remove or correct that information, unless it concerns substantiated unprofessional conduct. If the District does not agree to remove or amend the information, the employee may submit a written statement explaining the employee's position (not exceeding 5 sheets of 8-1/2" x 11" paper). The written statement will be included if the information is disclosed to a third party.

D. Third Party Disclosure

Personnel file contents may be subject to disclosure under the Freedom of Information Act (FOIA). Certain documents in a personnel file may be subject to mandatory or permissible disclosure exemptions under FOIA. Disclosure of other personnel file information may be specifically prohibited or limited by state and federal statute. Before releasing information in response to a FOIA request for documents within an employee's personnel file, the District will review those documents to identify permissible and mandated disclosure exemptions.

Criminal history checks, unprofessional conduct checks, drug test results, confidential personal references, medical information, and other confidential information will be maintained in a separate, secure file.

Absent an employee's written consent or authorization, the District will not release an employee's discipline records to a third party, pursuant to a FOIA request or otherwise, unless the District has provided the employee with notice via first class mail to the employee's last known address, or another consented form of communication, which will be mailed on or before the day on which the information is released. Discipline more than 4 years old will not be disclosed unless the employee has executed a written release to disclose the records or as otherwise permitted by law, including Revised School Code Section 1230b.

Legal authority: MCL 15.231 et seq.; MCL 380.1230b; MCL 408.931 et seq.; MCL 423.501 et seq.

Date adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4225 Temporary Remote Work

The Board recognizes that in-person work is an essential function of school employment. The Superintendent or designee may, however, permit certain employee positions to work remotely on a temporary basis during a health or safety risk declared by a local, State, or federal governmental authority or in other extraordinary circumstances.

- A. When determining whether to permit a position to work remotely in an extraordinary circumstance, the Superintendent or designee may consider the following factors:
 1. The duties of the position;
 2. The need to protect and access confidential student, personnel, and financial information;
 3. The need to supervise, direct, or evaluate students or personnel;
 4. The need to provide direct, physical services to students such as speech, physical, or occupational therapy;
 5. Working conditions outlined in the applicable collective bargaining agreement; and
 6. Other relevant factors as determined by the Superintendent or designee.
- B. If the District is providing in-person instruction, the following employees may not work remotely, unless required pursuant to Paragraph C below:
 1. Professional Staff;
 2. Administrators/Supervisors;
 3. Bus drivers;
 4. Secretaries;
 5. Food service employees;
 6. Custodians;
 7. School nurses;
 8. Daycare workers; and
 9. Paraprofessionals.

- C. Notwithstanding anything to the contrary in this Policy, an employee with a disability may request remote work as a reasonable accommodation under Policy 4105.

Granting a request to perform work remotely shall be considered temporary and does not obligate the District to grant remote work as a continuing reasonable accommodation.

- D. This Policy shall not limit the District's ability to determine the method of instruction to students or to provide instruction in the best interest of its students. The Board has the authority to determine whether students will receive instruction in-person, remotely, or through an alternative method.

Legal authority: MCL 380.11a(3); 42 USC § 12101 et seq.

Date adopted:

Date revised:

Series 4000: District Employment

4300 Non-Exempt Staff

4301 Definition

"Non-exempt staff" may include transportation, custodial, maintenance, food service, clerical, and paraprofessional employees and other employees who do not meet an exemption under the Fair Labor Standards Act or the Michigan Improved Workforce Opportunity Wage Act. The term does not include "exempt" professional staff, administrators, supervisors, or the Superintendent (as defined in Policies 4401, 4501, and 4601). Non-exempt staff are employed at-will and their employment may be altered or terminated at any time with or without cause, unless governed by a collective bargaining agreement or individual employment contract containing a different standard of employment security.

Unless otherwise provided by a collective bargaining agreement or individual employment contract, non-exempt staff will be subject to a probationary period of 1 work year.

Legal authority: 29 USC 201 et seq.; MCL 380.11a(3), 380.601a; MCL 408.934a

Date adopted:

Date revised:

Series 4000: District Employment

4300 Non-Exempt Staff

4302 Employee Pay, Including Minimum Wage and Overtime

Non-exempt staff will receive hourly compensation at a rate not less than the hourly minimum wage required by federal or state law, whichever is greater. Wages will be paid for all hours worked, including for training time required by the District.

Non-exempt staff will receive overtime compensation at a rate of 1.5 times their regular hourly rate for work more than 40 hours in a work week, unless a higher rate is established through a collective bargaining agreement or other written agreement covering the non-exempt staff member. Paid leave time (e.g., vacation, sick, or personal days) will not count as hours worked for overtime compensation, unless otherwise stated in a collective bargaining agreement or individual employment contract.

Overtime work must be pre-approved by a supervisor and properly recorded.

If the non-exempt staff member is compensated at multiple hourly wage rates during a work week, the overtime rate will be based on a weighted blend (by hours worked at each wage rate) of the wage rates earned by the employee in the applicable work week.

Collective bargaining agreements and individual employment contracts may provide for additional overtime compensation.

Legal authority: 29 USC 201 et seq.; MCL 408.931 et seq.

Date adopted:

Date revised:

Series 4000: District Employment

4300 Non-Exempt Staff

4303 *Compensatory Time*

- A. The District may offer Non-Exempt Staff compensatory time, in lieu of overtime pay, at a rate of 1.5 hours of compensatory time for 1 hour of time for which the employee earns overtime pay. The District may determine that some employee classifications are ineligible for compensatory time.
- B. For represented, Non-Exempt Staff compensatory time must be provided under a collective bargaining agreement, memorandum of understanding, or other agreement between the District and the exclusive collective bargaining representative.
- C. For non-represented, Non-Exempt Staff, the staff member must submit an express, voluntary written request to receive compensatory time in lieu of overtime pay before the performance of overtime work. This request is subject to prior approval by the District. The Non-Exempt Staff member's written request must be kept in the payroll file for each instance of compensatory time.
- D. Compensatory time is only available to those Non-Exempt Staff members who receive 10 or more paid days of leave per year, in addition to the compensatory time. If requested by the employee and approved by the District, the terms of the compensatory time plan are subject to the following:
 - 1. acceptance of compensatory time in lieu of overtime pay is not required as a condition of employment;
 - 2. employees are permitted to use compensatory time unless it will unduly disrupt District operations;
 - 3. employees may not accrue more than 240 hours of compensatory time at any time;
 - 4. employees may, at any time, request monetary compensation for accrued compensatory time at a rate not less than the regular rate earned by the employee at the time the employee earned the compensatory time. Payment must be made within 30 days after the request; and
 - 5. upon voluntary or involuntary termination of employment, an employee who has accrued compensatory time must be paid monetary compensation for accrued compensatory time at a rate not less than the regular rate earned by the employee at the time the employee earned the compensatory time.
- E. Unless otherwise prohibited by a collective bargaining agreement, the District may terminate a compensatory time plan after providing 60 days' notice to Non-Exempt staff. Employees will receive monetary compensation for accrued

compensatory time at a rate not less than the regular rate earned by the Non-Exempt Staff at the time the staff member earned the compensatory time.

- F. The District must provide Non-Exempt Staff who earn compensatory time a statement reflecting the accrual and use of compensatory time in the period that it is earned or used. The payroll records for Non-Exempt Staff who earn compensatory time must identify the accrual of compensatory time.
- G. The District will not directly or indirectly interfere with a Non-Exempt Staff member's right to request or not request compensatory time in lieu of overtime pay or require a member to use compensatory time. In assigning overtime hours, the District will not discriminate among Non-Exempt Staff within a classification based on the choice to request or not request compensatory time off in lieu of overtime pay.

Legal authority: 29 USC 207; MCL 408.414a, 408.934a

Date adopted:

Date revised:

Series 4000: District Employment

4300 Non-Exempt Staff

4304 Employee Timekeeping Responsibilities

Non-Exempt Staff must record all hours worked in compliance with District procedures. Non-Exempt Staff will be compensated for authorized recorded hours worked, including preliminary and subsequent work activities and overtime. Timekeeping records must reflect actual time worked to ensure accurate payment of wages.

Substantiated falsification or misrepresentation of hours worked may result in discipline, including discharge.

Legal authority: 29 USC 201 et seq.; MCL 408.471 et seq.

Date adopted:

Date revised:

Series 4000: District Employment

4300 Non-Exempt Staff

4307 Performance Evaluation

The Superintendent or designee will determine the frequency of evaluations for Non-Exempt Staff not covered by a collective bargaining agreement that addresses evaluation frequency.

Unless an evaluation tool is specified in a Non-Exempt Staff member's collective bargaining agreement, the Superintendent or designee may select an evaluation tool that serves the District's best interests.

Non-Exempt Staff covered by a collective bargaining agreement or individual employment contract will be evaluated using the procedures and criteria set forth in that agreement.

Legal authority: MCL 380.11a(3), 380.601a

Date adopted:

Date revised:

Series 4000: District Employment

4300 Non-Exempt Staff

4308 Reduction and Recall of Non-Exempt Staff

The Board, in its sole discretion, may determine that a reduction in force of a Non-Exempt Staff member is appropriate due to curricular, fiscal, personnel management, or other operating conditions. A reduction in force may consist of a reduction of hours or personnel. Reductions in force and recalls are subject to Board approval.

A. Staff Subject to a Collective Bargaining Agreement or Individual Employment Contract

If the Board determines that a reduction of Non-Exempt Staff governed by a collective bargaining agreement or individual employment contract is necessary, the Superintendent will implement a reduction in force in conformance with the applicable agreement(s).

B. Non-Exempt Staff Not Subject to a Collective Bargaining Agreement or Individual Employment Contract Containing Reduction and Recall Provisions

1. Reduction in Force

The Superintendent or designee will make reduction in force recommendations to the Board. The Superintendent's or designee's recommendation to the Board may consider the following criteria for reduction, which are not in order of priority or weight:

- a. programs and services to be offered;
- b. employee qualifications, abilities, skills, and education;
- c. federal, state, and local funding;
- d. employment experience that is relevant to an assignment;
- e. federal and state laws or regulations that may mandate certain employment practices;
- f. special or advanced training that would be of present or future value to the District;
- g. the organizational and educational effect caused by a reduction of Non-Exempt Staff member(s);
- h. formal and informal evaluation of Non-Exempt Staff performance by a supervisor;
- i. length of service with the District and within a classification; and

- j. any other criteria that are rationally related to providing effective support services and operation of or administration of the District, such as discipline record and compliance with attendance Policies and procedures.

2. Notification

Notice will be provided as follows:

- a. Before the Board considers a reduction in force, the Superintendent or designee will notify, in writing, each affected non-exempt staff member that the Superintendent or designee is recommending a reduction in force or hours that would affect the non-exempt staff member and the date and time of the Board meeting at which the Board will consider the reduction in force.
- b. After the Board's decision on reduction in force, the Superintendent or designee will provide written notice of the Board's action to the affected non-exempt staff member(s).
- c. A non-exempt staff member who is subject to a reduction in force must, during the period which the member is eligible for recall, provide the District with an accurate residential address, email address, and phone number and report any subsequent change in the employee's contact information. Failure to maintain current contact information may be deemed a waiver of recall rights.
- d. The District may allow a laid off non-exempt staff member to be included on the District's list of substitutes at the Superintendent's or designee's discretion. If the District uses a laid off non-exempt staff member as a substitute, remuneration will be determined by the District or an applicable collective bargaining agreement.

C. Recall

A Non-Exempt Staff member subject to a reduction in force as described above will have preferred rights to recall to employment for a period of 12 months commencing on the date that the District implemented the reduction in force. The Non-Exempt Staff member will be recalled to any position within the member's classification. Recall decisions will be based on the criteria specified in subsection B.1 of this Policy.

A Non-Exempt Staff member who declines an offer of recall to a position comparable to that held at the time of layoff or for which he/she is otherwise qualified will be removed from the recall list and will forfeit any further employment rights with the District.

A Non-Exempt Staff member must respond within 10 days after the date the District sent notice of recall. Failure to do so may be deemed a waiver of recall rights.

Legal authority: MCL 380.11a(3), 380.601a

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4401 Definition

A. General

Professional Staff primarily perform work that requires advanced knowledge or work that is intellectual in nature, consistent with the FLSA's (Fair Labor Standards Act) definition of "professional." The Professional Staff member's area of expertise is related to learning or comes from prolonged course of study, including teachers and Non-Teaching Professionals, but excluding Administrators/Supervisors (as defined under Policy 4501) and the Superintendent (as defined under Policy 4601).

B. Teachers

Teachers are professional persons who provide or direct instruction to students and must be appropriately qualified and certified for the assigned teaching position, consistent with federal and state law and District Policies. Each teacher shall maintain required qualifications and certification as a condition of that teacher's continued employment.

A classroom teacher employed by the District must: (1) have a valid Michigan teaching certificate or authorization to teach under Revised School Code Section 1233b; and (2) be assigned by the District to deliver direct instruction to students as a teacher of record.

A teacher must promptly notify the Superintendent or designee, in writing, if the teacher's certification or authorization expires, is revoked, or nullified. Failure to provide this written notice, whether willfully or negligently, may result in discipline, including discharge.

C. Non-Teaching Professionals

Non-Teaching Professionals are "other Professional Staff" who are not teachers and who meet the professional exemption under the FLSA, such as counselors (i.e., those counselors who are not certified teachers), social workers, teacher consultants, behavior specialists, speech pathologists (i.e. who are not certified teachers), physical or occupational therapists, nurses, and psychologists. A Non-Teaching Professional is not required by law to hold a teaching certificate or authorization for the assigned duties. Each Non-Teaching Professional must be qualified and certified as required by the Board or federal and state law. Each Non-Teaching Professional must maintain those qualifications and certifications as a condition of that person's continued employment.

A Non-Teaching Professional must promptly notify the Superintendent or designee, in writing, if the person's certification, license, or endorsement expires,

is revoked, or nullified. Failure to provide this written notice, whether willfully or negligently, may result in discipline, including discharge.

Legal authority: 29 USC 201 et seq.; MCL 38.81 et seq.; MCL 380.1231, 380.1233, 380.1233b, 380.1236, 380.1237

Date adopted:

Dated revised:

Series 4000: District Employment

4400 Professional Staff

4406 Professional Improvement Sabbaticals

The Board may, in its sole discretion and consistent with Revised School Code Section 1235, approve a Professional Staff member's paid or unpaid leave of absence for the purposes of pursuing professional improvement (i.e., a sabbatical) or any other similar circumstance. A Professional Staff member seeking a leave of absence must apply in writing to the Superintendent or designee for presentation to the Board at least 60 days in advance. The leave of absence will be consistent with any applicable collective bargaining agreement or individual employment contract.

Legal authority: MCL 380.1235

Date adopted:

Date revised:

Series 4000: District Employment

4500 Administrators/Supervisors

4501 Definition

An Administrator, Supervisor, or Director performs duties meeting the administrative or executive exemptions under the Fair Labor Standard Act. Administrators, Supervisors, and Directors report to the Superintendent or designee.

A. Administrators

Administrators manage, supervise, and oversee District curriculum, instructional programs, and instructional services. As a condition of continued employment, Administrators must hold and maintain certificates, licenses, credentials, and qualifications (collectively, the "Certification") as set by the Board or required by law, including Revised School Code Sections 1246 and 1536.

1. "Administrator" includes the building principal, assistant principal, assistant superintendent, and any other person whose primary responsibility is administering instructional programs, as well as the position of "chief business official" as defined in Revised School Code Section 1246.
2. If an Administrator's Certification expires, is nullified, or is revoked, the Administrator must immediately notify the Superintendent or designee, in writing.
3. Administrators will be subject to individual employment contracts not to exceed 3 years and may be governed by a collective bargaining agreement.
4. Administrators are subject to Revised School Code Section 1229(2) for purposes of non-renewal.

B. Non-Instructional Supervisors or Directors

Non-Instructional Supervisors or Directors include managerial personnel who are not Administrators within the definition of this Policy and who have the authority to direct, recommend, hire, discipline, and discharge personnel they supervise, including transportation, custodial, maintenance, or food service personnel. Non-Instructional Supervisors or Directors may be provided individual employment contracts not to exceed 3 years and may also be governed by a collective bargaining agreement.

Legal authority: MCL 380.1229, 380.1246, 380.1536

Date adopted:

Date revised:

Series 4000: District Employment

4500 Administrators/Supervisors

4502 Assignment and Transfer

Consistent with an applicable collective bargaining agreement or individual employment contract, the Superintendent or designee is authorized to assign or transfer an Administrator, Supervisor, or Director to another Administrator, Supervisor, or Director position and realign duties and responsibilities. The compensation will be commensurate with duties and responsibilities established by the Board.

Legal authority: MCL 380.11a(3), 380.601a, 380.653

Date adopted:

Date revised:

Series 4000: District Employment

4500 Administrators/Supervisors

4506 Discipline

The Superintendent or designee may discipline Administrators, Supervisors, or Directors for misconduct, violations of contract, Policy, or law, or other inappropriate behavior. Off-duty conduct may result in discipline if it adversely impacts the District and is not otherwise a legally protected activity. This Policy does not cover termination of an Administrator, Supervisor, or Director, which is addressed in Policy 4507.

Before discipline is imposed, the Administrator, Supervisor, or Director will be provided an opportunity to respond to the allegation(s).

An Administrator, Supervisor, or Director governed by a collective bargaining agreement or individual employment contract may be disciplined consistent with applicable procedures and standards in that agreement. An employee who is subject to an investigatory interview that may result in discipline or who reasonably believes an investigatory interview may result in discipline may bring a representative consistent with Policy 4108.

If the Superintendent or designee concludes, by a preponderance of the evidence, that the conduct in question has been substantiated and that discipline is warranted, the Superintendent or designee may discipline the employee so long as the basis for the discipline follows the standard(s) identified in the employee's applicable collective bargaining agreement or individual employment contract. If the employee is not subject to a collective bargaining agreement or individual employment contract, the Superintendent or designee may implement discipline for any lawful reason. The disciplinary action may be considered in the employee's performance evaluation. Written discipline will be placed in the employee's personnel file.

A suspension without pay may be imposed as a disciplinary consequence, consistent with the Fair Labor Standards Act, for infractions of safety rules of major significance or infractions of workplace conduct rules, such as rules prohibiting unlawful harassment, workplace violence, drug or alcohol use, or for infractions of state or federal laws. Disciplinary deductions may only be made in full-day increments and must be imposed pursuant to a written Policy applicable to all employees.

Evidence of substantiated unprofessional conduct cannot be suppressed or removed from a personnel file consistent with Revised School Code Section 1230b.

The Teachers' Tenure Act shall apply if an Administrator's tenure rights are implicated by the disciplinary action.

Legal authority: 29 CFR 541.602(b)(5); MCL 380.11a, 380.601a, 380.653, 380.1230b, 380.1249, 380.1249b; MCL 423.209

Date adopted:

Series 4000: District Employment

4500 Administrators/Supervisors

4507 Termination

For purposes of this Policy, "termination" refers to a proposed action to discharge or permanently discontinue the employment of an Administrator, Supervisor, or Director during the term of an individual employment contract. Non-renewal at contract expiration is not a termination under this Policy and is addressed in Policy 4508.

Unless otherwise provided by an applicable collective bargaining agreement or individual employment contract, an Administrator, Supervisor, or Director may be terminated for any lawful reason. Off-duty conduct may result in termination if it adversely impacts the District and is not a legally protected activity.

The Superintendent or designee will provide written charges in support of the recommendation for discharge and notice of the Board hearing date, time, and location, to the Administrator, Supervisor, or Director in advance of a Board meeting on the charges. The employee may request a hearing in closed session, but the Board's decision on the termination recommendation must be made in open session. If the employee requests a hearing, the employee has the right to bring legal counsel or another representative of the employee's choice (at the employee's expense) to hear and contest the evidence supporting the termination recommendation and to submit evidence in support of the employee's retention.

The Board resolution or written correspondence identifying the reason(s) for the Board's decision on termination will be placed in the employee's personnel file.

If the employee holds tenure rights as a classroom teacher and the District seeks to terminate those tenure rights, the District will comply with the Teachers' Tenure Act.

Legal authority: MCL 38.71 et seq.; MCL 380.1229(2), 380.1229(3)

Date adopted:

Date revised:

Series 4000: District Employment

4500 Administrators/Supervisors

4508 Administrator Non-Renewal

A. Administrators Subject to Revised School Code Section 1229(2)

Administrator contract non-renewal may be subject to Revised School Code Section 1229(2) depending on the person's responsibilities, duties, and certification. If the non-renewal of an Administrator is subject to Revised School Code Section 1229(2), this Policy shall be implemented consistent with that statute.

"Non-renewal" is an action to discontinue an employment contract at contract expiration. Termination during the term of an existing employment contract is addressed in Policy 4507.

If Revised School Code Section 1229(2) applies, the non-renewal of an Administrator's individual employment contract must be preceded by a notice to the employee that the Board is considering non-renewal. Written notice of consideration of non-renewal must be given to the Administrator at least 90 calendar days before the expiration date of the Administrator's contract. The Administrator will be provided notice of the Board meeting at which the consideration of non-renewal will be reviewed and may request an open or closed session, where appropriate. The Board must act in open session on the recommendation to consider non-renewal.

The Superintendent or designee will notify the Administrator of the Board's decision to consider non-renewal, including a written statement of the reason(s). The employee may request to meet with a majority of the Board to discuss the reason(s) in open or closed session, where appropriate. The meeting with the majority of the Board to discuss the reason(s) it is considering non-renewal must take place following notice to the administrator of the consideration of non-renewal and before any action of non-renewal.

There must be a minimum of 30 calendar days between the time that the administrator is provided written notice that the Board is considering non-renewal, including a statement of the reason(s) for consideration of non-renewal, and the Board's action to renew or non-renew the administrator's individual employment contract. The resolution and notice of non-renewal must be provided to the administrator not less than 60 calendar days before the expiration date of the administrator's individual employment contract.

If the non-renewal is based on a reduction in personnel and not for a performance reason, the Board's review and action must take place in open session.

If the employee holds tenure rights as a classroom teacher and the District seeks to terminate those tenure rights, the District will comply with the Teachers' Tenure Act.

B. Non-Renewal of a Supervisor or Director

A Supervisor's or Director's contract may be non-renewed in accordance with the applicable individual employment contract or collective bargaining agreement. Absent any contractual guidance, recommendation of non-renewal will be presented to the Board at least 30 calendar days before the contract expiration, stating the reason(s) for the recommendation. Advance written notice of the recommendation, the time, date, and location of the Board meeting, and option for closed session deliberation will be provided to the Supervisor or Director.

Legal authority: MCL 380.1229

Date adopted:

Date revised:

Series 4000: District Employment

4600 The Superintendent

4601 General

A. Employment

Except in limited circumstances as otherwise allowed by law, the Board will employ a Superintendent as the District's chief administrative officer who will report to the Board. The Superintendent's individual employment contract will not exceed 5 years. The Superintendent will maintain appropriate certification, as well as comply with continuing education requirements, as a condition of continued employment. The Superintendent must immediately notify the Board if his or her certification expires or is nullified or revoked.

B. Duties and Responsibilities

The Superintendent will regularly advise the Board on significant legal, educational, financial, and other school-related developments affecting the District and the Board and will demonstrate exemplary leadership and knowledge of contemporary educational philosophy and effective practices.

The Superintendent will ensure compliance with requirements imposed by federal and state law, Policy, and governmental authorities with jurisdiction over Michigan schools. The Board delegates to the Superintendent the general power and authority to do the following, within Board-approved Policy and budgetary parameters:

1. direct curriculum and take actions to maximize student safety, welfare, and educational opportunities;
2. suspend students up to 59 days and expel students consistent with Policy 5206;
3. ensure compliance with student disciplinary standards and procedures;
4. accept all employee resignations on the Board's behalf;
5. make other employment decisions consistent with these Policies, specifically including the right to hire, recall, transfer, assign, direct, discipline, and recommend or impose termination, as applicable;
6. develop and implement recruitment, application, and selection procedures to fill vacancies for Non-Exempt Staff, Teaching Professionals, Non-Teaching Professionals, Administrators, Supervisors, and Directors and to make hiring recommendations to the Board for approval, if applicable;

7. manage District grounds, buildings, property, and equipment and make determinations about their use, maintenance, improvements, purchases, and repairs in accordance with law;
8. temporarily close one or more of the District's schools or programs or alter the school day when the Superintendent determines that the action is necessary for the health and safety of students and staff;
9. maintain adequate supplies and materials for students and staff;
10. consult with outside advisors, attorneys, auditors, and others in the best interests of the District;
11. negotiate collective bargaining agreements and other contracts, subject to Board review and ratification;
12. serve as the Board's spokesperson and community liaison;
13. develop, recommend, and implement cooperative programs and services with other public and private entities that will promote attainment of District goals and objectives;
14. implement Board policies and supervise the District's day-to-day operations;
15. take action in circumstances not authorized by Board action or Policy when required to effectively run the District's day-to-day operations, to respond to a lawful order, or to implement rules to protect health and safety. The Superintendent should (1) inform the Board of the action taken and the need for expedited action; and (2) report the action to the Board during the first meeting following the action;
16. draft administrative guidelines and forms which are consistent with these Policies or the law to effectively run the District's operations; and
17. take action as permitted or required by law or as authorized by Board action or Policy.

C. Fiscal Management

The Superintendent, in consultation with other District personnel, will prepare and present to the Board a proposed annual District budget for the upcoming fiscal year. Budget adoption and amendments will be subject to Board approval. The Superintendent will furnish the Board with all information requested by the Board for proper consideration of the proposed budget. After the proposed budget is adopted by the Board at a public hearing held in compliance with the Budget Hearings of Local Government Act, the Superintendent, in consultation with the individual acting in the capacity of the District's business official, will oversee and control budget expenditures to ensure compliance with the budget adopted by the Board.

Legal authority: MCL 141.411 et seq.; MCL 380.11a, 380.601a, 380.653, 380.654,
380.1229(1), 380.1229(4), 380.1246, 380.1536

Date adopted:

Date revised:

Series 4000: District Employment

4600 The Superintendent

4602 *Hiring*

The Board will determine and select the best candidate to serve as the Superintendent, based on qualifications, experience, and demonstrated capabilities. The Board may enlist professional consultants, employees, community members, or others to assist with the recruitment and selection process.

Qualified candidates will possess and maintain certifications, permits, and approvals required by federal and state law for the office of Superintendent. The hiring process will comply with the Michigan Open Meetings Act.

Before hiring the selected candidate, an offer of employment will be conditioned on successful completion of a background check as described in Policy 4205.

The Board should consult with legal counsel when drafting the Superintendent's employment contract.

The Superintendent's employment contract shall not exceed five years in duration. If a Superintendent vacates the position before a new Superintendent is selected, the Board shall appoint an interim Superintendent to oversee operations until a new Superintendent is selected. Hiring decisions shall be based on qualifications, skills, knowledge, abilities, education, certifications/licenses, experience, demeanor, and other criteria the Board may deem relevant.

Legal authority: MCL 15.261 et seq.; MCL 380.1229(1), 380.1536

Date adopted:

Date revised:

Series 4000: District Employment

4600 The Superintendent

4604 *Absence/Incapacity*

If the Superintendent is physically or mentally incapacitated or if there is reason to believe that the Superintendent is unable to perform the duties of the position, pursuant to the Superintendent's individual employment contract and in accordance with federal and state law, the District may require the Superintendent to provide medical information or undergo a physical examination or psychological assessment to determine the Superintendent's ability to perform the duties of the position.

The Superintendent is a key employee as defined under the Family Medical Leave Act (FMLA), whose FMLA leave is limited to 12 weeks (60 work days). See Policy 4106.

If the Superintendent is incapacitated and has not requested leave or if there is reason to believe that the Superintendent cannot perform the duties of the position, the Board President, after consulting with legal counsel, may place the Superintendent on paid administrative leave pending review by the entire Board. The Superintendent's placement on paid administrative leave will be temporary while the Board determines appropriate action.

The Board President, subject to review and approval by the entire Board, may appoint a certified and qualified person as the acting Superintendent until the Superintendent can return or a successor is hired.

To promote accountability, where the Superintendent takes leave authorized by the Superintendent employment contract or District Policy, the Superintendent will notify the Board President and will maintain contemporaneous absence records.

Legal authority: 42 USC 12112; 29 CFR 825.312; MCL 380.1229

Date adopted:

Date revised:

Series 4000: District Employment

4600 The Superintendent

4605 *Gifts and Donations*

A. Accepting Gifts or Donations on Behalf of the District

The Superintendent or designee is authorized to accept donations on behalf of the Board in accordance with Policy 3303. Donations may not be accepted by a particular school or department without express permission from the Board or Superintendent or designee.

B. Accepting Personal Gifts

The Superintendent shall not solicit or accept anything of value for the Superintendent's direct or indirect personal benefit that may influence or reasonably be perceived to influence decision making or otherwise create an actual or perceived conflict of interest.

C. Gift Giving with Public Funds

Public funds may be used to purchase a plaque, medal, trophy, or other award for recognition of an employee, volunteer, or pupil if the purchase does not exceed statutory monetary limits; except, funds shall not be used to purchase alcoholic beverages, jewelry, fees for golf, or any item which is illegal, as consistent with and permitted by Policy 3205.

Legal authority: MCL 380.11a(3), 380.634, 380.1814

Date adopted:

Date revised:

Series 4000: District Employment

4600 The Superintendent

4607 Non-Renewal

The Board may, in its discretion, non-renew the Superintendent's individual employment contract effective at the end of the contract term. The Board must provide written notice of the non-renewal to the Superintendent at least 90 days before the contract expires, as provided by Revised School Code Section 1229(1). Failure to provide at least 90 days' advance written notice of non-renewal will result in extending the Superintendent's contract for an additional 1-year period.

Legal authority: MCL 380.1229(1)

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5100 Student Rights

5101 Student Expression

The District will balance student speech and expression rights with its responsibility to provide a safe, orderly learning environment.

Students may not engage in speech or expressive conduct that would materially and substantially interfere with or disrupt school operations, including school activities and educational programming. An actual disruption is not required before school officials may regulate student speech or impose discipline if they can reasonably forecast a substantial and material disruption or interference with school operations.

Students may be disciplined for speech or expressive conduct that: is materially and substantially disruptive or that school officials can reasonably forecast will create a substantial disruption; is obscene, sexually explicit, indecent, or lewd; promotes the use of or advertises illegal substances; incites violence; contains "fighting words" or constitutes a true threat of violence; constitutes hate speech or symbols, including, but not limited to, swastikas or Confederate flags; involves a student walkout; urges a violation of law, Board Policy, or rule; or is not constitutionally protected. Administrators will evaluate student speech on a case-by-case basis, including the location, context, and nexus to the school, before imposing discipline.

Student activism is subject to the above standards.

As used in this Policy, "fighting words" are words that tend to provoke a violent response amounting to a breach of the peace.

Legal authority: U.S. CONST. amend. I; Const 1963, art I, § 5; *Tinker v Des Moines Indep Community Sch Dist*, 393 US 503 (1969)

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5100 Student Rights

5104 *Age of Majority*

State law recognizes students are adults at age 18 or when otherwise legally emancipated. Except as noted below, all Board Policies, applicable codes of conduct, and any other applicable rules or behavioral expectations apply to all students regardless of age.

Unless inconsistent with a court order, students who are 18 years or older or legally emancipated may:

- A. have the same rights as their parents/guardians as they relate to access to or control of their student records;
- B. represent themselves during disciplinary conferences;
- C. request a personal curriculum;
- D. have other rights or privileges as determined by the Superintendent or designee;
- E. sign themselves in and out of school;
- F. provide reason(s) for their absences and tardies;

Eligible students who wish to assert these rights must notify the building principal in writing. Otherwise, sections B-F above will not apply. The building principal or designee may notify an eligible student's parent/guardian that the eligible student has exercised the rights listed under this Policy.

Legal authority: MCL 380.1278b; MCL 722.4, 722.52

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5200 Student Conduct and Discipline

5203 Hazing

Hazing is an intentional or reckless act directed against a student that endangers the student's physical or mental health or safety that is done for the purpose of pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization, activity, team, or social group. This Policy applies regardless of a student's consent, permission, or assumption of risk. Any student who engages in hazing may be subject to discipline.

Hazing includes, but is not limited to:

- physical brutality or punishment (e.g., whipping, beating, striking, branding, or placing a harmful substance on a student's body);
- physical activity that subjects a student to an unreasonable risk of harm or that adversely affects a student's physical or mental health or safety (e.g., sleep deprivation, exposure to the elements, confinement in a small space, or undressing or exposing a student);
- consumption of food, liquid, alcohol, drugs, or other substance that subjects a student to an unreasonable risk of harm or that adversely affects a student's physical or mental health or safety;
- an activity that induces, causes, or requires a student to commit a crime or an act of hazing;
- intentional humiliation or embarrassment of a student;
- detention or seclusion of a student; and
- other activities that subject a student to an unreasonable risk of harm or that adversely affect a student's physical or mental health or safety.

Legal authority: MCL 750.411t

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5200 Student Conduct and Discipline

5204 Student Appearance and Dress Code

Student dress, hair style, make up, cleanliness, or personal appearance that is a threat to the safety, health, or welfare of students or others; violates any statute or Policy 5101; or substantially disrupts the educational environment or that school officials reasonably forecast will substantially disrupt the educational environment, is grounds for remedial or disciplinary action. The Superintendent or designee will develop and publish specific dress code regulations consistent with this Policy.

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.

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.

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 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.

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.

Series 5000: Students, Curriculum, and Academic Matters

5200 Student Conduct and Discipline

5209 Student Use of Cell Phone and Electronic Communication Devices

Students may possess and use cell phones or other electronic devices while at school, so long as they do so safely, responsibly, and respectfully, and comply with all other school rules while using the devices.

Students are personally and solely responsible for the security of their cell phones and other electronic devices. The District is not responsible for theft, loss, or damage of any cell phone or other electronic device.

Students may not use cell phones or other electronic devices while they are in locker rooms, restrooms, or any other area in which others may have a reasonable expectation of privacy.

Taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal photographs, video, audio, or other similar data, whether by electronic data transfer or otherwise (including via cell phone or other electronic device), may constitute a crime under state or federal law. A student engaged in any of these activities at school, at a school event, or on school-provided transportation, may be subject to discipline pursuant to this Policy and the student code of conduct. A student engaged in any of these activities outside of school may be disciplined if the student's activities substantially disrupt or negatively affect the school environment.

The Superintendent, building principals, and teachers are authorized to develop grade-level, building-level and classroom rules for students' use of cell phones and other electronic devices. Those rules must be clearly communicated to students. A student who violates the rules or this Policy are subject to corrective or disciplinary action, consistent with Policy and the student code of conduct.

School administrators and teachers may confiscate a student's cell phone or other electronic device if the student's use or possession of a cell phone or electronic device violates this Policy, the student code of conduct, or any applicable building or classroom rule. The building principal or designee may require a meeting with the student's parent/guardian to discuss the rule violation before returning the cell phone or electronic device.

Legal authority: MCL 380.1303(2)

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5200 Student Conduct and Discipline

5213 Personal Protection Orders Against Students

If a student obtains a personal protection order against another student in the same building, either student's parent/guardian should notify the building principal and provide a copy of the order. The building principal or designee may work with the families to change class schedules, lockers, lunch assignments, or bus assignments of either student. While the District will seek to work collaboratively with both families, the District will not enforce a personal protection order to which the District is not a party.

The existence of a personal protection order does not diminish a student's rights under the Individuals with Disabilities Education Act.

The existence of a personal protection order alone is not a sufficient basis to exclude a student from school. The District reserves the right, consistent with Policy 5411, to determine the educational placement of a student who is the subject of a personal protection order.

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5300 Student Enrollment, Attendance, and Records

5304 Nonpublic School Students; Part-Time Attendance

A resident student who attends a nonpublic school or who is home-schooled and who otherwise meets the enrollment requirements in Policy 5303, has the right to enroll in nonessential elective courses (including co-curricular activities associated with those courses) that the District provides to public school students in the same grade level or age group. The District may provide instruction in nonessential elective courses to students at a nonpublic school site, consistent with state law and subject to constitutional constraints, so long as comparable instruction is provided to public school students in the same grade level or age group. The District may also permit nonresident, home-schooled and nonpublic school students to enroll in nonessential elective courses that the District provides to students in the same grade level or age group consistent with state law and subject to constitutional constraints.

A nonpublic, part-time student, regardless of residency and instructional location, is subject to the same course requirements and prerequisites that apply to all other District students.

A nonpublic, part-time student is subject to all District rules and applicable student codes of conduct.

The District is not required to provide transportation to a nonpublic, part-time student.

Nonpublic, part-time students may not participate in District-provided athletics or extracurricular activities.

The Superintendent or designee must ensure that all courses and related optional experiences offered or provided to nonpublic, part-time students satisfy the requirements of state and federal law and applicable provisions of the Michigan Pupil Accounting Manual.

Legal authority: MCL 388.1766b

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5300 Student Enrollment, Attendance, and Records

5306 International Students

The District will not deny enrollment to resident students or otherwise discriminate against students based on immigration or visa status. All resident students, regardless of immigration or visa status, who otherwise meet Policy 5303's requirements may enroll in the District.

A student seeking to enroll in the District should verify that the student's enrollment will comply with federal laws, regulations, and guidance applicable to the student's immigration or visa status. Failure to do so may negatively impact the student's immigration or visa status.

A student with an F-1 visa who enrolls in the District in compliance with federal law must reimburse the District the full, unsubsidized per capita cost of providing education at the District for the period of the student's attendance.

A student with a J-1 visa who is sponsored by a formal student exchange program may enroll in the District without paying tuition if the student's host family resides in the District and the student otherwise meets the requirements of state and federal law and Policy 5303.

Nothing in this Policy should be construed to require the District to facilitate a student's visa.

International students are subject to all laws, Board Policies, rules, behavioral expectations, and applicable student codes of conduct.

Legal authority: 8 USC 1184(m); MCL 380.1401; *Plyler v Doe*, 457 US 202 (1982); OAG, No. 6316, p 151 (September 25, 1985)

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent/Guardian Involvement

5404 Free Textbooks, Materials, and Charging of Fees and Fines

The District will provide free instruction in accordance with state law and the State Board of Education's Position Statement on Free Textbooks, Materials, and the Charging of Fees.

A. Textbooks and Materials

The District will not charge a fee for materials necessary to complete required or elective courses. Students and parents/guardians may purchase additional supplies at their own expense. The District may charge a reasonable and refundable deposit to cover damage to textbooks and supplies.

B. Fees

The District will not charge students a fee to participate in curricular activities. The District may charge students a fee to participate in extracurricular and noncurricular activities to cover the District's reasonable costs. The District may require students to furnish specialized equipment and clothing required for participation in extracurricular and noncurricular activities or may charge a reasonable fee for the use of District-owned equipment or clothing. The activity's coach or sponsor will provide students with information about the fees charged and the equipment or clothing required.

C. Fines

The District may require students and their parents/guardians to reimburse the District for actual costs to repair or replace District property that is lost, damaged, stolen, returned in a different condition, or not returned on time. The District may pursue legal remedies to collect unpaid fines.

D. Optional Insurance

The District may offer the opportunity for students or parents/guardians to purchase insurance to protect against damage to District equipment or supplies. The decision to offer insurance rests with the District.

E. Donations

The District may request donations of money, materials, equipment, or clothing from parents/guardians and community members to defray the costs of providing certain services and activities to students. Employees are directed to clearly communicate to students, parents/guardians, and community members that donations are voluntary.

A teacher may provide a list of suggested materials that students and parents/guardians may purchase. Purchasing materials is voluntary and not required for curricular activities.

F. Waivers

Students who qualify for free or reduced-price lunches under U.S. Department of Agriculture child nutrition programs will be provided a fee waiver or the necessary materials or equipment without charge for: (1) participation in extracurricular activities, (2) materials for course projects, and (3) the use of a musical instrument in elective music courses. Actual participation in the free or reduced-price lunch program is not required to qualify for these waivers. The District is not obligated to provide any particular type or quality of equipment or other material to eligible students. A student who wishes to be considered for a fee waiver must submit a completed fee waiver application to the building principal or designee.

Legal authority: MCL 600.2913; State Board of Education's Position Statement on Free Textbooks, Materials, and the Charging of Fees (March 1972)

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent/Guardian Involvement

5405 Title I Parent and Family Engagement Policy

The District will jointly develop with parents/guardians a School-Parent-Student Compact that outlines how the Title I school, parents, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve state education standards.

The Engagement Policy will be jointly developed and distributed to parents and family members of participating students and the local community in an understandable format and, to the extent practicable, in a language the parents can understand. An annual evaluation of the Engagement Policy's content and effectiveness will be used to design evidence-based strategies for more effective parental involvement, to revise the Parent and Family Engagement Policy, and to remove barriers to participation. The Engagement Policy will be reviewed annually at a meeting where concerned parties can discuss possible changes to the Engagement Policy.

The District recognizes the unique needs of students who are being served in its Title I program, and the importance of parent and family engagement in the Title I program. Parent and family engagement in the Title I Program must include, but is not limited to:

- A. an annual meeting to which all parents of participating students will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and to explain the parents' right to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled based on need and interest;
- B. an explanation of the details for student and parent participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and achievement of the state academic standards, type and extent of participation, parental input in educational decisions, coordination and integration with other federal, state, and District programs, and evaluations of progress;
- C. opportunities to participate in parent involvement activities, such as training parents to work with their students to improve achievement. A goal of parent activities is to provide parents with opportunities to participate in education-related decisions for their students, as appropriate;
- D. to the extent practicable, opportunities for involvement in the Title I Program for parents of limited English proficiency, parents with disabilities, parents with limited literacy, parents who are economically disadvantaged, parents of a minority background, or parents of migratory children. Communication to parents about student progress and other Title I matters will be provided in a language

the parent can understand, to the extent practicable. Responses to parent concerns will be provided in a timely manner;

- E. opportunities for parent-teacher conferences, in addition to those regularly scheduled by the District, if requested by the parents or as deemed necessary by District staff;
- F. coordination and integration of parental involvement programs and activities with other community programs. These may include cooperation with other community programs such as Head Start, preschools, and other community services; and
- G. educating teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of parental contributions, how to reach out to, communicate with and work with, parents as equal partners.

Legal Authority: 20 USC 6318

Date adopted:

Date revised:

Prométour

EDUCATIONAL TOURS



Spain Immersion Tour

Okemos High School

June 7th - 14th, 2025

8 Days

Sher Afghan

✉ sher@prometour.com

DAY 1: Travel to Spain

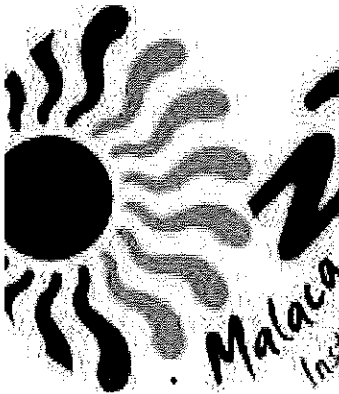
Saturday 07-Jun-2025



Board your transatlantic flight from Detroit and fly through the night to Spain

DAY 2: Malaga

Sunday 08-Jun-2025



Meet your **Malaca Instituto** representative at the airport/train station in Malaga, Spain.

Transfer by **motor coach** to **Malaca Instituto / Club Hispanico** to begin your **Spanish Immersion program**.

STUDENTS: Be driven from Club Hispanico to meet your **Spanish Host Family** as they welcome you to their home to settle in, followed by dinner and overnight accommodation.

All families are vetted by a Malaca Instituto family coordinator.

You'll be placed 2 to 3 students per family, in shared twin/triple rooms.

Host families are situated between 10 and 30 minutes' walking distance to the Malaca Instituto Campus.

A public bus pass (30 rides) will be provided.

GROUP LEADERS: Check-in at the **Club Hispanico** (Malaca Instituto's Residence) followed by dinner (included)

Malaca Instituto / Club Hispanico Residence

C. Rodeo, 5, Málaga-Este

29018 Málaga, Spain

Telephone: +34 952 29 32 42

Web Site: malacainstituto.com

DAY 3: Malaga

Monday 09-Jun-2025



GROUP LEADERS: Breakfast & Lunch at Club Hispanico, Dinner on your own.

STUDENTS: Breakfast & Dinner with your host family, Lunch at Club Hispanico.

Head to **Malaca Instituto** for a presentation of the program, then head to your classroom to meet your teacher.

Partake in **Spanish classes****

3 classes x 50 minutes.

10 - 15 students per class.

Students may be expected to complete 1-2 hours' homework per day.

**Complete an online placement test prior to arrival to determine your level of Spanish.

Lunch at the Club Hispanico restaurant with your group (buffet style).

Have a **walking tour** of historic **Malaga**, and visit to the **Alcazaba** (Moorish fortress).

STUDENTS: Return to your host family for dinner and overnight accommodation.

GROUP LEADERS: Dinner on your own, overnight accommodation at Club Hispanico.

DAY 4: Malaga

Tuesday 10-Jun-2025



GROUP LEADERS: Breakfast & Lunch at Club Hispanico, Dinner on your own.
STUDENTS: Breakfast & Dinner with your host family, Lunch at Club Hispanico.

Head to **Malaca Instituto** to partake in **Spanish classes** (3 classes x 50 minutes).

Lunch at the Club Hispanico restaurant with your group (buffet style).

Have a **guided visit** of the **C.A.C Museum (Centro de Arte Contemporaneo)**, followed by a **walking tour** of Malaga's **SOHO** neighbourhood.

STUDENTS: Return to your host family for dinner and overnight accommodation.

GROUP LEADERS: Dinner on your own, overnight accommodation at Club Hispanico.

DAY 5: Malaga

Wed 11-Jun-2025



GROUP LEADERS: Breakfast & Lunch at Club Hispanico, Dinner on your own.
STUDENTS: Breakfast & Dinner with your host family, Lunch at Club Hispanico.

Head to **Malaca Instituto** to partake in **Spanish classes** (3 classes x 50 minutes).

Lunch at the Club Hispanico restaurant with your group (buffet style).

This afternoon, embark on the **Picasso Route** walk which includes a **guided visit** of the **Picasso Museum**. It answers to a wish of Pablo Picasso himself - that his work be represented in the city of his birth

STUDENTS: Return to your host family for dinner and overnight accommodation.

GROUP LEADERS: Dinner on your own, overnight accommodation at Club Hispanico.

DAY 6: Malaga

Thursday 12-Jun-2025



GROUP LEADERS: Breakfast & Lunch at Club Hispanico, Dinner on your own.
STUDENTS: Breakfast & Dinner with your host family, Lunch at Club Hispanico.

Head to **Malaca Instituto** to partake in **Spanish classes** (3 classes x 50 minutes).

Lunch at the Club Hispanico restaurant with your group (buffet style).

Let the rhythm overtake you and lose yourself to the music as you partake in a **Flamenco or Salsa dance class**.

STUDENTS: Return to your host family for dinner and overnight accommodation.

GROUP LEADERS: Dinner on your own, overnight accommodation at Club Hispanico.

DAY 7: Malaga

Friday 13-Jun-2025



GROUP LEADERS: Breakfast & Lunch at Club Hispanico, Dinner on your own.
STUDENTS: Breakfast & Dinner with your host family, Lunch at Club Hispanico

Head to **Malaca Instituto** to partake in **Spanish classes** (3 classes x 50 minutes).

Lunch at the Club Hispanico restaurant with your group (buffet style).

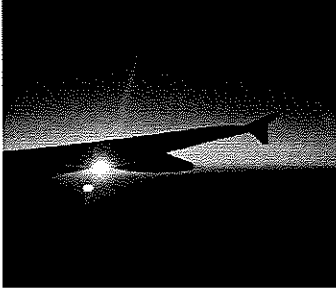
This afternoon have time for some fun in the sun at the **beach** to play volleyball, football, or swim in the ocean.

STUDENTS: Return to your host family for dinner and overnight accommodation.

GROUP LEADERS: Dinner on your own, overnight accommodation at Club Hispanico.

DAY 8: Return Home

Saturday 14-Jun-2025



GROUP LEADERS: Breakfast at Club Hispanico.
STUDENTS: Breakfast with your host family.

Say a fond *Hasta Luego* to your host family.

Be collected from your host family and taken to meet your group at **Club Hispanico**.

Transfer by **motor coach** to the **airport/train station**.

Board your transatlantic flight from Malaga and fly back to Detroit

PRICE PER PERSON SHEET

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

Student Price Per Participant	
10 to 14 participants :	3 385 USD
Student Group Deluxe Plan	210 USD

SUPPLEMENTS

Adult Activity Supplement \$15 per day, per person
Twin Room Supplement \$45 per night, per person
Single Room Supplement \$90 per night, per person
Student Deluxe Insurance Plan Supplement \$210 per person
Adult Deluxe Insurance Plan Supplement \$270 per person

Student Group Deluxe Plan covering group travel dates

Refer to complete policy for all insurance details.

Coverage includes:

Student Group Essential Plan

- + Trip Cancellation
- + Missed Connections
- + Baggage & Personal Effects: Delay
- + Cancel For Any Reason (CFAR) up to 75% of prepaid, forfeited, non-refundable payments or deposits

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

PRICE INCLUDES:

Student Group Essentials Plan covering group dates of travel

Refer to complete policy for all insurance details

Coverage Includes:

Trip Interruptions and Delay

Emergency Medical and Dental Expenses

Emergency Evacuation and Repatriation

Accidental D & D

Political and Security Evacuation

Travel assistance services

Roundtrip airfare*

Detroit - Malaga

Malaga - Detroit

PAYMENT SCHEDULE

Based on Travel Dates

To Be Determined

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

PRICE DOES NOT INCLUDE:

Airline baggage charges according to their policies

Departure tax depending on destination & airline

Transportation to/from departure Detroit Airport

Meals that are not indicated in the daily program

Student Group Deluxe Plan

- Cancellation

- Cancel For Any Reason (CFAR)

Money for sub-costs, stipends or incidentals

-direct flights not guaranteed

Ground transportation while in destination

Private bus transportation for Airport transfers

Public bus pass (30 rides)

Bus transportation as required for excursions are required

Accommodation

6 nights multiple occupancy in host families

2 to 4 per host family, single beds not guaranteed

Group leader & chaperones in twin accommodation according to gender (at Club Hispanico)

Meals

6 Breakfasts / 5 Lunches / 6 Dinners

Group menu with 1 non-alcoholic beverage + vegetarian option

Activities & Sightseeing

All aforementioned visits, activities, tours and admissions

Tour Guides

Service of a dynamic, bilingual Prométour Tour Director

Local city/activity guides as indicated in the program

Chaperones

2 complimentary trips (twin accommodation according to gender)

Other

Applicable service fees, taxes and FICAV contribution

Tips:

Prométour Tour Director - \$8.00 per day / per person

Bus Driver - \$3.00 per day / per person

-These suggested amounts are a general guideline based on industry standards. The amount that you decide to give at the end of your tour is completely at your discretion.

Personal spending money

Any applicable processing fees (\$45)

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

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

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

! 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 by 2023. Complimentary CO2 offsetting is now included on all tours including bus or air transportation.

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

Useful Information

TERMS & CONDITIONS

These prices are valid until: 10-Apr-2024

Montreal, Quebec, Canada

www.prometour.com

✉ info@prometour.com

🇺🇸 USA: 1-800-304-9448 / CAN: 1-800-657-7754

Prométour
EDUCATIONAL TOURS 

Apr 1, 2024

Attn: Okemos Public Schools Board of Education Members
Regarding: OHS trip to Québec in February, 2025

Dear Board Members:

Thank you for taking the time to look through this information regarding the proposed OHS trip to the Québec Winter Carnival in Québec City, Canada, on February 7-10, 2025.

The Quebec Winter Carnival happens every year in February. It is the largest winter carnival in the world! Its purpose is to celebrate winter, to get people "out and about", despite the cold weather. It even has a mascot: ***Bonhomme Carnival***. When Bonhomme arrives in Quebec City, he receives the keys to the city from the mayor and Carnival may begin. The French-Canadian expression, "***frette, pas frette!***" is the motto for Carnival, and it means, essentially, "cold, what cold?". In other words, the Québécois will be active and celebrate no matter the weather. It is a wonderful time for the community to come together to participate in games, traditional activities, and lift each other's spirits. Please visit the [Carnival website](#), or watch this [youtube video](#) for more information regarding the carnival.

In French levels 1 and 2, OPS students learn all about the Quebec Carnival. Participating in this trip will be an amazing way to obtain a real world connection with the material they've learned in the classroom. This trip is also much more affordable than the typical trip to France that OHS hosts every two years (half the cost). It is an excellent opportunity for students who may not want to or may not have the means to travel transatlantic. In terms of fundraising for this trip, the company that I plan to travel with, [Prometour](#), does not currently offer student scholarships, unfortunately. However, students will have opportunities to fundraise once they've signed up for the trip.

I look forward to discussing the trip further with you at the BOE meeting on April 8, 2024. Until then, you may find further details about the trip through [this itinerary](#). Thank you for your time and consideration!

Sincerely,
Kimberly Floyd

French Teacher
World Language Area Coordinator
Okemos Public Schools
kimberly.floyd@okemosk12.net
517.706.4870



USA: 1-800-304-9446 CAN: 1-800-657-7754 INFO@PROMETOUR.COM

Québec Winter Carnival

Okemos High School
February 7th - 10th, 2025
4 Days

Sher Afghan

✉ sher@prometour.com

DAY 1: Travel to French Canada

Friday 07-Feb-2025



Board your flight from Detroit and fly to Québec City.

Your **Prométour Tour Director** will meet you at the arrivals section of the airport in Québec City and will remain with your group for the duration of your visit.

Board your motorcoach and depart for your next activity

Receive your **Bonhomme Carnaval Effigy** - a miniature pendant that you wear on your outerwear as the Passe-Partout for the Carnival.

Participate in the animated historical ghost tour "**Crimes in New France**"; revisit the most famous crimes and ghouls in the history of Vieux-Québec

Enjoy dinner in a quaint local restaurant with your group and Prometour Tour Director.

Overnight accommodation at **Days Inn Levis St-Nicolas Hotel** (or similar)

DAY 2: Village Valcarier & Carnival Night Parade

Saturday 08-Feb-2025



Enjoy breakfast at the hotel with your group.

Experience winter thrills and laughs while **snow rafting, sliding on inner tubes and crazy carpets** at **Village Vacances Valcartier**

Explore the incredible **Hôtel de Glace / Ice Hotel**, made of ice and snow, the architecture and design changes each year, making this hotel truly unique. (**self-guided**)

Have lunch on your own.

Experience the **Carnaval de Québec**. Have time at this exciting winter festival brimming with activities, sporting competitions, breathtaking entertainment and much more.

Take in the festive atmosphere of the **Carnival Night Parade**

Enjoy dinner in a quaint local restaurant with your group and Prometour Tour Director.

Overnight accommodation at **Days Inn Levis St-Nicolas Hotel** (or similar)

DAY 3: Dog Sledding & Explore Québec City

Sunday 09-Feb-2025



Enjoy breakfast at the hotel with your group.

Embark on a **dog sledding adventure!** Start with an introduction to basic techniques and safety before heading out on a **dog-sled ride** (20 minutes) through wooded trails, followed by a visit with the dogs, and time for **snow shoeing** (20 minutes).

Slide on the famous **Gilssades de la Promenade Dufferin** outside the impressive Château Frontenac.

(4 glissades)

Have lunch on your own.

In the company of a **period costumed guide**, visit the iconic **Chateau Frontenac** to learn all about the historical events and famous people that shaped the identity of the hotel.

Admire the view as you ride the **Vieux Québec Funicular**.

Wander through the enchanting **Quartier Petit Champlain**, the oldest shopping district in North America. Today, it showcases the talents of local artisans and is the location of the

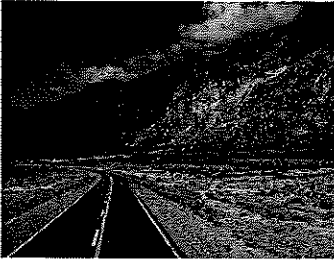
Escalier Casse-Cou and Wall of History.

Experience the Quebecois tradition of **sugaring off** at a **Cabane à Sucre**. Tour the sugar shack to learn how tree sap becomes syrup (aka liquid gold), enjoy a lumberjack meal, listen to folk songs, learn traditional dances, and have **maple taffy on snow!**

Overnight accommodation at **Days Inn Levis St-Nicolas Hotel** (or similar)

DAY 4: Return Home

Monday 10-Feb-2025



Enjoy breakfast at the hotel with your group.
Board your bus and transfer to the airport

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

Board your flight from Quebec City and fly back to Detroit

PRICE PER PERSON SHEET

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

Student Price Per Participant	
35 to 39 participants :	2 100 USD
30 to 34 participants :	2 140 USD
25 to 29 participants :	2 275 USD
20 to 24 participants :	2 385 USD
15 to 19 participants :	2 565 USD
12 to 14 participants :	2 675 USD
Student Group Deluxe Plan :	175 USD

SUPPLEMENTS

Adult Activity Supplement \$15 per day, per person

Twin Room Supplement \$45 per night, per person

Single Room Supplement \$90 per night, per person

Student Group Deluxe Plan covering group travel dates
Refer to complete policy for all insurance details.

Coverage includes:

Student Group Essential Plan

+ Trip Cancellation

+ Missed Connections

+ Baggage & Personal Effects: Delay

+ Cancel For Any Reason (CFAR) up to 75% of prepaid, forfeited,
non-refundable payments or deposits

*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 Dates of Travel

To Be Determined

Monthly installments available at time of online registration
*Please check with your credit card company and/or financial
institution for any extra applicable fees*

PRICE INCLUDES

Student Group Essentials Plan covering group dates of travel
Refer to complete policy for all insurance details

Coverage includes:

Trip Interruptions and Delay

Emergency Medical and Dental Expenses

Emergency Evacuation and Repatriation

Accidental D & D

Political and Security Evacuation

Travel assistance services

Roundtrip airfare*
Detroit, MI - Québec City, QC
Québec City, QC - Detroit, MI
-direct flights not guaranteed

Associated ground transportation costs while in destination
Private bus transportation

Accommodation
3 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

Meals
3 Breakfasts / 3 Dinners
Group menu with 1 non-alcoholic beverage + vegetarian option

Activities & Sightseeing
All aforementioned visits, activities, tours and admissions

Tour Guides
Service of a dynamic, bilingual Prometour Tour Director
Local city/activity guides as indicated in the program

Chaperones
1:6 complimentary trip ratio (twin accommodation according to gender)

Other
Applicable service fees, taxes and FICAV contribution

PRICE DOES NOT INCLUDE

Airline baggage charges according to their policies

Transportation to/from Detroit Airport

Meals that are not indicated in the daily program

Night Hall Monitors

Tips are at your discretion – these are standard guidelines
Prometour Tour Director: \$4 per day, per person
Bus Drivers: \$3 per day, per person

Personal spending money

Any applicable processing fees

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

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

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 = \$145

Prometour 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!

Prometour's target is to be a 100% carbon neutral company by 2023. 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 CAD = 0.80 USD

Useful Information

TERMS & CONDITIONS

These prices are valid until: 29-Sep-2023

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

ISD BUDGET RESOLUTION

_____, Michigan (the "District")

A _____ meeting of the board of education of the District was held in the _____ in the District, on the _____ day of _____, 2024, at _____ o'clock in the _____.

The meeting was called to order by _____, President.

Present: Members

Absent: Members

The following preamble and resolution were offered by Member _____ and supported by Member _____.

WHEREAS:

1. Section 624 of the Revised School Code, as amended, requires the intermediate school board to submit its proposed budget not later than May 1 of each year to the board of each constituent district for review; and
2. Not later than June 1 of each year, the board of each constituent district shall review the proposed intermediate school district budget, shall adopt a board resolution expressing its support or disapproval of the proposed intermediate school district budget, and shall submit to the intermediate school board any specific objections and proposed changes the constituent district board has to the budget.

NOW, THEREFORE BE IT RESOLVED THAT:

1. The board of education has received and reviewed the proposed intermediate school district budget in accordance with Section 624 of the Revised School Code, as amended, and by the adoption of this resolution, expresses its support for the proposed intermediate school district budget.
2. The secretary of the board of education or his/her designee shall forward a copy of this resolution to the intermediate school board or its superintendent no later than June 1, 2024.

3. All resolutions insofar as they conflict with this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of _____, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a _____ meeting held on _____, 2024, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education



Ingham Intermediate
School District
A Regional Educational Service Agency

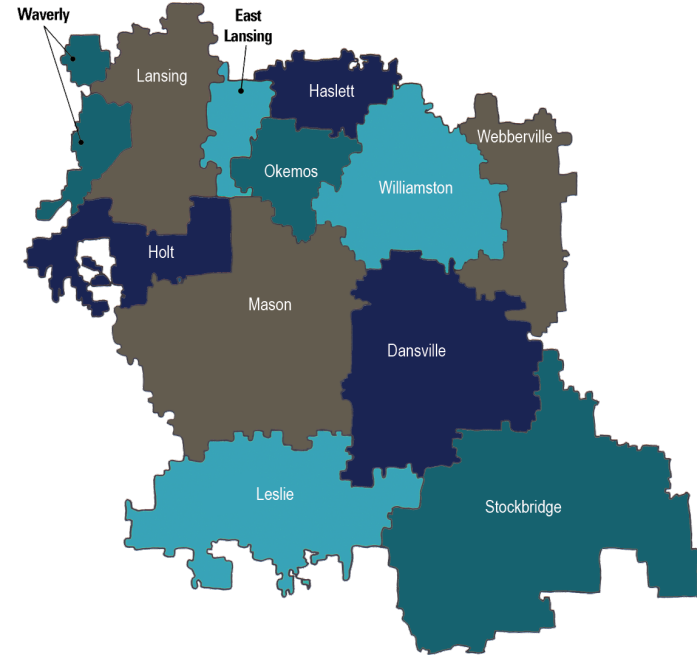
Ingham Intermediate School District 2024-25 Proposed General Fund Budget



Ingham ISD General Fund Overview

Ingham Intermediate School District (ISD) is pleased to provide this information regarding our 2024-25 Proposed General Fund Budget. A wide variety of programs and services to support our constituent districts are encompassed within our General Fund Budget. Ingham ISD is focused on assisting districts in their efforts to increase student achievement by creating and supporting collaborative programs and services.

Ingham ISD operates three funds: General Education, Special Education and Career and Technical Education. [Public Act 234 of 2004](#) mandates local district boards of education adopt a resolution either in support or disapproval of Ingham ISD's General Fund Budget. The information in this report is designed to assist you as a board member in this process.



Ingham ISD General Fund Overview

We strive to provide programs and services toward fulfilling our mission which is to lead and serve for the achievement and success of all learners. Our budget resource allocations also support our vision that Ingham ISD, in partnership with all stakeholders, will foster the success of all learners.

Ingham ISD's General Fund Budget supports our mission and vision in many different ways. Our programs and services are provided in collaboration with districts and are focused on individual district needs. Our General Fund Budget totals approximately \$48.8 million in expenditures and encompasses:

- Early childhood initiatives to ensure school readiness
- Instructional programs
- Instructional supports to districts to improve student outcomes
- Collaborations with districts to maximize resources



General Fund 2024-25 Proposed Budget

The Ingham ISD General Fund Budget represents a diverse collection of instructional programs, support services and outgoing transfers which are supported by a set of equally diverse funding sources.

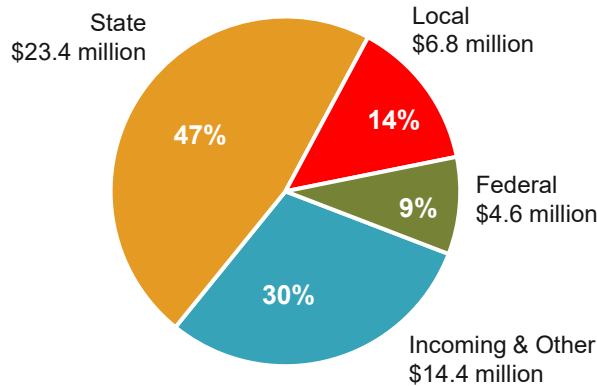
Budget Highlights

	<u>2023-24 Revised</u>	<u>2024-25 Proposed</u>	<u>Increase/ (Decrease)</u>
Revenue	58,401,131	49,158,192	(9,242,939)
Expense	<u>57,842,920</u>	<u>48,836,763</u>	<u>(9,006,157)</u>
Excess Revenue (Expense)	558,211	321,429	(236,782)
Beg Fund Balance	<u>6,870,271</u>	<u>7,428,482</u>	<u>558,211</u>
End Fund Balance	<u><u>7,428,482</u></u>	<u><u>7,749,911</u></u>	<u><u>321,429</u></u>

- The 2024-25 excess revenue of \$321,429 compares with 2023-24 revised budget excess revenue of \$558,211.
- The 2023-24 revised budget excess revenue was an improvement over the original budget excess revenue of \$182,014.
- The current year revised budget includes \$11.8 million of additional revenues and expenditures over the original budget related mainly to \$8.5 million of MISecure grant funding, \$1.3 million of GSRP grant funding and \$2.0 million of other additional funding.
- The General Fund Budget for both years includes recently expanded initiatives to directly support preschool education and school mental health services at the local district level.

General Fund Revenues & Expenses

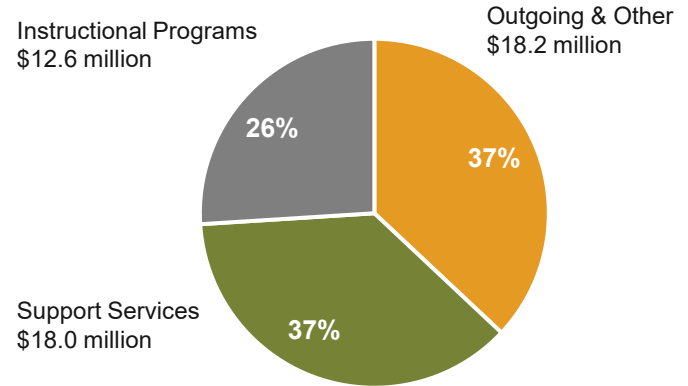
General Fund Revenues - \$49.2 million



Revenue Highlights

General Fund revenue sources include property taxes, state aid, fees for programs/services and grants. A significant portion of revenue is restricted for specific programs or grants and is not available for discretionary general appropriations. Examples include instructional programs such as Ingham Academy, early childhood programs and services and regional substitute consortium.

General Fund Expenses - \$48.8 million



Expense Highlights

General Fund expenditures include a wide variety of programs and services described in the following pages. The majority of expenditures for this fund have specific and designated revenues. As these designated revenues increase or decrease, there is an offsetting change in the related expenditures.

General Fund 2024-25 Proposed Budget Overview

Revenues

- The primary unrestricted revenue sources for the General Fund are property taxes and state aid Section 81.
- Property taxes contribute \$2.3 million in revenue and are based on an estimated levy of 0.1994 mills.
- Budget assumptions include a 4.0 percent increase in property tax revenue net of a contingency for reduced taxable values, increased personal property tax delinquencies and captures.
- State Aid Section 81 assumes no increase and is estimated at \$1.8 million.
- Revenues decreased overall from 2023-24, mainly due to a one-time 2023-24 MISecure grant of approximately \$8,500,000.
- The Governor's budget is currently in the recommendation stage thus no new assumptions have been included in the 2024-25 proposed budget.
- The revised budget for next year will likely see increases for early childhood and potentially Section 81.
- Local and state revenue sources will be monitored for a potential downturn in the economy and other uncertainties next year.

General Fund 2024-25 Proposed Budget Overview - Continued

Expenses

- Several open and unfilled positions are budgeted to be filled at full-year levels.
- The General Fund includes an increase of one staffing position fully funded by an Early Childhood grant and a reduction of two staffing positions that were previously held open for the Regional Assistance Grant but remained unfilled and subsequently removed from the grant.
- Ingham ISD is working to implement an updated early college program and will look to fill the Director, Early College position in 2024-25.
- Ingham ISD continues to support local districts with accounting, payroll, technology and public relations support. Although this leads to increases in overall expenditures, the expenditures are off-set with bill-back revenue from the Local Education Agencies.
- As new threats emerge in the realm of cyber security, Ingham ISD has led the consortium-wide procurement of systems to proactively protect Ingham ISD and local districts.
- Ingham ISD bargaining contracts are in effect through 2024-25 providing stability in estimating future year staffing costs.
- Statutory healthcare hard cap and retirement rates will be monitored for future year impact to the budget.

Programs and Services Supported by Ingham ISD's General Fund

Student Instructional Services (SIS)/Multi-Tiered System of Supports (MTSS)

\$7.0 million

Ingham ISD, in collaboration with our constituent districts, is committed to implementing the essential research and evidence-based practices of MTSS to increase achievement for all pre-K-12 students. Specifically, Ingham ISD supports stakeholders in the following ways:

Data Review

Ingham ISD provides training and facilitation for ongoing data reviews utilizing a problem-solving process at the grade, building and district level.

Michigan's Continuous Improvement Process (MICIP)

Ingham ISD provides professional learning and customized support to local districts in the implementation of a continuous improvement process and the use of the MICIP platform. Professional learning and support with the MiStrategy Bank are provided to internal Ingham ISD programs and local districts.

English Language Arts (ELA) Steering Committee

The ELA Steering Committee provides an opportunity for literacy educators in the service area to learn about and implement the essential evidence-based literacy practices within an MTSS framework. The emphasis of this work focuses on four core areas: collaboration, professional development, assessment/data and research-based practices (General Education Leadership Network (GELN) Essential Practices).

Early Warning Systems and Positive Behavioral Interventions & Supports (PBIS)

Ingham ISD supports the collection and analysis of K-12 early warning indicators. We support implementation of school-wide and classroom PBIS systems through training and technical support.

Survey of Enacted Curriculum

In collaboration with the University of Wisconsin, Ingham ISD provides training and support in the use of The Surveys of Enacted Curriculum (SEC) to assist district/school leadership and teachers in aligning instruction to the Common Core.

Programs and Services Supported by Ingham ISD's General Fund

Student Instructional Services (SIS)/Multi-Tiered System of Supports (MTSS) – Continued

Continuous Improvement and Accountability Index School Support

Technical assistance and support are provided to identified schools consistent with our MTSS framework for Michigan's required continuous school improvement model.

Literacy and Math Supports

Ingham ISD provides county-wide and customized support, pre-K-12, for evidence-based curriculum, assessment and instructional practices within the universal tier and for supplemental and intensive support. Ingham ISD provides in-district math and literacy coaching support that augments our professional learning opportunities as well as direct grant payments to districts which support literacy coaching. We support the GELN Literacy Essential School-wide and Instructional Practices through professional learning and coaching to build capacity and expertise in area schools.

Science, Technology, Engineering and Mathematics (STEM)

Ingham ISD provides training, support and technical assistance for implementing an integrated curriculum aligned with the Next Generation Science Standards as well as engineering design practices pre-K-12. Ingham ISD is supporting districts implementing recommended curriculum material aligned with the Next Generation Science Standards.

Leadership Learning Networks

Ingham Leadership Networks provide principal and central office support and learning for our constituent districts' administrators and leadership teams. It provides a networking opportunity for school-based leaders that combines updates from the state, problem solving, collaboration and leadership learning. In addition, collaborative networks are led by SIS staff for counselors, new teachers, instructional coaches and leaders of English learners.

School Mental Health Services

Ingham ISD supports local districts with professional learning on mental health and wellness. Mental health specialists provide mental health treatment and linkage to community services for students and families in need of mental health support through the 31n grant.

Programs and Services Supported by Ingham ISD's General Fund

Instructional Programs

\$13.4 million

Central Michigan Substitute System

Ingham ISD, along with Clinton County RESA, Eaton RESA and Shiawassee RESD, provide a regionalized substitute teacher system to identify and contract substitute teachers for participating districts. Ingham ISD provides coordination, contract administration and billing for districts.

Early College

The Early College at Lansing Community College (LCC) was fully phased out at the end of the 2022-23 school year. Ingham ISD has committed to hiring a director in 2024-25 to embark on re-envisioning a new model of success moving forward to provide high school students an opportunity for early entry to a higher education environment by earning post-secondary credentials.

Ingham Academy

Ingham ISD partners with the Ingham County Board of Commissioners and the Circuit Court to provide an alternative day-school for adjudicated youth that provides educational and behavioral support. Ingham Academy is funded by state aid with the remaining cost billed to the Circuit Court.

Programs and Services Supported by Ingham ISD's General Fund

Early Childhood Programs

\$17.6 million

Early Childhood

Ingham ISD provides early childhood administrative support and coordination for the implementation of a comprehensive continuum of early childhood programs and services for children from birth to age eight and for their families. Through facilitation of the Ingham Great Start Collaborative (GSC), Ingham ISD guides local districts, human service agencies and families in the development, implementation and sustainability of an ISD-wide early childhood education and care system. The majority of these activities are grant-funded and support core implementation of the GSC and the Great Start Family Coalitions (GSFC).

Great Parents, Great Start (GPGS)

Ingham ISD provides a parent involvement and education program that offers personal visits, developmental screenings, playgroups and connections to community resources for families with children, ages birth to kindergarten, to improve school readiness. GPGS also has received grant funds through Families First Prevention Services Act (FFPSA) connecting GPGS programming with families served through Child Protective Services (CPS) to reduce recidivism and prevent foster care placements through parent education.

Great Start Readiness Program (GSRP)

Ingham ISD operates the consortium in coordination with local districts, public school academies and community grantees which provides eligible, at-risk four-year-olds with preschool programming. Ingham ISD provides professional learning, instructional coaching and program outreach services for consortium partners.

Early Childhood Support Networks (ECSN)

Ingham ISD participates in a federally-funded partnership with the Michigan Department of Education to develop and facilitate regional access to a better-coordinated early childhood system for providers and families. The Eastern ECSN provides training and technical assistance to resource centers, GSC and GSFC for 18 counties.

Programs and Services Supported by Ingham ISD's General Fund

Instructional Data, Software & Analysis

\$1.3 million

Data, Systems and Analysis Team (DSA)

The DSA team assists district stakeholders in the use of data to improve student outcomes. This includes facilitating, collecting, moving, analyzing data and making it accessible and actionable. The DSA team also disseminates research, bridges the gap between research and practice and develops innovative practices by conducting rigorous research. Research is interwoven in DSA and Ingham ISD activities by examining the effectiveness of third-party vendors, Ingham ISD programs and services.

Student Data and Assessment Software

Eleven districts and Ingham ISD are part of a student data and assessment software collaboration utilizing Illuminate Education DnA which helps districts manage and leverage student data and assessments to improve student outcomes.

Student Information Software

Nine districts and Ingham ISD are using PowerSchool as their Student Information System and Ingham ISD provides application support to eight of those school districts.

Data Visualization Tool

Eight districts and Ingham ISD are part of a service area agreement with Eidex/Munetrix for software to assist in data visualization and calculations of student growth.

Programs and Services Supported by Ingham ISD's General Fund

Other

\$9.5 million

Sharing Technology & Academic Resources Network (StarNET)

StarNET wide-area network members (all twelve local districts and Ingham ISD) share resources including a wide-area network and internet bandwidth. Members collaborate on a variety of instructional and other resources including student information systems, web content filtering, data center hosting, shared application servers (Meal Magic servers, Foxbright, etc.) and other shared technical resources. Cooperative purchasing and sharing of services, such as software for student data and assessment and special education, are also done through StarNET. Additionally, StarNET is the mechanism in place for connecting local districts to the Michigan Statewide Educational Network (MiSEN) to leverage statewide cooperative buying power on things like internet service, peering with content providers as well as secure data transport to projects such as Michigan Data Hub for automating movement of student data between common school resources.

General Education Transportation

Ingham ISD operates a general education transportation consortium to provide a cost-effective and quality transportation service option for participating districts. Additionally, regional bus driver and transportation supervisor training is provided for all districts in Ingham ISD, Clinton County RESA and Eaton RESA service areas. Ingham ISD also facilitates contracted transportation routing services and management consulting services for districts.

Technology Services

Ingham ISD provides a variety of technology support services including comprehensive technology services for three local districts and one neighboring ISD, as well as strategic staffing supports varied on district need in four local districts. In addition, many other technology services are being provided such as web content filtering, website hosting, data center hosting, VoIP phone system support, blended and online learning supports, technology integration and various instructional resources.

Programs and Services Supported by Ingham ISD's General Fund

Other – Continued

Business Services

Ingham ISD provides comprehensive business services including finance, accounting, purchasing, payroll and benefits, budgeting and reporting services to two local districts and one public school academy as well as payroll and benefit services to three additional local districts.

Communication Services

Ingham ISD provides communication services including media support, crisis management, website support, writing and/or graphic design to four local districts and two regional education service agencies.

Pupil Accounting & Truancy

Ingham ISD assists local districts by conducting MDE required audits to verify the accuracy of pupil membership counts which determines the amount of state school aid a district receives. Statutorily required student attendance and truancy services are also provided.

Administrative Services and Support

Ingham ISD's General Fund Budget partially funds programs designed to assist local districts in areas such as administrative services, facilitation and support for board members, curriculum directors, human resources directors, business directors and technology directors, acquisition of grant funds, communication and public information planning, property tax reporting assistance and purchasing collaborations. Ingham ISD also provides programs and services to improve the effectiveness and efficiency of school operations supported by the General Fund such as Superintendents' Round Table facilitation, finance software system (MUNIS) and human resources employee application system.

Capital Projects Fund Transfer

The General Fund Budget includes an outgoing transfer to our Capital Projects Fund for future facility needs.

Next Steps and Responsibility

Next Steps	Responsibility
<p>Submit 2024-25 General Fund Budget to local districts by May 1.</p>	<p>Ingham ISD</p>
<p>By June 1, adopt a resolution either in support or in disapproval of the General Fund Budget. If disapproved, submit specific objections and proposed changes.</p> <p>Send resolution to Ingham ISD, c/o Superintendent's Office.</p>	<p>Local Districts</p>
<p>Adopt General Fund Budget by July 1.</p>	<p>Ingham ISD</p>



**Ingham Intermediate
School District**

A Regional Educational Service Agency

OKEMOS PUBLIC SCHOOLS
John J. Hood, Superintendent

TO: Board of Education

FROM: John J. Hood

DATE: April 22, 2024 REVISED

RE: School of Choice

This is the time of year that the school of choice process for the Okemos Public Schools, as well as all other districts throughout Ingham County, is initiated. On Monday, April 22, we will discuss potential school of choice vacancies to be advertised in the Lansing State Journal and district website in mid-May. The 15-day window for accepting applications is June 1-15.

The following data was considered and guided administrations' review:

- "Move-up" enrollments (K-12)
- Feedback from parent commitments in process (K-4)
- In-district transfer requests - preliminary
- Out-of District Employee requests for enrolling children - preliminary
- Thresholds established in the In-District Transfer regulations
- Projected class sizes

Currently estimated class sizes for grades K-4 are as follows: : 1st grade = 21 current enrollment (25 class limit), 2nd grade = 23 (25), 3rd grade = 24 (27), 4th grade = 25 (29). As you are aware, we are very efficient at the middle and high schools, and class sizes in the core curricular areas are generally in the 24-29 range. The purpose of advertising at least one vacancy at each grade level is to accommodate Okemos families who have moved out of the district during the school year, as well as siblings, if possible.

Prior to Board action at the next meeting of the Board of Education, we will recommend a specific number of openings for begindergarten and/or kindergarten vacancies. Elementaries are in the process of having their kindergarten round-ups. Further, we will continue to monitor enrollments and sections, especially at the elementary level. Therefore, the listed openings may be adjusted to reflect actual enrollment information generated from in-district transfer requests, "out-of-district" employee requests and updated family commitment information. Our recommendations will be used to "fill the gaps" in our existing program.

After reviewing and analyzing current enrollments, the administration is recommending the following number of openings to be advertised for school of choice, recognizing this is the

minimal number that must be accepted:

Beginnergarten/Kindergarten = 14 openings

1st grade = 9 openings

2nd grade = 1 openings

3rd grade = 9 openings

4th grade = 19 openings

5th - 12th grades = 2 openings per grade

We will continue to monitor and confirm enrollments over the next few weeks and provide the Board an update should the recommendation change. If you have specific questions, I would be happy to follow up individually with you.

**Okemos Public Schools Board of Education
Okemos, Michigan**

Resolution: Secure Storage Notification for States with Secure Storage Laws

A regular meeting of the board of education of the District (the “Board”) was held in the Administrative Board Room, within the boundaries of the District, on the 20th day of May, 2024, at 7 o’clock in the evening.

The Meeting was called to order by Mary Gebara, President.

Present: Members

Absent: Members

The following preamble and resolution were offered by **Member** _____ and supported by **Member** _____:

Whereas, evidence strongly suggests that secure firearm storage is an essential component to any effective strategy to keep schools and students safe;

Whereas, an estimated 4.6 million American children live in households with at least one loaded, unlocked firearm; [1]

Whereas, every year, roughly 350 children under the age of 18 unintentionally shoot themselves or someone else. That’s nearly one unintentional shooting per day.[2]

Whereas, another 700 children and teens die by gun suicide each year,[3] most often using guns belonging to a family member.[4] Over 85 percent of child firearm suicides take place in the home.[5]

Whereas, in the vast majority of active shooter incidents in K-12 schools, the shooter or shooters were school-age and were current or former students.[6]

Whereas, research shows that secure firearm storage practices are associated with up to an 85 percent reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens;[7]

Whereas, the U.S. Secret Service National Threat Assessment Center recommends the importance of appropriate storage of firearms because 76 percent of school shooters used firearms acquired from the homes of parents or close relatives;[8]

Whereas, across the country, lawmakers, community members, and local leaders are working together to implement public awareness campaigns, such as the Be SMART program, which is endorsed by the National PTA, and which encourages secure gun storage practices and highlights the public safety risks of unsecured guns;[9]

Whereas, school districts across the country have begun to proactively send materials home to parents and guardians informing them of applicable firearm storage laws and firearm secure storage best practices.

Whereas, keeping students, teachers and staff safe from the threat of gun violence should be the responsibility of all adult stakeholders at each of our school sites.

Whereas, state law imposes penalties on adults when a child gains unauthorized access to an unsecurely stored firearm.

Whereas, in order to continue with preventative measures to increase student and school safety we must act now; now therefore, be it:

Now therefore, be it resolved that the Board directs the Superintendent and staff to update the Student Handbook to include information about the importance of secure gun storage, the legal consequences to parents and guardians when a child gains unauthorized access to an unsecurely stored firearm, and that the best practice for secure gun storage is to keep all guns unloaded, locked up, and separate from ammunition.

Be it further resolved that the Board directs the Superintendent to create an appropriate letter to parents and guardians that explains the importance of secure gun storage in preventing minors from accessing guns, the legal consequences to parents and guardians when a child gains unauthorized access to an unsecurely stored firearm, and that the best practice for secure gun storage is to keep all guns unloaded, locked up, and separate from ammunition, to be included in annual registration materials at each school site, and requiring a signature acknowledging awareness of secure gun storage responsibilities; and, be it finally;

Now, therefore, be it further resolved that the Board and the Superintendent will continue to work with local law enforcement agencies, health agencies, and non-profits to collaborate and increase efforts to inform District parents of their obligations regarding secure storage of firearms in their homes.

Ayes: Members

Nays: Members

RESOLUTION DECLARED ADOPTED.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Okemos Public Schools, Ingham County, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a regular meeting held on the 20th day of May, 2024, original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

[1] Matthew Miller and Deborah Azrael, "Firearm Storage in US Households with Children: Findings from the 2021 National Firearm Survey," JAMA Network Open 5, no. 2 (2022): e2148823, <https://doi.org/10.1001/jamanetworkopen.2021.48823>.

[2] Everytown for Gun Safety Support Fund, "#NotAnAccident Index," <https://everytownresearch.org/maps/notanaccident/>. Analysis includes incidents that occurred between 2015 and 2021.

[3] Centers for Disease Control and Prevention, National Center for Health Statistics. WONDER Online Database, Underlying Cause of Death. A yearly average was developed using five years of most recent available data: 2016 to 2020. Children defined as ages 0 to 17.

[4] Renee M. Johnson et al., "Who Are the Owners of Firearms Used in Adolescent Suicides?," Suicide & Life-Threatening Behavior 40, no. 6 (2010): 609–11, <https://doi.org/10.1521/suli.2010.40.6.609>.

- [5] Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, National Violent Death Reporting System (NVDRS), 2019. Ages 0-17.
- [6] 1 New York City Police Department, "Active Shooter: Recommendations and Analysis for Risk Mitigation," 2016, <https://on.nyc.gov/2nWHM4O>.
- [7] David C. Grossman et al., "Gun Storage Practices and Risk of Youth Suicide and Unintentional Firearm Injuries," JAMA 293, no. 6 (2005): 707–14, <https://doi.org/10.1001/jama.293.6.707>.
- [8] National Threat Assessment Center et al., "Protecting America's Schools." https://www.secretservice.gov/sites/default/files/2020-04/Protecting_Americas_Schools.pdf.
- [9] <https://besmartforkids.org/>.

Parent/Guardian:

Providing our students and staff in the Okemos Public Schools with a safe educational environment remains one of our top priorities. We are all aware of incidents of gun violence in our surrounding communities, and across the nation. A national survey found that 51 percent of teens are worried that there will be a shooting in their school or a school near them.

Studies of all types of school based gun violence across decades all point to the same significant point of intervention—addressing students unauthorized access to guns in the home. For example, a Secret Service National Threat Assessment Center study of targeted school violence incidents found that 76 percent of the firearms were obtained from the home of a parent or close relative.

Unsecured guns in the home pose a risk to students beyond gun violence in schools. Every year, 350 children under the age of 18 [unintentionally](#) shoot themselves or someone else. That’s roughly one unintentional shooting per day. Gun suicide among children has reached the highest rate in more than 20 years. In the overwhelming majority of these incidents, the gun used was one that belonged to someone in their home.

One study found that 70 percent of parents believe their teen cannot access the gun(s) in their home. Yet, the study also found that half of teens said they could gain access to a loaded gun in their home in under an hour, including one-third who said they could do so in under five minutes. Research shows that secure firearm storage practices are associated with up to an 85 percent reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens. Storing firearms securely protects any child in the home as well as students throughout the school district and community.

In an effort to protect Michigan families from tragic gun violence and unintentional firearms injuries, the “Secure Storage Law” requiring safe storage of firearms went into effect on February 13, 2024. [Public Act 17 of 2023](#) amended the Firearms Act by adding [MCL 28.429](#), making it a crime to improperly store or leave a firearm unattended on a premises under an individual's control when that individual knows or reasonably should know a minor is, or is likely to be, on premise. Unattended firearms must be unloaded and locked with a locking device or stored in a locked box or container.

You can [learn more](#) and download helpful resources, including a secure storage fact sheet, talking to your children about guns, and facts and resources on child firearm suicide, at [BeSMARTforKids.org/resources](#).

_____ I have read, and understand, the importance of secure firearm storage in my home and the importance of asking about secure firearm storage in homes that my child visits.

Parent or Guardian Signature

Parent or Guardian Printed

Date

Secure Storage Law – OPS Handbook Language

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.



Every year in the United States, 350 children aged 17 and under gain access to a firearm and unintentionally shoot themselves or someone else. More than 700 more die by suicide with a gun each year. We have the power to prevent tragedies like these from happening. Everytown for Gun Safety Support Fund has developed the Be SMART framework to help parents and adults prevent child gun deaths and injuries.

Did You Know

4.6 million children in America live in homes with guns that are both loaded and unlocked.

350 children 17 and under gain access to a firearm and unintentionally shoot themselves or someone else—sometimes fatally.

More than 700 children 17 and under die by suicide with a gun each year.

Safety is Always an Adult Responsibility

Kids will be kids, so it's always an adult's responsibility to keep children safe. Always assume that curious or impulsive kids may find and touch an unsecured gun, even if they've been told not to. If a child handles a gun, a bad decision can quickly become a fatal one. Be SMART adults protect kids by making sure all guns are stored securely, which means they are inaccessible to kids, and by making sure children are never in the presence of unsecured guns.

Our Story

Everytown for Gun Safety launched the Be SMART campaign to take action to promote responsible gun ownership and reduce child gun deaths. The campaign focuses on education and awareness about child gun deaths and secure gun storage. Be SMART volunteers encourage parents and caretakers to "Be SMART" and take these five simple steps to help prevent shootings by children: **Secure** all guns in your home and vehicles; **Model** responsible behavior around guns; **Ask** about the presence of unsecured guns in other homes; **Recognize** the role of guns in suicide; **Tell** your peers to be SMART.

Be SMART

Secure all guns in your homes and vehicles;
Model responsible behavior around guns;
Ask about unsecured guns in other homes;
Recognize the role of guns in suicide;
Tell your peers to Be SMART

What Can You Do?

It's simple. Spread the Be SMART message. Talk to your friends and family about the importance of secure gun storage, and get the word out in your community. Volunteers all over the country are available to deliver a 20-minute presentation entitled "Be SMART: A conversation about kids, guns and safety" to local groups and organizations.

Visit [BeSMARTforKids.org](https://www.BeSMARTforKids.org) to learn more and download resources. When it comes to kids' safety, we're all in this together!

For more information or to get involved
text SMART to 644-33

Follow us on Facebook
www.facebook.com/BeSMARTforKids.org
or on [Twitter@Everytown](https://twitter.com/Everytown)



Facts and Resources on Child Firearm Suicide

Gun violence has a devastating impact on children in America. **In fact, more than one-third of child gun deaths are suicides**—more than 700 child gun suicides each year.¹ One study showed that over 80 percent of children under the age of 18 who died by gun suicide used a gun belonging to a parent or relative.² For people of all ages, access to a gun increases the risk of death by suicide by three times.³

Most people who attempt suicide do not die—unless they use a gun.⁴ In fact, 90 percent of suicide attempts with a gun result in death—a much higher fatality rate than any other means of self-harm.⁵ This contributes to the fact that 42 percent of child suicides involve a gun.⁶

A national survey of high school students found that 22 percent had seriously considered attempting suicide within the last year.⁷ And one study showed that 41 percent of adolescents in gun-owning households report having “easy access” to the guns in their home.⁸

Signs to look out for when concerned that a loved one may be suicidal:⁹

- Prolonged sadness and depression
- Changes in mood or behavior
- Hopelessness
- Sleeping too much or too little
- Withdrawing/Isolation
- Aggression or agitation
- Increased alcohol or drug use
- Talking about killing themselves

Research shows that secure firearm storage is associated with a decreased risk of child firearm suicide. One study showed that households that locked both firearms and ammunition had a 78 percent lower risk of self-inflicted firearm injuries among children and teenagers.¹⁰ The risk of gun violence and self-harm have grown during the COVID-19 pandemic, with kids experiencing increased levels of stress and isolation, and more guns being purchased. These factors make it even more important that firearms are stored securely.

Some additional key steps you can take to support your loved one include: inviting an honest conversation, listening and supporting your loved one, and encouraging them to see a mental health professional or a primary care physician.¹¹

Resources

National Suicide Prevention Lifeline

Call 1-800-273-8255. Available 24 hours a day.

Trevor Project, the LGBTQ youth suicide prevention line

Call TrevorLifeline at 1-866-488-7386.

Text HOME to 741741 from anywhere in the United States, anytime, about any type of crisis.

988 Suicide and Crisis Lifeline can be reached by calling or texting 988 or chatting on <http://988lifeline.org>.



¹ Centers for Disease Control and Prevention, National Center for Health Statistics. WONDER Online Database, Underlying Cause of Death. A yearly average was developed using four years of most recent available data: 2018 to 2021. Children aged 0 to 17.

² Renee M. Johnson et al., "Who Are the Owners of Firearms Used in Adolescent Suicides?" *Suicide and Life-Threatening Behavior* 40, no. 6, (2010): 609-11.

³ Andrew Anglemyer, Tara Horvath, and George Rutherford, "The Accessibility of Firearms and Risk for Suicide and Homicide Victimization Among Household Members: A Systematic Review and Meta-Analysis," *Annals of Internal Medicine* 160, no. 2 (2014): 101-10.

⁴ Everytown for Gun Safety Support Fund, "Firearm Suicide in the United States," December 28, 2021, <https://everytownresearch.org/report/firearm-suicide-in-the-united-states/>.

⁵ Andrew Conner, Deborah Azrael, and Matthew Miller, "Suicide Case-Fatality Rates in the United States, 2007 to 2014: A Nationwide Population-Based Study," *Annals of Internal Medicine* 171, no. 2 (2019): 885-95.

⁶ Centers for Disease Control and Prevention, National Center for Health Statistics. WONDER Online Database, Underlying Cause of Death. A yearly average was developed using four years of most recent available data: 2018 to 2021. Analysis includes children aged 0 to 17.

⁷ Centers for Disease Control and Prevention, "Youth Risk Behavior Survey: Data Summary & Trends Report, 2011-2021," 2023, <https://bit.ly/3TG6nnd>.

⁸ Joseph A. Simonnet et al., "Psychiatric Comorbidity, Suicidality, and In-Home Firearm Access Among a Nationally Representative Sample of Adolescents," *JAMA Psychiatry*, 72, no. 2 (2015): 152-59.

⁹ American Foundation for Suicide Prevention, "Risk Factors, Protective Factors, and Warning Signs," (2022), <https://afsp.org/risk-factors-protective-factors-and-warning-signs..>

¹⁰ David C. Grossman et al., "Gun Storage Practices and Risk of Youth Suicide and Unintentional Injuries," *JAMA* 293, no. 6 (2005): 707-14.

¹¹ American Foundation for Suicide Prevention, "When Someone is at Risk," (2022), <https://afsp.org/when-someone-is-at-risk>.

UNLOAD, LOCK, AND SEPARATE: SECURE STORAGE PRACTICES TO REDUCE GUN VIOLENCE

Three-year-old Brayden Heath found his mother's handgun in the living room of their home in Anchorage, Alaska. Brayden was playing with the gun when it discharged, shooting him in the head. He was taken to a local hospital and pronounced dead later that day.¹

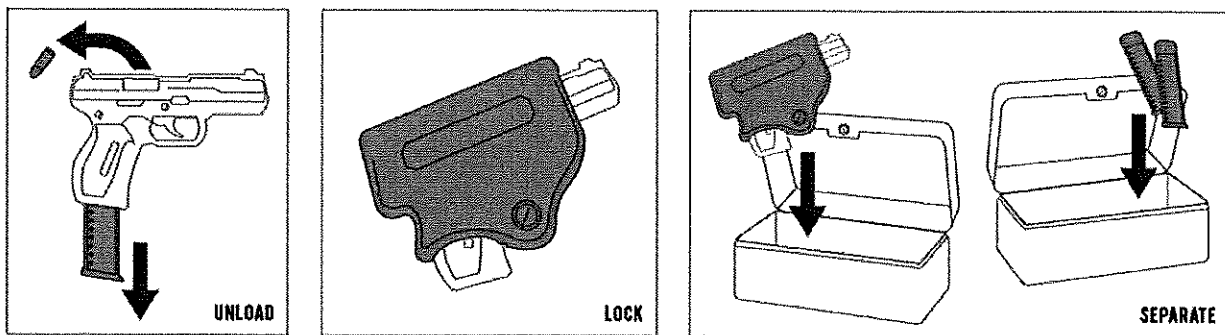
Introduction

There are an estimated 393 million civilian-owned firearms in the United States,² and more than one-third of homes contain at least one gun.³ Responsible gun owners can make our homes and communities safer by storing their firearms unloaded and locked, with ammunition kept in a separate place, to prevent access by children and other people who are at risk of harming themselves or others. Research shows that these storage practices can play a vital role in reducing the risk of gun violence, particularly among children, due to unintentional shootings and gun suicides.⁴

The bottom line is this: Storing firearms unloaded, locked, and separate from ammunition prevents access and saves lives.

What is secure firearm storage?

Experts agree: In order to prevent access, secure gun storage practices should include three methods employed in combination—unloading the ammunition, locking the firearm, and storing the firearm and ammunition in separate locations.⁵



UNLOAD

Gun owners should remove all ammunition from the firearm, including removing any chambered rounds

LOCK

Unloaded firearms should be secured with a firearm locking device, such as a cable lock, or in a locked location, like a safe or lock box. Locking devices, safes, and lock boxes are equipped with keys, combinations, or biometric technology that limit access. *Remember: Firearm locks do not prevent gun theft.*

SEPARATE

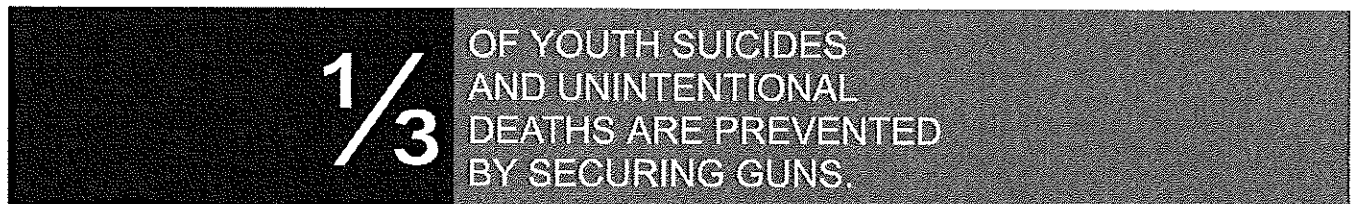
Ammunition should be stored separately from the firearm in a secure location.

The American Academy of Pediatrics (AAP) concludes that the absence of guns from homes is the most reliable and effective measure to prevent suicide, homicide, and unintentional firearm-related injuries to children and adolescents. But if there are guns in the home, AAP notes that storing guns unloaded and locked, with ammunition kept in a separate place, can mitigate the risk of child firearm injury.⁶

Key Findings

Access to unsecured firearms contributes to gun violence among children and teens. Brayden's tragic story is all too common.⁷ Every year, 350 children under the age of 18 unintentionally shoot themselves or someone else. That's roughly one unintentional shooting per day, and 72 percent of these incidents take place in or around a home.⁸ More than 700 children die by gun suicide each year,⁹ most often using guns belonging to a family member.¹⁰ Unsecured firearms also fuel gun violence outside the home. In incidents of school violence, the US Secret Service found that three-quarters of school shooters acquired their firearm from the home of a parent or close relative.¹¹

We are all safer when guns are stored unloaded, locked, and separate from ammunition. One study found that households that locked both firearms and ammunition were associated with a 78 percent lower risk of self-inflicted firearm injuries and an 85 percent lower risk of unintentional firearm injuries among children, compared to those that locked neither.¹² Another study estimated that if half of households with children that contain at least one unlocked gun switched to locking all their guns, one-third of youth gun suicides and unintentional deaths could be prevented, saving an estimated 251 lives in a single year.¹³



Despite the risks to safety, the majority of gun owners do not practice secure gun storage.

While millions of responsible gun owners follow recommended storage practices, an estimated 54 percent do not lock all of their guns, let alone store them unloaded, locked, and separate from ammunition.¹⁴ Gun owners with children in the home are slightly more likely to lock all of their guns,¹⁵ but an estimated 4.6 million American children live in households with at least one loaded and unlocked firearm.¹⁶

Contrary to popular belief, gun storage devices do not prevent owners from readily accessing their guns.

There is a common myth that storage devices negate the self-defense purpose of owning a gun by putting time-consuming barriers between the gun owner and their means of defense.¹⁷ The reality is that there are many affordable options for secure gun storage that provide owners with access to guns in a matter of seconds while still preventing access by children and people at increased risk of harming themselves or others.¹⁸ Further, it is possible that unsecured guns may actually *increase* the likelihood of crime and violence through an increased risk of gun theft.¹⁹ Each year, an estimated 200,000 to 500,000 guns are stolen, and many are funneled into the underground market, where once-legally-owned firearms can be transferred to people with dangerous histories.²⁰

Recommendations

Gun owners understand that with rights comes responsibility, and promoting secure firearm storage is integral to public safety. Community members should work together to encourage recommended firearm storage practices.

Community members and local leaders should encourage secure firearm storage through outreach to gun owners and general public awareness campaigns. Researchers, clinicians, and gun owners should work together to develop messaging and recommend storage options that are relevant to local values and context.²¹

Research suggests that clinicians can positively influence secure storage practices, especially when they provide free storage devices.²²

1. "Judge Sentences Morin to 18 Months in Jail for Death of Toddler in 2015," *KUUU*, February 2, 2017, <https://bit.ly/2Xqf1lr>.
2. Aaron Karp, "Estimating Global Civilian-Held Firearms Numbers," *Small Arms Survey*, June 2018, <https://bit.ly/3snZ9ftj>.
3. Gun ownership reported in 34 percent of households. *General Social Survey, 2018*, Data Explorer, <https://bit.ly/2BZhtky>.
4. Michael C. Monuteaux, Deborah Azrael, and Matthew Miller, "Association of Increased Safe Household Firearm Storage with Firearm Suicide and Unintentional Death Among US Youths," *JAMA Pediatrics* 173, no. 7 (2019): 657–62, <https://doi.org/10.1001/jamapediatrics.2019.1078>.
5. US Government Accountability Office, "Personal Firearms: Programs That Promote Safe Storage and Research on Their Effectiveness," September 2017, <https://bit.ly/394tUGFP>.
6. Council on Injury, Violence, and Poison Prevention Executive Committee, "Firearm-Related Injuries Affecting the Pediatric Population," *Pediatrics* 130, no. 5 (November 2012): e1416–23, <https://doi.org/10.1542/peds.2012-2481>.
7. Everytown for Gun Safety Support Fund, "#NotAnAccident Index," 2023, <https://everytownresearch.org/maps/notanaccident/>.
8. Everytown for Gun Safety Support Fund, "Preventable Tragedies: Findings from the #NotAnAccident Index," April 2023, <https://everytownresearch.org/report/notanaccident/>.
9. Centers for Disease Control and Prevention, National Center for Health Statistics, WONDER Online Database, Underlying Cause of Death. A yearly average was developed using four years of the most recent available data: 2018 to 2021. Children defined as aged 0 to 17.
10. Renee M. Johnson et al., "Who Are the Owners of Firearms Used in Adolescent Suicides?," *Suicide & Life-Threatening Behavior* 40, no. 6 (2010): 609–11, <https://doi.org/10.1521/suli.2010.40.6.609>. Study defined children as under the age of 18. Over 80 percent of children who died by gun suicide used a gun belonging to a family member.
11. National Threat Assessment Center, "Protecting America's Schools: A US Secret Service Analysis of Targeted School Violence," US Secret Service, Department of Homeland Security, 2019, <https://bit.ly/2U7vwwa>.
12. David C. Grossman et al., "Gun Storage Practices and Risk of Youth Suicide and Unintentional Firearm Injuries," *JAMA* 293, no. 6 (2005): 707–14, <https://doi.org/10.1001/jama.293.6.707>.
13. Monuteaux, Azrael, and Miller, "Safe Household Firearm Storage."
14. Cassandra K. Crifasi et al., "Storage Practices of US Gun Owners in 2016," *American Journal of Public Health* 108, no. 4 (2018): 532–37, <https://doi.org/10.2105/AJPH.2017.304262>.
15. Crifasi et al., "Storage Practices of US Gun Owners."
16. Matthew Miller and Deborah Azrael, "Firearm Storage in US Households with Children: Findings from the 2021 National Firearm Survey," *JAMA Network Open* 5, no. 2 (2022): e2148823, <https://doi.org/10.1001/jamanetworkopen.2021.48823>.
17. John R. Lott, Jr. and John E. Whitley, "Safe-Storage Gun Laws: Accidental Deaths, Suicides, and Crime," *Journal of Law and Economics* 44, no. 52 (October 2001), <https://doi.org/10.1086/338346>.
18. Everytown for Gun Safety Support Fund, "Guide to Secure Storage Devices," <https://besmartforkids.org/secure-gun-storage/resources/#guide-to-secure-gun-storage-devices>.
19. Megan J. O'Toole, Jay Szkola, and Sarah Burd-Sharps, "Gun Thefts from Cars: The Largest Source of Stolen Guns," Everytown for Gun Safety Support Fund, May 9, 2022, <https://everytownresearch.org/gun-thefts-from-cars-the-largest-source-of-stolen-guns/>.
20. Everytown for Gun Safety Support Fund, "Stolen Guns Pose a Tremendous Risk to Public Safety," March 2019, <https://everytownresearch.org/stolen-guns>.
21. Catherine Barber et al., "Suicide and Firearm Injury in Utah: Linking Data to Save Lives," Harvard T.H. Chan School of Public Health, October 2018, <https://bit.ly/2HP2kG3>.
22. RAND Corporation, "Education Campaigns and Clinical Interventions for Promoting Safe Storage," March 2, 2018, <https://bit.ly/2KPD71h>.





Talking To Your Children About Guns

Every year, 350 children unintentionally shoot themselves or someone else when they find unlocked, loaded guns.¹ More than 700 American children die by gun suicide each year.² One study showed that over 80 percent of children under the age of 18 who died by gun suicide used a gun belonging to a family member.³ The Be SMART program, designed to prevent these shootings, recognizes **that secure storage by adult gun owners is essential to preventing unauthorized, unsupervised access to firearms by children.**

It is always an adult's responsibility to prevent unauthorized access to guns, not a curious child's responsibility to avoid guns. That means always keeping all firearms unloaded, locked, and stored separately from ammunition.

And yet research shows that approximately 4.6 million American children live in homes with guns that are not stored securely.⁴ We recognize that until every gun is securely stored, children are still at risk of finding unsecured guns, and parents need guidance on how to talk to their children about what to do if that happens. The suggestions below, developed in collaboration with Marjorie Sanfilippo, Ph.D., a professor and expert on children's behaviors around firearms, are a good place to start:

Tips for Talking to Young Children:

- Make it part of the normal safety conversation you have with your children.
- Keep the language simple; for example: "If you see a gun, don't touch it. Tell an adult right away."
- Tell children not to touch a gun, even if it looks like a toy.
- Assure children they will not get in trouble if they tell an adult they've seen a gun.
- Repeat it on a regular basis.

Tips for Talking to Adolescents:

- Include it in your general safety conversations about topics like drugs, alcohol, and drunk driving.
- Tell them to immediately leave any situation where an unsecured gun is present.

- Tell them not to listen to a friend who says a gun is unloaded or otherwise safe.
- Give your teen strategies to get out of a situation where a gun is present—or brainstorm them together. For example, you could agree that your teen would say: "Mom just texted me that I have to get home right now."
- Assure them that it's OK to ask people about the presence of unsecured guns in other homes they may be visiting, but offer to do it for them if they don't feel comfortable.

Tips for All Ages:

- Don't have the conversation only once. Talk to them frequently, just as you would about other crucial safety issues.
- Make sure they understand that any situation where there's an unsupervised gun is a dangerous situation.

It is important to remember that **talking to children about guns is a precaution, not a guarantee of safety.** One study found that young children who go through a week-long gun safety training are just as likely as children with no training to approach or play with a handgun when they find one.⁵

This is one reason we take issue with the National Rifle Association's program to reduce unintentional shootings by children, Eddie Eagle, as it focuses solely on educating children not to touch guns without permission and to alert an adult if they find a firearm. That alone is not nearly sufficient to reduce unsupervised access to guns by children.

¹ Everytown for Gun Safety, "#NotAnAccident Index: Unintentional Shootings by Children," <https://everytownresearch.org/maps/notanaccident/>. A yearly average was developed using data from 2015 to 2022. Incidents from the index are collected from media reports of unintentional shootings by children under the age of 18 that result in injury or death.

² Centers for Disease Control and Prevention. National Center for Health Statistics, WONDER Online Database, Underlying Cause of Death. A yearly average was developed using four years of most recent available data: 2018 to 2021. Analysis includes children aged 0 to 17.

³ Renee M. Johnson et al., "Who Are the Owners of Firearms Used in Adolescent Suicides?" *Suicide and Life-Threatening Behavior*, 40, no. 6 (2010): 609-11.

⁴ Matthew Miller and Deborah Azrael, "Firearm Storage in US Households with Children: Findings from the 2021 National Firearm Survey," *JAMA Network Open* 5, no. 2 (2022): e2148823.

⁵ Marjorie S. Hardy, "Teaching Firearm Safety to Children: Failure of a Program," *Journal of Developmental and Behavioral Pediatrics* 23, no. 2 (2002): 71-76.

Series 3000: Operations, Finance, and Property

3200 Finance and Borrowing

3202 *Budgets and Truth in Budgeting/Taxation Hearings*

The Board must annually adopt a budget for each fund of the District to support District programs and services for the ensuing fiscal year. The Superintendent or designee will be responsible for developing the budgets subject to the Board's direction and decisions. The budget documents will be updated based upon the requirements of the adopted educational programs.

A. Budget

1. The Superintendent will prepare each proposed budget in accordance with Board policies and goals and state law. Each budget will be based on up-to-date revenue estimates and will reflect the assessed needs and programs approved by the Board.
2. The Board must adopt each budget by June 30 of each year.
3. As circumstances change through the course of the fiscal year, the Superintendent will bring recommended budget amendments to the Board for review and adoption.
4. Within 15 days after the Board adopts a budget or any amendment to a budget, the Superintendent or designee will make the budget or amended budget available through a link on the District's website homepage.
5. The Board's goal is to maintain an annual unassigned general fund balance of at least 15% of estimated expenditures. The Board recognizes that a annual unassigned fund balance of at least 15% of estimated expenditures is recommended by auditors, and recognizes that the district may expend funds below 15% due to current economic circumstances. However, the Board shall not adopt a budget that would knowingly result in the fund balance going below 10% without a specific discussion and action item authorizing such expenditure and future fund balance planning.

B. Truth In Budgeting Hearing

1. The Board must hold a public hearing on the proposed budgets before adopting the budgets. The Superintendent or designee must give notice of the public hearing by publication in a newspaper of general circulation within the District at least 6 days before the hearing. The notice must:
 - include the time and place of the hearing;
 - state that the proposed budget(s) is available for public inspection at the District's administrative offices; and

- include the following statement printed in 11-point boldfaced type:

The property tax millage rate proposed to be levied to support the proposed budgets will be a subject of this hearing.

2. The Board must consider and adopt the budgets within 10 days after the public hearing in accordance with state law.

C. Truth in Taxation Hearing

If additional District operating millage, including special education and vocational education millage, is approved by the electorate after the District holds the public hearing on the proposed budgets and the District intends to levy such additional millage for the first time before the next fiscal year's public hearing on the proposed budgets, the Board must hold a separate public hearing on the proposed levy of such additional millage. The Superintendent or designee must give notice of the public hearing by publication in a newspaper of general circulation within the District at least 6 days before the hearing, which notice must state the time and place of the hearing and the proposed additional millage. The Board must approve the levy of the additional millage within 10 days after the public hearing in accordance with state law.

Legal authority: MCL 141.411 et seq., 141.421 et seq.; MCL 211.24e

Date adopted:

Date revised:



To: Board of Education
FROM: Superintendent, John J. Hood
DATE: May 9, 2024
RE: School Start Times- Superintendent Recommendation

Over the past few months, we have engaged in extensive dialogue with various employee groups and departments to both inform and solicit input on the proposed adjustment to our school start times. Our gratitude is extended to all who participated and shared their valuable insights through our school start times survey. The candid feedback on this pivotal issue is greatly appreciated.

As you are aware, the topic of start times elicits impassioned responses, reflecting the deeply personal nature of this matter, which is intricately tied to family and work dynamics. Dr. Hanne Hoffmann's research on the potential benefits of later start times for high school students, particularly in terms of mental health and academic performance, was a focal point of our discussions. While the majority of our staff acknowledged the compelling nature of this research, they also expressed concerns about potential unintended consequences.

One of the main concerns was the impact on our students and staff if Okemos was the only school district to make the change. There was more of a willingness to consider a start times change if it was applied statewide, or at least across the Ingham ISD schools to remove many of the barriers to implementation and help mitigate many of the negative impacts on Okemos students.

Staff wondered about students missing additional instructional time to attend athletics, impacts on attendance at extracurricular activities, and limiting after-school time for employment. They shared concerns about equitable access to school opportunities should activities that connect students to school be moved before school with no district transportation to get there to participate. It was shared that elementary students cannot go later in the day and an earlier

John J. Hood
john.hood@okemosk12.net
4406 N. Okemos Rd., Okemos, Michigan 48864
Phone: 517-706-5007 Fax: 517-349-6235

dismissal would be good for that population, but also safety concerns about students at the morning bus stop in the dark and being home before older siblings after school.

Staff members were concerned about the impact on childcare and the potential for increased expenses to our families. For our staff members who have students in childcare or attending schools in other districts, they shared that a proposed change would likely cause an extra financial and logistical burden because of the difference in the schedules. Others shared the additional difficulty of attracting and retaining employees, as being one of the only districts to change may unintentionally deter people from applying or staying, particularly if childcare costs increase. Staff who do not have children at home seemed more supportive of the change.

While Okemos is a leader in innovation, we heard that the capacity for additional change within the district is currently low. Staff want us to focus on quality implementation of the many initiatives the district is already working on districtwide including: multi-tiered system of supports (MTSS), literacy training, universal accommodations, universal design, mental health, NWEA data, standards-based grading, the Filter First law for clean drinking water, education around policy changes, a revised teacher evaluation system, improving student connectedness, and implementing the 2022 Bond – to name but a few.

After consideration of many factors, including feedback from our employee groups, on May 13, I will recommend to the Board of Education that we:

- do not implement a stand alone start time change at this time;
- educate to bring greater awareness to the importance of sleep for our teens;
- interrogate district practices to allow additional opportunities for student sleep; and
- advocate to promote a potential start time change at the county or statewide level.

It is my belief that advocating for a county or statewide change would help alleviate many of the identified barriers to effective implementation and represent the most beneficial path forward for our students and staff.

I am thankful for the open and constructive dialogue that took place within each employee group, as well as for the thoughtful reflections centered on the well-being of our students, families, employees, and district as a whole. The feedback regarding organizational capacity and collaborative approaches to driving positive change is invaluable and deeply appreciated.

John J. Hood

john.hood@okemosk12.net

4406 N. Okemos Rd., Okemos, Michigan 48864

Phone: 517-706-5007 Fax: 517-349-6235

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