

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.

6:00 PM

**MEETING AGENDA
Tuesday, August 6, 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

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

There is one opportunity for public comment: Citizens who wish to address agenda or non-agenda items will have an opportunity at the beginning 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.

At the appropriate point in the agenda, the board president will call upon individuals who have submitted a blue card for their comments.

DISCUSSION MOVED FORWARD: SEL Curriculum Recommendation

DEI Director Lara Slee will present information regarding a proposed SEL curriculum for use by K-4 students to be funded through ESSER funds. Due to deadlines and turnaround times, the board is being asked to consider taking action at this meeting.

Adequate Information to Proceed

Board policy 2503A Adequate Information to Proceed indicates that it is the policy of the board not to take action on an item the first time it is brought to the attention of the board at a public meeting.

That the board waive policy 2503A requirements and take action on whether to adopt the SEL curriculum.

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.

SUPERINTENDENT REPORTS/REQUESTS (10 Min)

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

BOARD REPORTS/REQUESTS (10 Min)

The board will acknowledge receipt of correspondence.

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

OTHER ACTION ITEMS

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

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 Kara Cook, 3rd Grade Teacher at Hiawatha; Matthew Cyrus, 83% Physical Education Teacher at Central Montessori; and Rachael O'Neill, 67% PPK Teacher at Central Montessori, 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.

Hockey Co-Op

Athletic Director Ken Hintze presented information regarding a potential MHSAA Hockey co-op in collaboration with Charlotte and Owosso schools during the July 22nd meeting.

that the board authorize the superintendent and athletic director to execute the MHSAA application to form a cooperative hockey team.

K-12th Grade Student-Parent Handbooks

The elementary level, Kinawa, Chippewa Middle School, and Okemos High School Student-Parent Handbooks provide valuable information about school activities and available services, as well as guidelines for behavior and the students' rights and responsibilities. The handbooks have been updated to reflect current practice, law and board policy. Once approved, handbooks will be distributed to families and updated on the district website.

That the board approve the 2024-2025 elementary level, Kinawa, Chippewa Middle School, and Okemos High School Student-Parent Handbooks for distribution to students and parents.

Delegation of Authority

Annually, school districts may elect to have the plan review of school construction projects and inspections conducted by local building departments. For this to happen, both the school district and the unit of government(s) must execute the application, Request for Annual Delegation of School Plan Review and Inspection Authority to a Local Unit of Government Enforcing Agency. The board is being asked to designate a local inspector, Meridian Township to be the primary inspector for upcoming bond projects, building, and renovations.

That the board approve the delegation of school plan review and inspections to Meridian Charter Township.

SEL Curriculum Adoption

The board reviewed a proposed SEL Curriculum for use by K-4th grade students earlier in the meeting.

that the board adopt the Everyday Speech Social Emotional Learning Curriculum for use by K-4th grade students, beginning with the 2024-2025 school year and to be funded through ESSR grants.

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.

Board Retreat Planning

The board will discuss the upcoming board retreat and prioritization of agenda items.

Board Operating Procedures

The board will begin its review and discussion of the proposed board operating procedures.

OTHER MATTERS (5 Min)

- Reminder of Special Meeting August TBD

ADJOURN

-




SEL Curriculum Review for Grades K-4

Summer 2024



01 ✨ Purpose ✨

Supporting Our Strategic Plan



2022-23 KEY INITIATIVES

Communication & Engagement	Differentiation	Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS)
----------------------------	-----------------	--

OUR GOALS


Building & Sustaining Relationships The diverse identities, abilities and strengths of our school community are reflected in a system representative of, constructed by and responsive to all of our stakeholders.	Engaging in Best Practices for Teaching and Learning Data will be analyzed used to reflect on our intentions, evaluate processes and practices, measure our impacts and inform our decisions on a path of continuous improvement	Fostering an Inclusive Culture & Climate Each individual has access to, can meaningfully participate in, and make progress in high-quality learning experiences that result in empowerment and academic success.
--	--	--

FOCUS AREAS

Equity	Social Emotional Learning	Organizational Capacity	Instructional Learning	Facilities
--------	----------------------------------	-------------------------	------------------------	------------

PACK MISSION

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

4406 N. Okemos Rd. Okemos, MI 48864	 OKEMOS PUBLIC SCHOOLS	www.OkemosK12.net 517-706-5000
--	---	-----------------------------------

Connections to Equity Plan

Current situation:

Our K-4 schools - Bennett Woods, Cornell, Hiawatha, and OPM - do not have a universal Tier 1 curriculum for social and emotional learning.

We need:

A consistent, accessible, culturally responsive, and engaging SEL curriculum that all students will experience in grades K-4. It must be aligned to CASEL and Michigan state standards, and the lesson design must rely on best instructional practices.



Okemos Public Schools Equity Plan

PURPOSE
Provide direction for creating learning environments that are safe, healthy, and effective for everyone.

GUIDING PRINCIPLES

DIVERSITY

Our students, families, staff, and community members bring with them diverse and unique identities, abilities, and strengths.

EQUITY

Each student has access to, can meaningfully participate in, and make progress in learning experiences that result in empowerment and academic success.

INCLUSIVITY

Everyone has the right to feel safe, happy, affirmed, and encouraged.

COLLABORATION

Our system must be representative of, constructed by, and responsive to all members of our community.

REFLECTION

Making continuous progress requires us to reflect on our intentions, evaluate our processed and practices, and measure our impacts.

DATA-DRIVEN DECISION-MAKING

Data from diverse sources will be routinely collected and analyzed. We will use new information to guide our decision-making and inform ways in which we adapt to the needs of our community.

AREAS OF FOCUS

AUTHENTIC SELVES & RELATIONSHIPS

Goal 1: OPS is an inclusive district in which students, staff, families, and community members accept and respect the diverse identities of one another.

Goal 2: Our relationships are built upon actions that promote and sustain mutual trust and respect.

Goal 3: We utilize effective, consistent, culturally and linguistically responsive, and honest communication strategies to build community and establish collaboration.

CULTURALLY RESPONSIVE - SUSTAINING EDUCATION

Goal 4: We have developed a district culture in which students, staff, families, and community members are prepared for an increasingly diverse society & world.

POLICIES/PRACTICES/PROCEDURES

Goal 7: OPS has a clear public statement of its values and commitment to diversity, equity, and inclusion.

Goal 8: OPS policies, practices, and procedures are representative of, constructed by, and responsive to students, staff, families, and community members.

INSTRUCTION/CURRICULUM/ ASSESSMENT

Goal 5: Our district's instructional practices, curriculum, and assessment methods are responsive to and inclusive of diverse perspectives, abilities, and cultures.

Goal 6: Our students' academic assessment data show that the opportunity gaps between student groups have decreased.



How do we know we need more Tier 1 programming?

Increased and consistent demands have been placed on our mental and emotional health support staff (SSWs, counselors, SSAs)

- Larger caseloads
- More behavior referrals
- Additional small skills groups

MTSS Diamond

Tier 3

Tier 2

Tier 1

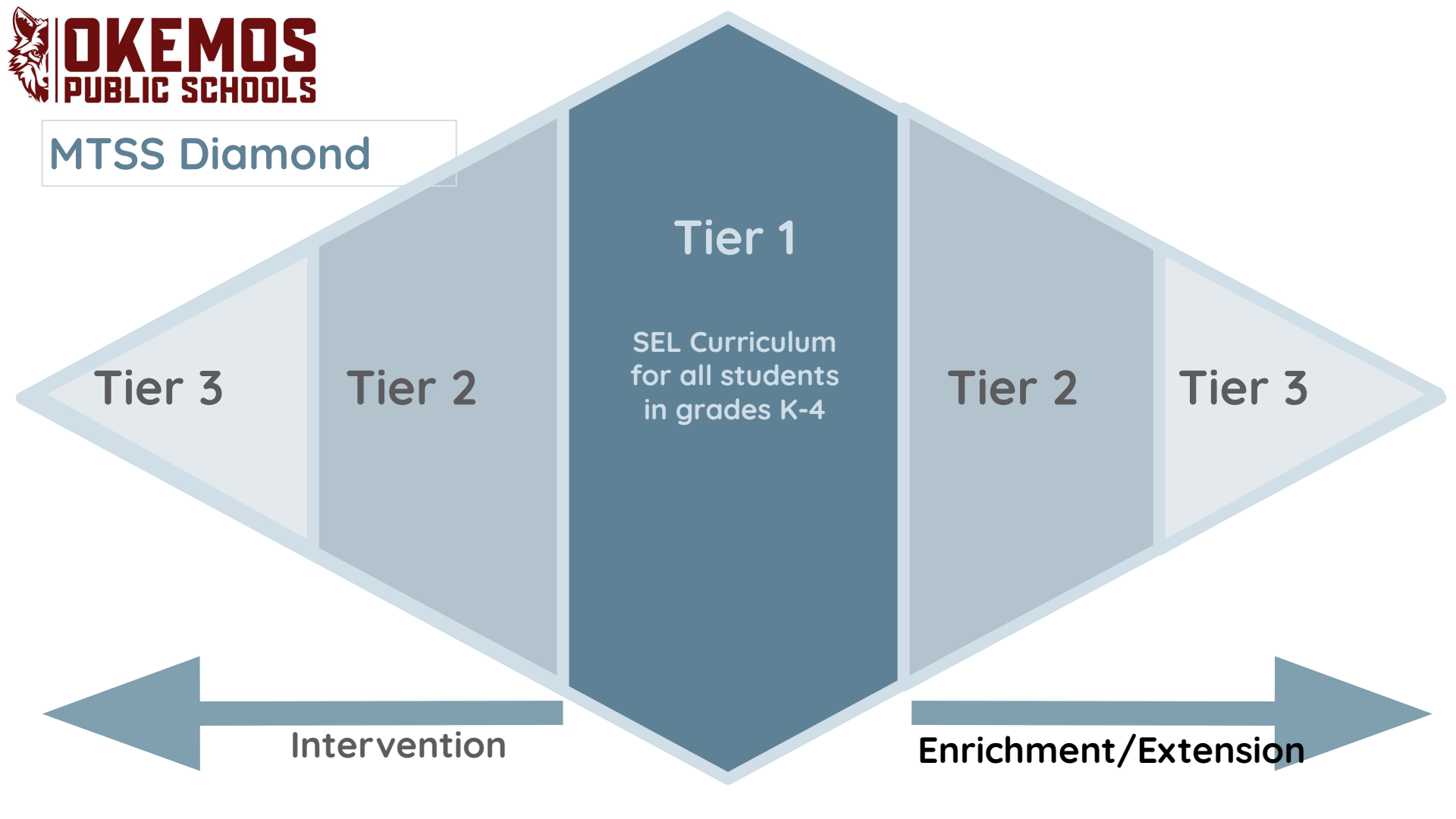
SEL Curriculum
for all students
in grades K-4

Tier 2

Tier 3

Intervention

Enrichment/Extension

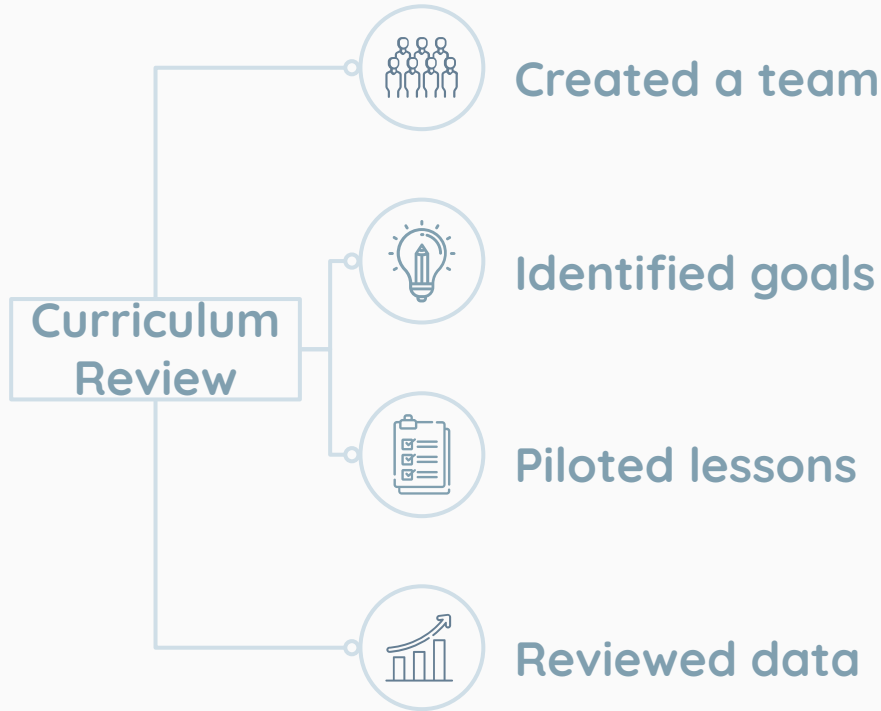




02 ✨ **Process** ✨



Methodology



—○ Diverse group of teachers, counselors, SSWs, and school psychs. All grade levels were represented, as well as both GE & SE.

—○ We want a comprehensive program that is user-friendly, accessible to all, skill-building, and engaging.

—○ Three programs were piloted by teachers, SSWs, and counselors: Second Step, ReThinkEd, and Everyday Speech.

—○ The team completed scorecards and surveys for each program they explored. We met to discuss strengths and areas of growth for each program, A final survey was administered to determine a recommendation.



The K-4 SEL Curriculum Review Team

Bennett Woods

Joe Thornton (2nd)
Mary Jo Mills (K, 1, 3 Specials)
Laura Seydel (4th)
Kelli Crawford (SSW)

Cornell

Joanna Adams (SSW)
Niki Mann (SSA)
Collin Eidelson (Counselor)
Kendra Hixson (3rd)
Amy Petersburg (K)
Tracy Ojerio (Principal)

Hiawatha

Mindy Calley (K)
Mary Williams (SE)
Zac Moore (1st)
Katie Davis (SSW)
Tasha Rader (School Psych)
Erika Parsons (4th)

OPM

Adrienne Watkins (1st/2nd)
Deedra McKissack (B/A)
Natalie Kinsella (Counselor)



Evaluation tools

General Scorecard

Curriculum

- Developmentally appropriate
- Includes examples and non-examples
- Easy to navigate
- Materials to send home

Instruction

- Multiple modes of instruction
- Opportunities to practice skills
- Lessons can be differentiated

Culturally Responsive Rubric

Representation

- Diversity of characters
- Accurate portrayals

Social Justice Orientation

- Power & privilege

Teacher Materials

- Bias awareness
- Asset-based
- Integration of student knowledge and experiences



Strengths

- Lessons easy to follow
- Easy access to resources
- Easy to differentiate
- Age-level/grade-level appropriate
- Parent materials
- Engaging

Areas of Growth

- Lacking some diversity (e.g. family structure, language, religion, characters with disabilities)
- Some parts are “cheesy” and may lose the interest of older students



RethinkEd

Together We Power Potential

Strengths

- Different modes of instruction
- Diverse characters (e.g. gender, skin color, height)
- Easy to differentiate and/or segment
- Professional development

Areas of Growth

- Lessons were sometimes difficult to follow
- Students didn't seem engaged
- Additional prep work
- Confusing
- Needed extended time to complete lesson activities



Everyday Speech

Strengths

- Lessons easy to follow
- Easy access to resources
- Easy to differentiate
- Age-level/grade-level appropriate
- Parent materials
- Engaging
- Real life examples and non-examples
- Multiple modes of instruction
- Social workers already use this program for Tiers 2 & 3

Areas of Growth

- Lacking some diversity (e.g. family structure, language, religion, characters with disabilities)



03 ✨ Recommendation ✨





We recommend that the district purchase
Everyday Speech's SEL Curriculum for
implementation starting in 2024-25.

A 3-year site license will allow for the following:

- **Year 1:** Train teachers, counselors, and social workers to use the program. Introduce lessons to students. Pilot anti-bias/anti-racist supplemental lessons.
- **Year 2:** Adjust lessons based on feedback from students and staff. Fully integrate anti-bias/anti-racist supplemental lessons.
- **Year 3:** Full implementation of all parts of the program. Evaluate the program.

Measures of success



Process

- Train staff
- Teach lessons
- Collect data
- Monitor implementation progress
- Evaluate program



Perception

- Parent/family feedback
- Student feedback
- Staff feedback
- BASC-3 BESS screener data



Achievement

- Monitor learning progress
- Students demonstrate mastery of skills

Okemos Public Schools - SEL Site License (Grades K-4) 3 YEARS

Okemos Public Schools

4406 N. Okemos Rd.

Okemos, MI 48864

United States

Lara Slee

lara.slee@okemosk12.net

517-706-5011

Reference: 20240515-195255308

Quote created: May 15, 2024

Quote expires: August 31, 2024

Quote created by: Brittany Johnson

"Customer Success Specialist"

brittany.johnson@everydayspeech.com

Comments from Brittany Johnson

Price per year: \$10,250.33

Access to the Social Emotional Learning (SEL) Curriculum for between 1,750-2,000 students:

- All educators providing instruction to students in K-4th Grade receive personalized access via individual email address
- CASEL-aligned PreK-12th grade curriculum.
Support bundles ideal for Tier 2 and Tier 3 support.
- Teacher lesson plans, pre/post assessments and observational checklists, and shareable family resources.
Brand new live action videos, mindfulness videos, interactive activities, and games to support a wider range of learners and fill the gaps in their social and emotional needs.

- Base pricing: \$10/student per year
- Bulk volume discount of 41%
- Your pricing: \$5.37/student per year

Included in your purchase you receive a designated Success Specialist for you and your team:

- Leadership Implementation
- User List Management and Engagement Tracking
- Personalized Onboarding & Training Webinar(s)
- 24/7 Access to On-Demand Teacher Training Tools

Products & Services

Item & Description	Quantity	Unit Price	Total
Social Emotional Learning Curriculum (Site License) - 3 Years (Enterprise)	1	\$38,439.00 / 3 years	\$38,439.00 / 3 years for 3 years
		Per three years subtotal	\$38,439.00
		Multi-Year Discount (20%)	(\$7,687.80) 20.0% discount
		Total	\$30,751.20

Purchase terms

Purchasing Terms and Instructions:

For fastest service, please upload your purchase order via <https://everydayspeech.com/po/>.

If you are required to mail or fax your quote, please also send an electronic version via <https://everydayspeech.com/po/>.

All mail should be sent to:
Everyday Speech LLC
DEPT CH 17439
Palatine, IL 60055-7439, USA

These quotes are exclusive of sales tax, but your purchase might be subject to sales tax. Please see, everydayspeech.com/sales-tax to see if you would be subject to sales tax or how to claim an exemption

This quote is valid only until the date indicated.

Our licenses are valid for one user per account. In a professional setting, a "user" is defined as any therapists, educators, or other professionals running independent sessions.

Questions? Contact me



Brittany Johnson
"Customer Success Specialist"
brittany.johnson@everydayspeech.com

Everyday Speech
DEPT CH 17439
Palatine, IL 60055-7439
US



HIGH SCHOOL COOPERATIVE AGREEMENT REGULATIONS, PROCEDURES AND ADVANCE PREPARATION MATERIAL TO ASSIST SCHOOLS

I. *MHSAA HANDBOOK* REGULATION I (2023-24)

SECTION 1(E)— In any sport, two or more member high schools whose combined enrollment does not exceed 1,000 students may conduct, with the approval of the Executive Committee, a Cooperative Program in the specific sports for which application has been made and approval has been granted.

1. The Executive Committee may approve a cooperative program agreement at the subvarsity level only in any sport for two or more member high schools, regardless of student enrollment. There must be a demonstrated history of inadequate numbers of participants and will not be approved based on financial concerns. Students who participate in these programs would have varsity eligibility only with their school of actual enrollment should they be brought up to a varsity team during the regular season or MHSAA Tournament. A student who participates in a subvarsity cooperative program and transfers into another school involved in that program may not be subject of a waiver request under Regulation I, Section 9(C.) Deadlines for high school cooperative programs and the two-year minimum length for operating do not apply. The usual approvals from the boards of education, league or four future opponents, if there is no league, and the MHSAA Executive Committee are required.
2. The Executive Committee may approve a cooperative program agreement regardless of the combined student enrollment maximum in the sports of baseball, bowling, girls competitive cheer, cross country, golf, soccer, girls softball, tennis and wrestling for two or more schools of the same public school district (same governing board). There must be a demonstrated history of low participation numbers and will not be approved based on financial concerns. This allowance does not apply to public school academies. Approval by the Executive Committee is on a case-by-case basis and as with all cooperative program applications, requires league or conference approval. Deadlines for high school cooperative programs apply.

SECTION 1(F)—

1. Two or more member high schools whose combined enrollment does not exceed 3,500 students may conduct, with the approval of the Executive Committee, a Cooperative Program in the following specific sports (sponsored by 250 or fewer schools) for which application has been made and approval has been granted: girls gymnastics, boys lacrosse, girls lacrosse, boys alpine skiing, girls alpine skiing, boys swimming & diving, girls swimming & diving, boys tennis and girls tennis.
2. Two or more member high schools whose combined enrollment does not exceed 5,500 students may conduct, with the approval of the Executive Committee, a Cooperative Program in ice hockey.
3. For the 10 sports listed in No. 1 and 2, if none of the schools involved in a proposed Cooperative Program sponsored the sport at any level on an interscholastic basis during the previous school year, then the 3,500 or 5,500 (ice hockey only) maximum enrollment may be waived by the Executive Committee. However, the cooperative agreement may not exist beyond four school years.
4. The Executive Committee may approve a cooperative program in excess of the 3,500 or 5,500 (ice hockey only) student enrollment maximum for up to four years in sports sponsored by 250 or fewer schools if, during the previous year, the school or the cooperative program in which a school was a part dropped the sport because of a demonstrated lack of participation. The cooperative agreement in excess of 3,500 or 5,500 (ice hockey only) students may not exist beyond four school years.

MHSAA HANDBOOK REGULATION I, SECTION 1, INTERPRETATIONS

12.
 - a. Cooperative Programs are arrangements made for a minimum of two years but may be voided at any time by resolutions of any cooperating board of education. If the agreement is voided before completion of the second year of the cooperative program, the school or schools that terminated the agreement may not enter into another cooperative program in the sports involved in the initial agreement until another two-year period has transpired. Deadlines for dissolution of cooperative programs are May 1 for fall sports, Aug. 15 for winter sports and Oct. 15 for spring sports. When programs are dissolved after the above deadlines, it may not be possible to reflect changes to tournament divisions or assignments.
 - b. Cooperative agreements established under Section 1(E) (combined enrollments not exceeding 1,000 students) which eventually rise above 1,000 students as established each February will be dissolved prior to the start of the school year in which the new enrollment is effective.
 - c. If the combined enrollment of a Cooperative Program exceeds the original Division in the second year of an agreement, the schools will play in the higher Division of MHSAA tournaments in the sports for which there are cooperative teams.
 - d. A new MHSAA member school which would not be eligible for MHSAA tournaments until its second full year of MHSAA membership may participate in MHSAA tournaments sooner if that school becomes part of a Cooperative Program with a tournament-eligible member school.
 - e. Should the MHSAA Membership Resolution for a school which is a part of a cooperative agreement not be submitted on or before the fourth Friday after Labor Day, students of that school may not participate in any MHSAA tournament, including those sports for which the school is part of a cooperative program.
 - f. Agreements which include a Class A or B school, or three or more schools, must submit a renewal form every two years prior to May 1. This renewal form will be emailed to the primary school in March and will require league approval and statistics on participation levels and win/loss records. Agreements involving only two Class C or D schools will not be required to submit renewal forms and will continue as established until the MHSAA is notified that a program is dissolving or a league has determined it will no longer support the agreement. After the initial two years of operation, a league in which a cooperative team participates (regardless of classification) may, by vote of its membership, void an agreement at the time of the renewal process by notification to all schools and the MHSAA prior to April 1 of the previous school year. Adding new schools to an agreement requires a new application process involving all approvals and procedures. Programs being started in newly sponsored sports as under Section 1 (F) (over the 3,500-student limit for four years) will complete the two year renewal process and will automatically be dissolved after the fourth year.
13.
 - a. Cooperative Programs formed by schools of any class in sports sponsored by 250 or fewer schools will be assigned tournament classification corresponding to the total enrollment of the cooperating schools.
 - b. When removing a sport from those listed in Section 1(F), existing Cooperative Programs in those sports are grandfathered; however, each renewal is to be subject to Executive Committee review and approval.
 - c. For classification purposes, cooperative programs established under Section 1(F) (newly sponsored sports in excess of 3,500/5,500 students allowed to operate for four years) must report their plans to the MHSAA by Feb. 1 of the final school year of operation as to how the schools and team(s) will be operating under 3,500/5,500 students in subsequent years.
 - d. Cooperative programs whose schools' combined enrollment as declared on the Enrollment Declaration Form in February exceeds 3,500/5,500 students or the enrollment limit of Section 1(E) will not be allowed to operate in the coming school year.
14. Deadlines for newly forming Cooperative Programs are **May 1** for fall sports, **Aug. 15** for winter sports and **Oct. 15** for spring season sports. When one or more of the schools making application for a Cooperative Program is established and opened after the fall and winter deadlines, application may be made until MHSAA tournament assignments are made for the sport(s) involved or **Oct. 15**, whichever occurs first.

II. PROCEDURES

- A. Application for a cooperative relationship must be made on MHSAA forms by the administration of the cooperating MHSAA member schools and **must** be received (even if partially completed) by the deadline stated above. Subvarsity only and middle school applications do not have the established deadline but must have board, league and Executive Committee approval prior to operating. The application must be accompanied by the following:
1. A resolution of authorization by each board of education of the cooperating schools describing the purpose for sponsoring the cooperative program, the Advance Preparation Materials and shall indicate which school or district will be responsible for overseeing its administration locally.
 2. A resolution of support from each league or conference in which the cooperating schools belong, if any. If the applying schools do not belong to a league, then support from at least four future opponents must be submitted.
- B. One school must be designated as the primary host school on the application and will be considered the official team name. All signatures must be provided, as well as enrollment figures, as submitted on the most recent Enrollment Declaration Form.
- C. Applications for cooperative programs will be submitted to the MHSAA Executive Committee for approval. Among the criteria to be considered are:
1. Lack of numbers of students to support a program.
 2. Lack of qualified staff to coach.
 3. Lack of facilities.
 4. Evidence of a desire to increase opportunities for participation in new programs, not win/loss records of existing programs.
- D. **Cooperative program agreements will be effective for two years.** No other cooperative agreement in the same sports may be made with another school until the original two-year agreement period lapses. The agreements may be voided by informing the MHSAA in writing or using the Cooperative Program Dissolution Form. Deadlines for dissolution of cooperative programs are May 1 for fall sports, Aug. 15 for winter sports and Oct. 15 for spring sports. When programs are dissolved after the above deadlines, it may not be possible to reflect changes to tournament divisions or classifications.
- E. **Renewing (extending) cooperative program agreements:** Agreements which include a Class A or B school, or three or more schools, must submit the renewal form every two years prior to May 1. This renewal form will be emailed to the primary school each March and will require league approval and statistics on participation levels and win/loss records. Agreements involving only two Class C or D schools will not be required to submit renewal forms and will continue as established until the MHSAA is notified that a program is dissolving. Adding new schools to an agreement requires a new application process involving all approvals and procedures.
- NOTE: The MHSAA Representative Council reaffirms its preference that Class A and B schools sponsor separate teams rather than continue to renew cooperative programs over a period of years without careful evaluation. Schools should review participation numbers annually and consider the feasibility of separate teams in order to maximize opportunities for students at each school involved in the cooperative program.

III. ADVANCE PREPARATION MATERIALS: QUESTIONS FOR SCHOOLS TO CONSIDER

Schools should consider the following before initiating the application for cooperative programs.

- A. If you have an existing program, will students from another school replace students from your community and deny the sons and daughters of your local taxpayers the opportunity to participate in that activity?

- B. If two or more schools are cooperating to create a program where none has existed,
1. Who will pay for and maintain/laundry uniforms and equipment, facility maintenance?
 2. Who will pay for travel to practices, to contests?
 3. Who will select, supervise, and pay coaches?
 4. If applicable, whose cheerleaders will cheer?
 5. Whose training rules, letter award guidelines, etc., will be followed?
 6. Whose local academic and other regulations will be followed?
 7. Can daily class schedules be coordinated?
 8. How will gate receipts be handled?
 9. Where will practices and games be held, and who will pay those expenses?
 10. Who will host and supervise events?
 11. Is athletic accident insurance coverage provided, and who pays for it? Have liability insurers been notified?
 12. Whose school identity, mascot, colors, etc., will be used?
- C. Will an existing sport suffer because of the creation of a cooperative program in another sport that season?

IV. GUIDELINES FOR SCHOOLS TO CONSIDER

- A. All issues should be addressed in writing in advance of the application and submitted with the application for possible future reference. Over time, many schools have sought a written historical record of the original arrangement.
- B. A "Cooperative Program Board of Control" should be appointed to oversee the cooperative program. It should consist of at least an administrator and the athletic director of each cooperating school. It should convene to initiate the program and to resolve disputes which may arise throughout the life of the program.
- C. Though not required, cooperating school districts should be adjacent. Travel distance between schools should be reasonable.
- D. Cooperative arrangements should be sought only in sports where opportunities are limited and it is not anticipated that students will be "cut" from the squad.
- E. Cooperative agreements are not intended for a single participant for a year or two but for a significant group of students for several years.
- F. While there is no limit to the number of schools joining a cooperative agreement, programs comprised of several schools tend to resemble non-school sports and may blur the philosophy of school sports.



SENIOR HIGH APPLICATION TO FORM AND SUPPORT A COOPERATIVE TEAM

(Page 1 of 2 – Complete All Sections and All Signatures. Board of Education Resolution on Page 2)

1. It is requested that the Michigan High School Athletic Association, Inc. receive and accept this application to form a cooperative team in the sport(s) of ___ boys ___ girls _____
___ boys ___ girls _____
___ boys ___ girls _____

2. The sponsors of this proposed cooperative team are members in good standing of the Michigan High School Athletic Association, Inc. and are identified as:

			Enrollment	Class
(Primary)	_____ High School of _____	City	_____	_____
(Secondary)	_____ High School of _____	City	_____	_____
(Secondary)	_____ High School of _____	City	_____	_____
(Secondary)	_____ High School of _____	City	_____	_____
(Secondary)	_____ High School of _____	City	_____	_____
(Secondary)	_____ High School of _____	City	_____	_____

3. This agreement is being formed under the following *MHSAA Handbook* Regulation: **(Check one only)**

Combined enrollment under 1,000 (Sect. 1[E])

Subvarsity ONLY (Sect. 1[E-1])

Multi-School District in named sports – four-year experiment (Sect. 1 [E-2])

Combined enrollment under 3,500 in specific sports (gym, lax, swim, ski, tennis) (Sect. 1[F-1])

Combined enrollment under 5,500 in ice hockey (Sect. 1[F-2])

Four-year startup program in above five sports in excess of 3,500 – first time sponsoring (Sect. 1[F-3])

___ Four-year lifeline in above five sports if school or coop dropped the sport previously (Sect. 1[F-4])

4. Indicate all levels of teams that you intend to sponsor in the coop: Sport: _____ V___ JV___ Fresh
Sport: _____ V___ JV___ Fresh___
Sport: _____ V___ JV___ Fresh___
Sport: _____ V___ JV___ Fresh___

5. Did any of the schools sponsor the sport(s) last year? If so, indicate the school(s) and sport(s):

Schools _____ Sports _____

6. The schools in this application have a current agreement in another sport: Yes or No

If yes, in what sport(s) is an agreement currently operating?

7. This cooperative agreement shall commence _____ and continue for a minimum of two years.
8. Written support from the applicable league, **or from four future opponents if there is no league**, is attached. Name of league or conference (if applicable): _____
9. The applicants seeking cooperative team approval certify by **their signatures on page two (2)** that all approvals, required study, planning and review have been completed.

10. Will this team be known or named something other than a school name? Yes or No

If Yes, what will the name be? _____

(Note: Generally, the MHSAA uses the primary school as the designated title of the team.)

Each Board of Education should review the advance preparation material included with this Resolution.

COOPERATIVE PROGRAM BOARD OF CONTROL
(Submit with Application and Letter of League Support)

We, the undersigned, agree to the conditions and content of this Resolution and will work cooperatively for the success of the program and benefit of our children.

Representing _____ School

Superintendent Signature

Board of Education Signature

Principal Signature

Athletic Director Signature

Date

Representing _____ School

Superintendent Signature

Board of Education Signature

Principal Signature

Athletic Director Signature

Date

Representing _____ School

Superintendent Signature

Board of Education Signature

Principal Signature

Athletic Director Signature

Date

Representing _____ School

Superintendent Signature

Board of Education Signature

Principal Signature

Athletic Director Signature

Date

Representing _____ School

Superintendent Signature

Board of Education Signature

Principal Signature

Athletic Director Signature

Date

Representing _____ School

Superintendent Signature

Board of Education Signature

Principal Signature

Athletic Director Signature

Date

Arrangements detailed in the "Advance Preparation Materials: Questions and Guidelines for Schools to Consider," plus those unique to the cooperating schools on a separate sheet, should be addressed by the boards of education when considering this Resolution. The MHSAA will file the advance preparation material if the school submits it with the application.

Name of Person Completing this Application: _____

Phone: _____ Email: _____

Additional Handbook Updates
To be shared at the Aug. 6 Board Meeting

Topic:	Common Handbook Title
Add to:	All Levels - OHS, CMS, KMS, Elementary
Where:	Cover Page and Header
What:	Student and Family Handbook

Topic:	Policy Statement
Add to:	All Levels - OHS, CMS, KMS, Elementary
Where:	Place as footer of the Table of Contents (or somewhere at beginning of handbooks)
What:	<p style="text-align: center;">Policy Statement</p> <p>The Okemos Student and Family Handbook is designed to provide a general overview of rules and expectations for the community. For a complete list and detailed content of policies of the Board of Education policies, please visit the Board policies page of our website.</p>

Topic:	Points of Contact
Add to:	All Levels - OHS, CMS, KMS, Elementary
Where:	Place between the Web Accessibility Statement and Table of Contents
What:	<p style="text-align: center;">Points of Contact Reference Chart</p> <p>District staff and administrators are available to help answer your questions and address your concerns. This chart can guide families to the person who can best help them get support at each step. This chart is also available on the district website.</p> <p>NOTE: Chart for Visual Reference will be added once complete.</p>

Topic:	Screen Time/Technology Use
Add to:	All Levels - OHS, CMS, KMS, Elementary

Where:	Place under Technology → Personal Learning Device
What:	<p style="text-align: center;">Screen Time/Technology Use</p> <p>Okemos Public Schools provides students with meaningful and innovative learning opportunities, which includes the integration of technology into the classroom environment and district provided “one to one” devices as tools to support learning.</p> <p>Students in grades 5-12 should turn off and charge computers outside of school hours in preparation for the next school day.</p> <p>Families should be aware that students will access school technology during school hours, with older (secondary) students having more use than younger (elementary) students. We encourage families to visit the National Sleep Foundation for information on screen time use and impacts on student sleep after hours.</p> <p>Additionally, as a district we are committed to the Health and Safety of all of our students. As part of our commitment we have a Securly Filter on all our students school issued devices. Securly is a K-12 filtering tool that prevents students from accessing inappropriate or distracting content on the web. It also provides data for administrators to see what content students are accessing over time and alerts on concerning search terms, such as those referencing weapons, grief, self-harm, and sexual content. Coupled with the school-based filter, Securly Home provides families with a report of what sites their child is on or topics they may be searching.</p>
Topic #8:	Align Extended Absence Policies
Add to:	All Levels - OHS, CMS, KMS, Elementary
Where:	Place under Registration and Records → Attendance
What:	<p style="text-align: center;">Extended Absence Policy</p> <p>Students who leave school for an extended absence (more than one week) will not be provided with assignments in advance. Parents or guardians may request textbooks, but the responsibility for learning during this period lies with the family.</p> <p>Planned Absences, Personal Convenience Absences, Trips/Vacations: Students are expected to attend classes while school is in session. The school calendar includes generous vacation periods, so absences for trips or personal convenience during school time are discouraged.</p> <ul style="list-style-type: none"> ● Parents must notify the main office at least two days in advance for the absence to be excused.

- Students and families are responsible for making necessary arrangements for missed coursework and assessments with their teachers and must notify teachers in advance of the absence.
- Students must request homework prior to departure and arrange a time to make up missed tests or quizzes (if appropriate) at a time acceptable to the teacher.

Missed Assignments/Work:

- If a student has been absent for more than two days, parents should call the guidance office before 9 a.m. on the third day to arrange for assignment pick-up. A 24-hour notice is necessary to gather assignments since staff are teaching during the school day. Assignments can be picked up in the guidance office after school.
- Secondary students should email their teachers for missed assignments when they are absent.

Planned Absence Procedures (Okemos High School Only for anticipated absences of three or more days):

1. Obtain a planned absence form from the attendance office.
2. Present the form to each teacher for signature and to list assignments with completion dates as determined by the teacher.
3. Take the completed form home for parental/guardian signature.
4. Submit the fully completed form to the attendance clerk in the attendance office before the planned absence begins.

Excused absences for travel will be granted only for family travel up to five school days. Parents/guardians seeking exceptions should contact building administration.

Additional Information:

- In cases of excessive absences, a physician's note may be required.
- The school may request the district nurse to make a home visit to determine if any help is needed.
- For prolonged illness or absence due to contagious disease, the principal may require a physician's certificate for re-admission to school.

Topic:	Clarification of Excused vs Unexcused Absences
Add to:	All Levels - OHS, CMS, KMS, Elementary
Where:	Place under Attendance
What:	<p><u>Excused Absence</u></p> <p>An absence is recorded as “excused” when a student is not present, however communication regarding the missed time at school has occurred.</p>

Unexcused Absence

An absence is recorded as “unexcused” when a student is not present and communication regarding the missed time at school has NOT occurred.

Topic: Generative Artificial Intelligence Chart

Add to: Elementary Handbook (already included at the secondary levels)

Where: Place under Technology → Acceptable Use Policy of AI

What:

Use of Generative Artificial Intelligence (A.I.)

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

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



AI RECOMMENDED

Generative AI is recommended for use in completing this assignment or project. Students are encouraged to explore AI tools and techniques to enhance their work.



AI PERMITTED

Generative AI is permitted but not required for completing this assignment or project. Students can choose to use AI tools and techniques if they believe it will improve their work.



AI RESTRICTED

Generative AI use in completing this assignment or project is restricted. Students are expected to complete the work using only their own knowledge and skills.

	Properly cite any AI-generated work products.	Properly cite any AI-generated work products.	
--	---	---	--

**Elementary Parent/Guardian/Student
Handbook 2024-2025**



Okemos Public Schools

Bennett Woods

Cornell

Hiawatha

Okemos Public Montessori-Central

Table of Contents

WELCOME TO OKEMOS PUBLIC SCHOOLS.....	4
INTRODUCTION.....	5
Introduction.....	5
POINTS OF CONTACT.....	6
ATTENDANCE.....	8
Daily Attendance.....	8
Arriving and Leaving School.....	8
Extended Absence Policy.....	9
OPERATING GUIDELINES.....	10
Enrollment/Admission.....	10
Child Custody.....	10
Dress Code.....	10
Enrichment Activities.....	11
Lunches.....	11
Recess.....	12
TRANSPORTATION.....	13
Getting to and from School Safely.....	13
Bus Transportation.....	13
PARTNERS IN EDUCATION.....	15
Getting Your Child Off to a Good Start.....	15
Parent/Guardian-Teacher Conferences.....	16
Parent/Guardian Involvement.....	16
COMMUNICATION.....	17
Please Talk With Us.....	17
VISITORS AND VOLUNTEERS.....	18
School Visits.....	18
Visitors/Volunteers.....	18
HEALTH.....	19
AED Program and MI HEARTSafe Compliance.....	19
Toilet Training.....	19
Appointments.....	20
Sickness.....	20
Cold/COVID-19/Influenza, Fever.....	20
Rash.....	20
Stomachache.....	21

Head Lice.....	21
Illness.....	21
Accident Care.....	21
Medication.....	22
POLICIES AND EXPECTATIONS FOR STUDENT BEHAVIOR.....	26
Search and Seizure.....	30
Disciplinary Action.....	30
Parent/Guardian Appeals for Suspension.....	32
Appeal Procedures for Short Term Suspensions of 3-10 Days.....	32
Appeal Procedures for Long Term Suspension.....	33
Expulsion and Expulsion Procedures.....	33
Permanent Expulsion (State Mandated).....	33
Procedures for Expulsion.....	33
MISCELLANEOUS PROCEDURES/GUIDELINES.....	35
Birthdays.....	35
Field Trips.....	35
Sunscreen and Bug Spray Policy.....	35
Universal Accommodations.....	36
WEB ACCESSIBILITY STATEMENT.....	37
TECHNOLOGY.....	39
Personal Learning Devices.....	40
Security Device Management Use.....	40
Acceptable Use Policy of Artificial Intelligence (AI).....	42
Electronic Equipment.....	43
FREQUENTLY REFERENCED DISTRICT POLICIES.....	44

Updated June 2024

WELCOME TO OKEMOS PUBLIC SCHOOLS

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

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

John J. Hood

Superintendent of Schools
Okemos Public Schools

Mission Statement

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

INTRODUCTION

The elementary school years are perhaps the most important in a student's education. During this time, the Okemos Public Schools attempt to fill their students with the wonder of discovery, the satisfaction of accomplishment and a desire for success.

Most of the elementary school day is devoted to instruction in the language arts, science, social studies, and mathematics. We also provide subjects that add to the total academic, cultural and social growth of our student body. These include the Michigan Comprehensive Health Model, physical education, art, and music.

Each elementary school has a large media center equipped with traditional library resources and up-to-date instructional tools. Teachers use the media centers extensively to strengthen classroom learning programs and to acquaint their students with the tools of individual research.

Our elementary school teachers are dedicated to educating students well. Each is fully certified and uses a variety of proven techniques to stimulate the educational potential of all students. The classroom instructors are supported by specialized staff in reading, special education, speech/language therapy, social work, and English as a Second Language.

Every elementary school houses a childcare center offered through the Community Education Department. These programs provide a variety of recreation and educational activities during non-school hours between 7:00 a.m. and 6:00 p.m. Childcare services include before and after school, the other half of the kindergarten day, as well as holiday breaks, half days, and summer.

Introduction

The beginning of this handbook introduces you to admission guidelines, daily programs, and services of the school district. The following information on many school matters will help guide you and your child in navigating a successful elementary career.

POINTS OF CONTACT

Elementary Schools

Bennett Woods, 706-5100
2650 Bennett Road, Okemos
Ms. Lauren Schefke, Principal, 706-5101
lauren.schefke@okemosk12.net
Ms. Jen Rapson, Secretary, 706-5102
jennifer.rapson@okemosk12.net

Cornell, 706-5300
4371 Cornell Road, Okemos
Ms. Tracy Ojero, Principal, 706-5301
tracy.ojero@okemosk12.net
Ms. Jennifer Darjes, Secretary, 706-5302
jennifer.darjes@okemosk12.net

Okemos Public Montessori, 706-5400
4406 N. Okemos Rd., Okemos
Ms. Kelly Sundeen, Principal, 706-5401
kelly.sundeen@okemosk12.net
Ms. Rose Sarmiento Temple, Secretary, 706-5402
rosemarie.st@okemosk12.net

Hiawatha, 706-4500
1900 Jolly Road, Okemos
Mr. Joseph Corr, Principal, 706-4501
joseph.corr@okemosk12.net
Ms. Connie Lyke, Secretary, 706-4502
connie.lyke@okemosk12.net

Secondary Schools

~~Kinawa 5/6 School, 706-4700
1900 Kinawa Drive, Okemos
Mr. Steve Stierley, Principal, 706-5601
steve.stierley@okemosk12.net
Ms. Sue Williams, Secretary, 706-4706
susan.williams@okemosk12.net~~

~~Chippewa Middle, 706-4800
4000 N. Okemos Road, Okemos
Ms. Jody Noble, Principal, 706-4801
jody.noble@okemosk12.net
Ms. Melissa Schoent, Secretary, 706-4802
melissa.schoent@okemosk12.net~~

~~Okemos High, 706-4900
2800 Jolly Road, Okemos
Dr. Dan Kemsley, 706-4901
Daniel.kemsley@okemosk12.net
Ms. Marcy Mosher, Secretary, 706-4902
marcy.mosher@okemosk12.net~~

District Administration Building

4406 N. Okemos Road, Okemos 48864

Mr. John J. Hood, Superintendent
john.hood@okemosk12.net, 706-5007
Ms. Rhianna Walworth,
Executive Assistant to Superintendent/BOE, 706-5002
rhianna.walworth@okemosk12.net

Ms. Stacy Bailey, Asst. Superintendent of Instruction
stacy.bailey@okemosk12.net, 706-5009

Mr. Mario Martinez, Director of Human Resources
706-5006
mario.martinez@okemosk12.net
Ms. Sue Williams, Administrative Assistant, 706-5602
susan.williams@okemosk12.net

Dr. Lara Slee, Director of Diversity, Equity and Inclusion
706-5011

Ms. Stacey Molenda, Administrative Assistant, 706-5003 stacey.molenda@okemosk12.net	lara.slee@okemosk12.net
District Departments	
Community Education, 706-5020 1826 Osage, Okemos 48864	Ms. Kim Burchman, Community Education Coordinator 706-5031 kim.burchman@okemosk12.net Ms. Michelle Thompson, Administrative Assistant, 706-5023 michelle.thompson@okemosk12.net
Food Service Department	Ms. Emily Swirsky, Director, 706-5040 emily.swirsky@okemosk12.net Ms. Amanda Patton, Administrative Assistant, 706-5017 amanda.patton@okemosk12.net
Media & Technology	Mr. Tom Isom, Director, 706-5030 tom.isom@okemosk12.net Ms. Kelly Goff, Administrative Assistant, 706-5004 kelly.goff@okemosk12.net
Operations Department	Mr. Brian Lieber, Director, 706-5057 mark.fargo@okemosk12.net Ms. Kelly Bianchi, Administrative Assistant, 706-5039 kelly.bianchi@okemosk12.net
Special Education	Ms. Heather Pricco, Director, 706-4828 heather.pricco@okemosk12.net Ms. Amy Pinkelman, Administrative Assistant, 706-4829 amy.pinkelman@okemosk12.net
Transportation Department	Ms. Corrinne Karpinski, Director, 706-5050 corinne.karpinski@okemosk12.net Mr. Darrin Ried, Administrative Assistant, 706-5050

ATTENDANCE

Daily Attendance

School attendance is an important responsibility of students and parents/guardians. Students should attend classes every day in order to receive full advantage of the programs. Whenever possible, family vacations should be scheduled to coincide with school breaks.

If a child is too sick to attend school in the morning, it is necessary to call the school. If a child is absent and the school has not been notified, the administrative assistant will call home to verify the absence. School personnel will bring excessive absences or tardiness to the parents'/guardians' attention. If the situation does not improve, involvement of the attendance officer, protective services, or loss of credit for the school year may be necessary.

If your child should become ill during the school day, you will be notified immediately. Be sure the school has emergency numbers to call in such cases. You should give the school these numbers when registering online. Please update the office when emergency numbers change.

Arriving and Leaving School

Parents/guardians are asked to instruct children to arrive at school no earlier than **8:35 a.m.** ~~five minutes before classes are to begin~~. Children are expected to leave school at the end of the school day. Many tasks and meetings related to students and school programs take place daily for staff before and after school. For these reasons, staff members are not available to supervise students before the opening of school or after the end of the school day. If a child is not picked up promptly after school, school personnel will contact people listed on the emergency card.

Contact the office and your student's teacher by 3:00 p.m. with any dismissal changes. If your child participates in childcare, please send a note or email to the childcare director whenever a change in plans occurs.

Arriving Late (Sign In Procedures)

When a student arrives at school after 8:50 a.m., a parent/guardian must enter the front vestibule to sign in the student. The student will be marked tardy.

Early Dismissal (Sign Out Procedures)

In order for a student to leave school early a parent/guardian must sign out the student in the front vestibule. You must give your child at least 5 minutes to gather their belongings and meet the parent/guardian at the front of the school upon arrival to check them out.

Extended Absence Policy

Students leaving school for an extended absence will not be provided with assignments.

Planned Absences, Personal Convenience Absences, Trips/Vacations

Students are expected to be in classes while school is in session. There are generous vacation periods built into the school calendar, so absences of this type taken during school time are discouraged. Parents must notify the main office at least two days in advance for the absence to be excused. Students and families will be responsible for making necessary arrangements for missed assessments with their teachers and must notify teachers in advance of the absence.

DRAFT

OPERATING GUIDELINES

Enrollment/Admission

Prospective students to the Okemos Public Schools should register as soon as possible here: <https://www.okemosk12.net/Page/9485>. The Okemos Public Schools will request official records from a student's previous school when parents/guardians complete the necessary form. All children entering the Okemos Public Schools for the first time must present a valid birth certificate, proof of residence, and proof of immunizations. The medical records should specify the day, month and year immunizations were given against measles, mumps, rubella, diphtheria, pertussis, tetanus and polio. The school district is required to exclude students who do not comply with the state's immunization law.

The general practice is that students attend the Okemos school of their residence. However, it is recognized that parents/guardians occasionally request consideration for a child to attend a school within the Okemos district that is outside the boundary established for the child's residence. This is referred to as In-District Transfer and more specific information is available in [school board policy 5117.2](#) by April 27 prior to the beginning of the next school year or prior to a change in residence within the district during the school year.

Children are eligible for kindergarten if they reach their fifth birthday by September 1 of the given year and their parents/guardians live in the school district. Parents/guardians of children who reach their 5th birthday between September 2 and December 1 may complete a waiver for their child to attend Kindergarten.

Child Custody

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

Dress Code

Dress Code Philosophy

The dress code for students attending Okemos Public Schools supports equitable educational access and is intentionally written in a manner that does not reinforce stereotypes or increase

marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

We Believe . . .

- Students should be able to dress comfortably for school and engage in the educational environment without fear of discipline or body shaming

School staff should support a positive school environment that focuses on the development of the whole child without the additional and often uncomfortable burden of dress code enforcement

- The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s)
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression

Enrichment Activities

Thousands of people will use our buildings and grounds after school for Community Education programs this year. As residents, you and your children can enroll in year-round recreation, enrichment, or educational programs. A brochure describing all Community Education offerings is mailed to each home two times a year. The types of classes depend upon the number of interested instructors and students. The brochure can be found online at <https://www.okemosk12.net/domain/82>. A complete listing of courses and registration is available online at www.okemosonline.com. Club opportunities are available for enrichment at each elementary school.

Lunches

Okemos Public Schools Department of Food & Nutrition Services is committed to providing and serving foods that best enhance our students' academic, athletic and personal performance. All of our menus are designed to meet the USDA nutritional guidelines that ensure healthy offerings to all students. The complete lunch includes a choice of entree, two servings of fruit and/or vegetables, a serving of grain and a choice of milk. A self-serve "Fruit-Veggie-Grain Bar" is included with each lunch. Menus are sent home each month and are also available on the www.okemosk12.net website. Meatless, pork, and turkey products are noted on the menu. An entrée choice count is taken each morning in the classroom.

We encourage all families to complete an application for free or reduced priced meals. Applications are sent home at the beginning of the school year and are available in your

school office and on the website here: <https://www.okemosk12.net/Page/494>. You are welcome to submit an application at any time throughout the school year if your household income changes. Call 517-706-5040 for more details.

Every student has an account that is computerized and accessed by the student number or by name. Parents/guardians have various options of making deposits into the account or the child can take money to school. See the Food and Nutrition Service webpage at <https://www.okemosk12.net/domain/68> for more details.

Recess

Because fresh air and exercise have been proven to promote physical, social, emotional and educational growth of students, each school provides at least two outdoor recesses daily, weather permitting. It is very important that children wear appropriate clothes for outdoor recess, including items such as: hats, coats, boots, snow pants and gloves or mittens. Please label all clothing with children's names.

Children should be in school only when they are well enough to go outside. A doctor's statement is required if a child is to be excused from recess.

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

Emergencies

~~To release a student during the school day:~~

- ~~1. Email the teacher and main office stating the time that a student needs to be picked up early. The student will be called to the office when you arrive at school.~~
- ~~2. A parent, guardian or authorized adult must report to the office to pick up and sign out a student.~~

TRANSPORTATION

Getting to and from School Safely

Heavy traffic in school areas creates a need for school walkers to carefully observe safety rules. When parents/guardians opt to drop off or pick up children by car, they must obey the designated carline procedures to ensure the safety of our children.

Bus Transportation

Transportation is an important part of a child's daily routine as it begins and ends each day for them. At the Transportation Department, we make every effort to ensure that each child's experience is a positive one. Our drivers attend school each year to update them on safety procedures and to give them the competitive edge to meet the daily challenges they may encounter. We encourage parents/guardians to communicate with their child's driver as we have found that this reinforces a positive relationship between student and driver. A number of rules have been issued by the Transportation Department to help make bussing as efficient and safe as possible and to comply with state regulations. We ask parents/guardians to review the bus rules with their children. Bus routes are occasionally changed because of enrollments early in the school year. Parent/guardian patience is appreciated during this transition period.

The conduct of a student while riding to and from school should be an extension of good classroom behavior. Misbehavior at a bus stop or on the bus is reported to the student's principal and handled as a disciplinary incident. Riding the bus is a privilege for students and can be revoked if repeated violations of the following rules occur:

1. On the bus students are expected to be courteous and respectful to the bus driver.
2. Students are to remain seated while a bus is moving.
3. The aisle must be clear at all times.
4. Students are to keep heads, limbs, and hands inside the bus at all times.
5. Students are expected to conduct themselves in a quiet, orderly manner.
6. Only "bus" students may ride the buses. A student may not travel by school bus or walk to the home of another student unless both students have written parental/guardian permission, co-signed by the principal or designee. Such plans must be made in advance. Also, office personnel cannot write permission notes for children.
7. Students may not eat on the school bus.

The following general rules contribute to the safety of all school bus passengers:

1. All bus riders must register with the driver the first day. Students may not switch buses.

2. Students are expected to arrive at the bus stop 5 minutes before the scheduled pick up time.
3. Students are urged to be alert to traffic when boarding or leaving the bus.
4. Transportation by parents/guardians is not advised. However, parents/guardians who drive to school should park in designated parking areas. Do not for any reason block fire or bus lanes.
5. Kindergarten and first grade students should wear identification for the first two weeks of school stating the child's name, address, telephone number and bus number.

Bikes, Scooters, Roller Blades, and Skateboards

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

If permitted at your child's school, the following rules apply:

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

PARTNERS IN EDUCATION

A school district doesn't operate in a vacuum. It needs the cooperation, energy and ideas of parents/guardians to educate children effectively. Because students spend only about one-third of their waking hours in school, the importance of non-school experiences is obvious. If you want to help at home, the best instructional technique is a personal example. Researchers tell us the attitudes and values parents/guardians place on education, as well as the advice and personal guidelines they give, will have the greatest impact on how children behave and perform in the classroom.

Getting Your Child Off to a Good Start

One way to maintain the excitement of the first days of school is to help your child prepare for the challenges of school. There are many things that you as a parent/guardian can do to ensure that your child is prepared for school each day.

1. Teach your children to be organized
School is their "job." Help them develop a system to assume the responsibilities of making sure homework assignments are complete and to have the supplies that are needed each day.
2. Children need a good night's sleep
It is very important that your child come to school rested every day. Establish an evening bedtime schedule for your child and stick to it.
3. Develop a calm morning routine
Allow enough time for a healthy breakfast and a timely school arrival.
4. Share your child's day
Your own reactions and attitudes will go a long way towards determining how your child feels about school, the teacher, and other students.
5. Read to and with children every day
Kids who "practice" their reading do better than those who don't.
6. Build a "can do" attitude in your child
When they try something hard, praise the effort. Help break a big project down into smaller tasks. Then praise your child as each step is completed. The process is as important as the product.
7. Join your school's parent/guardian group
Sign up to help in some way. When parents/guardians are involved, our children and schools both benefit.

Parent/Guardian-Teacher Conferences

Fall and spring conferences are held for parents/guardians and teachers to discuss the learning progress of your student. The purpose of these conferences are to strengthen the collaboration between school and home. We strongly encourage all parents/guardians to attend.

Parent/Guardian Involvement

All elementary schools provide many opportunities for parent/guardian involvement. You are invited to share your time and support in these worthwhile opportunities. Each elementary school has an active parent/guardian organization that works with building administrators and staff to provide support in a variety of ways. This includes providing funding for educational materials, hosting school events, and volunteering in various ways to support the school.

In addition to supporting at the school level, we invite you to share your ideas regarding school programs at meetings of the Board of Education. The seven trustees of the School Board are elected to represent the public in general policy-making and goal setting. The Board of Education generally meets the first and third Mondays of each month at 7:00 pm at the Administration Center, 4406 N. Okemos Road, Okemos. All meetings of the Board of Education are public and televised on our TV cable channel 23.

COMMUNICATION

Here's How We Communicate

There are a number of ways that our schools keep you informed of your child's progress and the educational activities of our school community. Schools use progress reports, parent/guardian-teacher conferences, emails, telephone calls, the district website (www.okemosk12.net), classroom and school newsletters for communication. Parents/guardians are encouraged to call or email us with questions, concerns, or comments. Non-custodial parents/guardians may request newsletters, copies of report cards, and dates for conferences.

Please Talk With Us

It is important that you always have accurate information and receive timely answers to questions about school. Here are several suggestions to help you express your ideas more effectively:

- Get to know school principals and staff members. Attend school open houses, parent/guardian-teacher conferences, and other events. Learn what is going on in the classroom and what is expected from the students.
- Let the principal or staff member know when you are pleased about something, as well as when you are concerned or unsure.
- If an issue arises, please follow this protocol for communication:
 - First, contact the teacher/staff member directly involved
 - If your concern is not addressed to your satisfaction, you can then contact the building administrator
 - If the matter is still unresolved, contact a central office administrator
 - ~~○ communicate with the staff member or administrator closest to the situation.~~
~~Contact a central office administrator only if the matter is still unresolved.~~
- Communicate with the appropriate person by email or phone call. Be sure to provide sufficient details so that school staff ~~teachers and administrators~~ can deal with each situation effectively.
- Be aware that answers or solutions may not come right away. Sometimes follow-up activities are required to obtain all the information and to study the implications before a question or concern can be answered or a suitable adjustment made.
- School officials cannot guarantee that each question will be answered or a situation adjusted to everyone's satisfaction. However, sincere attempts will be made to find an answer or solution that is fair and reasonable.

VISITORS AND VOLUNTEERS

School Visits

Okemos Public Schools welcome visits to our elementary buildings by parents/guardians. Classroom visits need to be limited in number and pre arranged with the principal and staff. ~~All visitors must report directly to the office upon arrival in the building to sign in.~~

Visitors/Volunteers

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

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

See Board policy **3105 Visitors and Volunteers**

HEALTH

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

AED Program and MI HEARTSafe Compliance

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

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

Toilet Training

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

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

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

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

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

See Board Policy ([5711](#))

Appointments

If you need to pick up your child for an appointment during school hours, please follow the early dismissal protocol ~~come to the office and sign your child out on the checkout sheet.~~

Attendance is taken every morning and afternoon. When your child will be absent from school because of illness or an appointment, please email/call the teacher and the office to excuse your child.

Sickness

One of the problems often confronting parents/guardians of school-age children occurs when a child complains of not feeling well on a school day. A decision must be made as to whether the child stays home or goes to school. How do you make the right decision? You don't want to keep your child home if your child really isn't sick, but you also don't want to send a sick child to school.

The information in this booklet is not intended as medical advice but to provide guidelines to be followed until your doctor can be contacted for an opinion. Unnecessary absence from school may have a negative effect on a student's attitude, work habits and progress.

Cold/COVID-19/Influenza, Fever

The common cold presents the most frequent problem to parents/guardians. A child with cold symptoms and a persistent cough should not attend school, even if they have no fever. If your child complains of a sore throat and has no other symptoms, your child may go to school. If white spots can be seen in the back of the throat or if fever is present, keep your child home and call your doctor. If your child has strep throat, COVID-19, influenza, or any other contagious illness, please inform the school office.

A fever is a warning that all is not right with the body and is signaled by a body temperature of 101 degrees fahrenheit or higher. The best way to check for fever is with a thermometer. If it is hot, keep the child home until fever can be checked. Do not allow your child to return to school until your child has been free of fever for 24 hours without medication.

Rash

A rash may be the first sign of one of childhood's many illnesses, such as chicken pox; a rash or "spots" may cover the entire body or may appear in only one area. Do not send a child with a rash to school until your doctor has said it is safe to do so.

Stomachache

Consult your doctor if your child has a stomachache that is persistent or severe enough to limit their activity. A child with diarrhea or vomiting should be kept at home. Do not allow your child to return to school for 24 hours.

Head Lice

Head lice can be transmitted where any group assembles regularly, especially among children whose hats and jackets hang close together. Itching or scratching may be a sign of lice, but sometimes there are no signs until you look closely. Please check your child's head frequently. Look around the ears and back of the neck. Be sure you have good light; stand near a window or use a lamp. Nits (lice eggs) look like little white spots hanging on a shaft of the hair. They are difficult to move or pull off the hair. Dandruff or scalp flakes move very easily. Nits do not.

If there are lice, notify the school and start treatment immediately.

Illness

If your child is ill, please keep your child home from school. If your child is well enough to attend school, your child will be deemed well enough to participate in school activities and outdoor recess. Children unable to participate in school activities, such as gym or recess, must have a dated doctor's note specifying the reason and length of time they are to be excused. If your child becomes ill at school, office staff will try to reach you if the illness or injury requires treatment or requires your child be sent home. If you are not available, we will notify persons listed on the emergency card.

Accident Care

Students, teachers and supervisors are asked to report school and playground accidents to the office, Reporting Accidents [\(see Board Policy 3403\)](#). When necessary, an accident report is filled out and parents/guardians are called. If the action requires professional medical attention, the parent/guardian will be asked to pick up the child in the office. Parents/guardians must update emergency information annually so they can be contacted in case of an accident or illness. The following information is recorded.

1. Home/cell phone numbers
2. Place of employment and phone number
3. The name and phone number of others who could pick up a child.

~~School personnel will first call the parent/guardian at home, work or cell if a child becomes ill or injured at school.~~

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

Medication

All medications, both prescription and non-prescription, must be kept in the school office and administered by an adult. The medication must be kept in a labeled container as prepared by the pharmacy, physician, or pharmaceutical company and labeled with the dosage and frequency of administration and accompanied by a signed physician's authorization. The only exception to this is when the student's physician allows the student to carry medication on his/her person to allow for immediate and self-determined administration. This exception needs to be authorized by the physician on both the prescription and non-prescription forms. If students decide to self-administer medications the nurse may ask your student to demonstrate that they can administer the medication properly on their own.

School staff are not allowed to give the first dose of any medication. No over the counter or prescription medication of any kind including vitamins and supplements are allowed on school premises without a signed authorization form from a physician.

The signed authorization must be provided to the school using the form included on the last page of the handbook and on our school's websites. More specific information on medication (including forms) is available here: [Medications \(5703\)](#)

Infectious Diseases

The following is a chart of some of the common infectious diseases. ~~Any child who has one of these diseases should stay home until the communicable stage has passed. This will help prevent the spread of the disease.~~ Parents/Guardians should ask their doctor for information regarding the communicable period of other contagious diseases not listed below.

Disease	Incubation Period	Communicable Period	Board Policy
Chicken Pox	10-21 days, average 14-16 days	5 days before rash to 5 days after rash starts	Communicable Diseases (Policy 3404)
COVID-19	See COVID handbook	See COVID handbook	

Influenza	24-72 hours	1 day before onset of symptoms to about 7 days from the first symptoms in children	Immunizations and Communicable Diseases (Policy 5713) Student Illness and Injury (Policy 5702)
Measles	8-13 days, average 10 days	4 days before rash and for up to 4 days after	
Rubella	14-21 days, average 16-18 days	7 days before and 7 days after rash onset	
Mumps	2 to 3 weeks, average 18 days	Most contagious 48 hours before swelling and 5-9 days after	
Scarlet Fever	2-5 days	Variable	
Strep Throat	1-7 days, average 2-4 days	Variable. If not treated can be contagious for weeks	
Impetigo	4-10 days	As long as pus filled lesions continue to drain	
Scabies	Several days or weeks before itching is noticed	Until mites and eggs are destroyed by chemical treatment	
Pink Eye	27-72 hours	Until under medical care and drainage from eye has cleared	
Fifth Disease	4-20 days	Usually 3-5 days before rash	
Head Lice	6-10 days	Until eggs and lice in hair, clothing and bedding have been destroyed	Lice, Nits and Bed Bugs (Policy 5709)

Understanding Concussion

Beginning on July 1, 2013 Public Acts 342 and 343 (Concussion Laws) will go into effect in the State of Michigan. These laws require all levels of schools and youth sports organizations to educate and train staff, notify parents/guardians of the law, and monitor all possible youth concussions or head injuries. Please read this fact sheet and sign as acknowledgement that you have been provided this information. Refer to Board of Education Policy [#5712 Concussion Awareness](#)

Some Common Symptoms

Headache	Balance Problems	Sensitive to Noise	Poor Concentration	Not "Feeling Right"
Pressure in the Head	Double Vision	Sluggishness	Memory Problems	Feeling Irritable
Nausea/Vomiting	Blurry Vision	Haziness	Confusion	Slow Reaction Time

WHAT IS A CONCUSSION?

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

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

IF YOU SUSPECT A CONCUSSION:

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

SIGNS OBSERVED BY PARENTS/GUARDIANS:

- Appears dazed or confused
- Can't recall events prior to or after a hit or fall
- Answers questions slowly

- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score or opponent
- Moves clumsily
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes

CONCUSSION DANGER SIGNS:

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

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that gets worse
- Weakness, numbness, or decreased
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Cannot recognize people/places
- Becomes increasingly confused, restless or agitated
- Has unusual behavior
- Loses consciousness (even a brief loss of coordination consciousness should be taken seriously.)

HOW TO RESPOND TO A REPORT OF A CONCUSSION:

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

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

POLICIES AND EXPECTATIONS FOR STUDENT BEHAVIOR

Introduction

The district strives to provide a system that will support students' efforts to manage their own behavior and promote academic achievement. Our positive behavior support systems promote pro-social behavior and respectful, productive learning environments through a proactive, skill-building instructional approach to behavior. This section deals with specific behavioral expectations that parents/guardians are encouraged to review with their student(s) to assure the most positive educational atmosphere in each elementary school. The Board of Education and staff of Okemos Public Schools completely support the vast majority of parents/guardians who value a learning environment that is built upon positive behavior and citizenship from all students.

Behavior Expectations

In our elementary schools, students are expected to be:

1. Respectful or Kind
2. Responsible
3. Safe

Direct instruction is provided by the teacher so that all students can state the behavioral expectations as well as perform the expected behaviors in all settings of the school (ex. classrooms, playground, hallways, lunchroom, library, etc.) In addition, each teacher establishes classroom rules and systems that acknowledge positive behavior and promote a "class community." Our staff makes every attempt to be proactive and child-centered, while supporting each student in developing behaviors that are appropriate for the school setting. Behavioral support and/or disciplinary action may be taken when students do not comply with school behavior expectations. Examples of misbehavior include but are not limited to:

- Defiance/non-compliance
- Disrespect
- Disruption
- Inappropriate language
- Lying/Cheating
- Physical contact/Physical aggression/Fighting
- Property Misuse
- The propping or opening of exterior building doors to allow unauthorized persons to enter the building during the school day.

- Theft
- Technology Violation
- Vandalism

In general, behavioral incidents will be handled by the administrator or teachers through conferences with students, ongoing parent/guardian communication, and positive behavioral intervention and support. When appropriate, this may include disciplinary actions. The Board of Education has adopted specific policies to deal with serious misbehavior.

Personal Property/Belongings

The following are five personal property subjects which students may encounter at one time or another.

1. School materials – Required textbooks and related learning materials are supplied free of charge. However, students are responsible for reasonable care and safe-keeping of all materials. Students and parents/guardians must pay for items that are lost or damaged during the school year.
2. Clothing – All student outerwear such as coats, hats, boots and gloves should be labeled. Each elementary school has a location for unclaimed items that can be checked by students or parents/guardians when items are lost.
3. Pets – Pets are not allowed at school without permission from the classroom teacher/administrator. An exclusion to this policy includes the Okemos Woof Pack therapy dogs.
4. Money – Parents/Guardians should not allow students to carry more money than needed for lunch.

Eating at School

School lunch rules are necessary to maintain order while many students are in the cafeteria. Adult supervisors are present during this period. Students who abuse the guidelines below are subject to losing their lunchroom privileges.

- Students should listen to and show respect for the lunchroom supervisors.
- Students should use an indoor voice and use good table manners.
- Students should remain seated until finished eating.
- All garbage should be disposed of in proper containers.
- No food is to be taken or eaten outside the cafeteria.

Playground

These are the guidelines for safe and friendly playground activities during recess and lunch hours:

- Play in assigned areas only.
- Use playground equipment properly. For example, swings and slides are to be used by only one person at a time and in a sitting position. All swinging is to be in the same direction, not side to side. No student is to run or walk up the slide.
- Hard balls, such as baseballs and golf balls, must not be brought to school.
- Throwing of snow or rocks is not allowed. Sliding on the ice is also forbidden.
- No tackle games are allowed.
- Fighting and other roughhouse activities are forbidden.
- Enter the building quietly at the end of each recess or playground period.

Serious Behavior Infractions

The following are types of serious behavior infractions that most likely will result in formal disciplinary action for an elementary student **as outlined in board policies 3402 Drills, Plans, and Reports and 5201 Investigations, Arrests, and Other Law Enforcement Contact.**

1. Abusive, offensive and threatening language; harassment/humiliation of others; and bullying, including cyberbullying, are prohibited. Bullying shall be defined as any written, verbal, or physical act, or any electronic communication, including cyberbullying, that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly. This includes "relational" bullying, defined as persuading others to reject another student (Policy 5143). Bullying can also be perceived as harassment and intimidation.
2. Physical aggression, fighting and other unsafe activities are forbidden. Repeated occurrences may result in loss of privileges or suspension.
3. Major damage to property.
4. Severe disruption to the educational environment or severe insubordination.
5. Violation of the district's policies and regulations overseeing the use of computer equipment and computer networks. (See Board Policies 6300: District Network Resources and Internet Safety; 6301: District Video Network, and 6302: District Web Server and Web Page Development. Infractions that Require Permanent Expulsion
6. Weapon-Free Schools. The possession and/or use of dangerous weapons. (See Board Policy 5146: Weapon-Free School Zone and MCL 380.1311, 380.1313). Michigan law requires the Board of Education to permanently expel a student who possesses a dangerous weapon in a weapon free school zone, which includes school property, and/or any vehicle used by a school to transport students to and from school property.

School officials will immediately contact the student's parent/legal guardian and local law enforcement officials in the event a student is found in possession of a dangerous weapon or an object which may be used to cause harm to others.

7. The Michigan Revised School Code also requires school districts to permanently expel students from all Michigan public schools who commit Criminal Sexual Conduct at school as defined by Michigan law (See Board Policy 5116.2: Sexual Harassment and MCL 750.520 bg) and Arson (MCL 380.1311), which is defined as intentionally setting fire or attempting to set a fire or doing any act that results in the starting of a fire, or aiding, counseling, inducing, persuading, or procuring another to do such an act.
8. Administrators will contact law enforcement any time a student engages in suspected illegal conduct that jeopardizes the health or safety of other students at school or a school related activity or en route to or from school. Administrators will notify law enforcement when required by the Statewide School Safety Information Policy and to make all other reports and provide all other notifications required by the School Safety Information Policy or any state or federal law. In addition, administrators will refer a student who is expelled for (1) possession of a dangerous weapon; (2) arson; (3) criminal sexual conduct; or (4) physically assaulting an employee, volunteer, or contractor to the county department of social services or the county community mental health agency and to notify the student's parent/guardian (or the student if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Behavioral Threat Assessment

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

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

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

Okemos Public Schools trained Threat Assessment teams are established in all schools and respond to reports of threats, concerning behaviors and/or communications by gathering

information, investigating the facts and circumstances, and assessing the potential seriousness and imminence of risk for violence or physical harm to self or others.

The Behavioral Threat Assessment process will follow policy established by the Board see 5714.01 - Behavioral Threat Assessment

[W Consolidated Revisions to OPS BTA Policy rev mhc 03142024.docx](#)

Additional information about the Okemos Behavioral Threat Assessment program and operations may be found on the Okemos website [\[provide link once published\]](#).

Search and Seizure

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

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

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

See Board policy [5103 Search and Seizure](#)

Disciplinary Action

When self-discipline fails, disciplinary action by staff may be used to address student behavior. The administrator and teaching staff utilize progressive discipline, meaning that a continuum of consequences deemed appropriate for the level/frequency of misbehavior is employed, such as loss of privilege, time out of class, time in office, restitution/apology, conference with student, parent/guardian contact, in-school suspension, out of school suspension, etc. In an attempt to change behavior, removing student privileges prior to more significant disciplinary actions may be used. These privileges may include but are not limited to loss of: recess, after-school activities, in-house activities, field trips, and bus transportation. Increasing levels of disciplinary action will be used for continued or persistent misbehavior.

The administration, in its discretion, may also employ mediation, conflict resolution or restorative practices involving students, staff, parent/guardians and administrators, in an attempt to acquire a firm commitment for cessation of the inappropriate behavior. Restorative practices will typically be the first consideration to remediate offenses such as interpersonal

conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, harassment, and cyberbullying. In some cases, Mediation/conflict resolution focuses on building a common understanding of a conflict/situation through face to face dialogue in order to repair relationships and a sense of community.

Three (3) key questions that guide the process are:

1. What happened?
2. Who was affected and how?
3. How do we make things right?

The following procedures will be followed when serious infractions of school rules occur, such as those reviewed in "Serious Behavior Infractions."

- In School Suspension from class but attending school; student spends the time in a detention room/area.
- Short Term Suspension imposed by a building administrator for the remainder of the school day and/or up to one (1) to ten (10) days which may include extra and/or co-curricular activities.
- Long Term Suspension from school attendance imposed by the superintendent or assistant superintendent for eleven (11) to fifty-nine (59) school days, which may include extra and/or co-curricular activities. A suspended student is allowed full make up privileges of homework assignments, worksheets, tests, etc. Students under short and long term suspension are not allowed on any school property, in a school building, or admitted to any school function.

Factors to Consider Before Suspending a Student: Pursuant to state law, a teacher, an administrator, or the Board of Education, as appropriate, will consider the following factors before suspending a student from a class, subject, activity, or before suspending a student from school.

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

Discipline involving students with disabilities will be applied in a manner consistent with applicable student discipline procedures as well as federal and state laws.

More detailed information regarding the district's Code of Conduct and Disciplinary Regulations is available in school board policy 5144.

Parent/Guardian Appeals for Suspension

Based on the present status of school law, principals have the authority to temporarily separate or suspend a student from school. In such actions, these are the guidelines:

- A student shall be fully informed of the infraction, including the rationale for the action and condition of the suspension. A student has the right to respond to the allegations.
- The parents/guardians shall be notified by telephone or personal contact if a student is to be suspended from school.
- The personal contact to parents/guardians will be followed by a written communication stating the infraction, reasons and conditions of the suspension. A copy of the written communication shall also be placed in the student's file.

Appeal Procedures for Short Term Suspensions of 3-10 Days

We have a review process for suspensions of one to two (1-2) school days. If the parent/guardian is not satisfied with the disciplinary outcome, a conference will be scheduled with the principal or their designee. There is no further appeal process for suspension for less than three (3) days. Short term suspensions of three to ten (3-10) school days may be appealed following the procedures below:

- Level of Review: The principal or designee. A conference shall be scheduled with parent/guardian within two (2) school days of the request for appeal. Decisions will be rendered within two (2) school days of the conference. The principal or designee may uphold the suspension, establish an alternate suspension of lesser severity, or reverse the suspension in its entirety. The decision of the principal or designee shall be considered final
- During a suspension appeal, the suspension or that portion of the suspension remaining shall be held in abeyance until the appeal is completed. In unusual cases, where in the opinion of the principal or designee, the student or school personnel's safety, or school property would be endangered by returning the suspended student during the appeal, the principal may prohibit the student's return.

Appeal Procedures for Long Term Suspension

Long term suspensions of eleven to fifty-nine (11-59) school days may be appealed (see Board Policy 5144). A written report of the suspension will be given to the parent/guardian. The report shall also include the student's appeal rights.

Expulsion and Expulsion Procedures

Expulsion is, by definition, the termination of enrollment for an extended period of time in excess of ten (10) consecutive days. A student may be expelled only by action of the Board of Education following recommendation by the building principal or designee.

Resources for Expulsion

Permanent Expulsion (State Mandated)

Termination of enrollment permanently, subject to possible reinstatement as prescribed by the Revised School Code. A student may be permanently expelled only by action of the Board of Education following recommendation by the building principal or designee. This action shall occur only in accordance with these procedures for expulsion (See Board Policy 5144). Matters pertaining to elementary students which will result in a recommendation for permanent expulsion to the Board of Education include arson (intentional setting of fires), criminal sexual conduct, and possession of a dangerous weapon. Reasonable and deliberate decisions will be made cooperatively by the administration and faculty in cases where serious extenuating circumstances exist.

Procedures for Expulsion

1. Written notice shall be given to the student and parent or guardian of the charges of misconduct and of a hearing before the Board of Education.
2. The principal or designee may suspend a student pending the hearing, in which case the hearing shall be held at the earliest possible time.
3. The Board of Education shall conduct a hearing scheduled with the parent/guardian and school administration. The hearing will be conducted as a special meeting of the Board of Education in accordance with the Open Meetings Act. The parents/guardians may request in writing that the hearing be conducted in a closed session meeting of the Board of Education as permitted by Section 8(b) of the Open Meetings Act. The student and parent or guardian may, at their own expense, be represented by legal counsel and shall have the right to call witnesses.
4. At the hearing, an opportunity for all sides to be heard in detail shall be provided according to the following outline:

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

The board will deliberate on the evidence and determine the outcome. The board shall make its determination solely upon evidence presented during the hearing. In accordance with the Open Meetings Act, the vote on the Board's decision will take place in open session.

5. The Board of Education shall make a written report to concerned parties within five (5) school days containing the findings and the decision concerning expulsion. (Michigan law does provide for possible reinstatement and enrollment in alternative education programs and strict discipline academies.)

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

MISCELLANEOUS PROCEDURES/GUIDELINES

Birthdays

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

Field Trips

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

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

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

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

Sunscreen and Bug Spray Policy

To ensure the health and comfort of our students during outdoor activities, we allow the use of sunscreen and bug spray. We recommend that students self-apply these products to promote independence and proper personal care.

For the use of sunscreen and bug spray at school, a completed prescription form must be submitted to the school office. This form should be filled out and signed by a parent/guardian.

In special situations where a student is unable to apply sunscreen or bug spray arrangements can be made for assistance. Please contact the school nurse or administration to discuss and accommodate these individual needs.

Teacher Professional Development

The Board of Education grants elementary teachers time each school year to evaluate current programs, improve instructional techniques and complete record keeping. All of these activities enhance the daily programs and services provided to students. Parents/Guardians will be notified of such inservice periods well in advance through school newsletters. Lunches are canceled and bus transportation schedules are adjusted on half days. Many of the school district's improvements have been planned or introduced through in-service programs.

Universal Accommodations

Okemos Elementaries offers the following Universal Accommodations to EVERY student:

- Students will coordinate with their teachers for extended time for assignments until the end of the unit without penalty.
- All students are provided extended time to finish assessments.
- Students will receive frequent check-ins to determine understanding of directions and content.
- Students will collaborate with teachers to structure a break if needed.
- Students will have access to a seating choice that meets their needs to maximize learning.
- Students will have access to a support that will help them prepare for an assessment (e.g., study guides, class notes, rubric with success criteria, etc).
- Students' larger and long term assignments/projects will be broken down into chunks.
- Students will receive directions for assignments/assessments in multiple modes (written, verbal, etc).
- Students will be able to use a multiplication chart when calculation is not being assessed.
- Students will be able to use non-distracting sensory strategies (wiggle cushion, fidgets, etc) when first discussed with teacher.

WEB ACCESSIBILITY STATEMENT

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

This website is coded to comply with both the Americans With Disabilities Act and conforms level AA of the World Wide Web Consortium (W3C) Web Content Accessibility Guidelines 2.0. Users who wish to view these specifications can do so at: Web Content Accessibility Guidelines 2.0. These guidelines explain how to make web content more accessible and the District is working to educate staff so that the content they may post on their classroom websites will be compliant with the guidelines and be accessible to all visitors.

Okemos Public Schools strives to adhere to the accepted guidelines and standards for accessibility and usability as comprehensively as possible on this website.

If you cannot fully access the information on the District's website, please communicate specific issues with the District's Web Accessibility Coordinator. We will make every effort to provide the information to you in an alternate format and/or make the necessary improvements to ensure the information is accessible.

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

Section 504 and Title II Coordinator (adults)	Title IX Coordinator
Mr. John Hood, Superintendent Okemos Public Schools 4406 Okemos Rd. Okemos, MI 48864 517-706-5007 john.hood@okemosk12.net	Mr. Mario Martinez, Director of Human Resources Okemos Public Schools 4406 Okemos Rd. Okemos, MI 48864 517-706-5006 mario.martinez@okemosk12.net
Section 504 and Title II Coordinator (students)	Web Accessibility Coordinator

<p>Heather Pricco, Director Special Education Department Okemos Public Schools 4406 Okemos Rd. Okemos, MI 48864 517-706-4829 heather.pricco@okemosk12.net</p>	<p>Mikayla Temple Department of Technology Okemos Public Schools 4406 Okemos Rd. Okemos, MI 48864 517-706-5041 mikayla.temple@okemosk12.net</p>
---	---

DRAFT

TECHNOLOGY

~~A networked computer account with Internet access is provided to all students in the Okemos Public School District. An email account will be set up only at a teacher's request. The Internet and email are valuable tools for accessing information, learning and communicating. The use of a computer, and its resources, must be in support of education and consistent with the purposes, curriculum and mission of the Okemos Public Schools.~~

~~Use of a computer is a privilege, not a right. Students must act responsibly when using a computer and abide by the Terms and Conditions for Use. Failure to do so will result in suspension of privileges, cancellation of privileges, disciplinary action and/or legal action. The Department of Media & Technology, building principal and teacher will decide what disciplinary action will be taken.~~

Terms and Conditions for Use:

- ~~1. I will follow the classroom rules of computer use as explained to me by my teacher(s) including proper use of the network, appropriate behavior while online, on social networking Websites and chat rooms, as well as, cyber bullying awareness and response.~~
- ~~2. I will never share my password, even with my best friend, or sign onto the computer with someone else's login/password.~~
- ~~3. I will treat all computer equipment with care and will not change the way a computer is set up to run.~~
- ~~4. I will be polite to others and respect their documents and files.~~
- ~~5. I will use the Internet for educational purposes only and access sites authorized by my teacher(s).~~
- ~~6. I will tell my teacher(s) right away if I come across a picture or information that makes me feel uncomfortable, or is not appropriate, and I will not invite other students to come and see it.~~
- ~~7. I will not give out my last name, address, telephone number or anyone else's personal information on the Internet.~~
- ~~8. I will use proper language and my best writing skills when sending email and I will only use email to correspond about school projects/events.~~
- ~~9. I will follow the copyright laws that protect programs, data, books and pictures as explained to me by my teacher.~~

~~10. I will not install software from home or download, copy, or store any software, shareware or freeware without prior permission from my teacher, building principal or the Department of Media & Technology.~~

~~**Parents/Guardians please note:** In compliance with CIPA (Children's Internet Protection Act passed by Congress on 12/15/00) Internet filtering is in place for every networked computer to prevent access to inappropriate material on the district network. Internet filtering is provided by the district, both in and outside of the school setting for students. It is impossible to control access to ALL material on the Internet. The OPS firmly believe that the availability of valuable information and the potential for interaction on the Internet far outweigh the possibility that users may be exposed to material not consistent with the educational goals of the Okemos Public Schools. Furthermore, during student Internet use from the school facilities, District staff will make reasonable efforts to supervise student access and use of the Internet.~~

~~To help ensure student safety and citizenship in online activities, students and staff will be educated about:~~

- ~~1. Appropriate online behavior.~~
- ~~2. Safety and security while using email, chat rooms, social media, and other forms of electronic communications.~~
- ~~3. The dangers inherent with the online disclosure of personally identifiable information.~~
- ~~4. The consequences of unauthorized access (e.g., "hacking") and other unlawful or inappropriate activities.~~
- ~~5. Cyberbullying awareness and response.~~

Personal Learning Devices

The district-provided Personal Learning Devices are a critical component of the classroom instruction. Use of the devices both in school and at home will be based on teacher discretion. In the event of damage to the device not covered by the warranty, the student and parent/legal guardian may be billed for the damages. The administration has the authority to waive or modify charges if the cause of damage is judged to be beyond the student's control. This equipment is, and all times remains, the Property of OPS and is herewith lent to the student for educational purposes only for the academic school year. Inappropriate use of the device may result in the student losing their right to use the device and may lead to disciplinary action.

Securely Device Management Use

At Okemos Public School, we are committed to fostering a safe and secure digital environment for all students and staff. As part of our efforts to ensure responsible and

appropriate use of technology, we utilize Securly Device Management to manage and monitor school-issued devices.

Purpose:

Securly Device Management is employed to:

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

User Responsibilities:

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

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

Consequences of Misuse:

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

1. Loss of device privileges.
2. Suspension or revocation of technology access.
3. Academic penalties.
4. Legal consequences for severe breaches of security or illegal activity.

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

Board Policy:

Acceptable Use Policy of Artificial Intelligence (AI)

The following guidelines, in alignment with Board of Education policies for code of conduct, outline the acceptable use of artificial intelligence (AI) tools and technologies by students. Violations of these guidelines may be subject to disciplinary action.

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

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

By incorporating this AI addendum into the existing AUP, the school district aims to provide a framework that promotes the responsible and ethical use of AI technologies. This addendum seeks to balance the benefits of AI integration with the safeguarding of student privacy, fairness, and transparency. It is essential for all users to understand and adhere to these guidelines to create a safe, inclusive, and responsible AI-enabled learning environment.

Electronic Equipment

Out of respect for our instructional day, communication-enabled watches/devices must be turned off and not used during the school day. Cell phones must remain "off" and stored (in locker/backpack) during school hours. Personal gaming devices, music players, etc. are not permitted at school unless approved in advance by the teacher/administrator for a specific purpose. The district is not responsible for lost or stolen cell phones or electronics. Also, laser pointers are not permitted on school property.

FREQUENTLY REFERENCED DISTRICT POLICIES

Civil Defense

Civil Defense is an important phase of today's educational program. Considering the number of children as well as adults in our educational institutions, it has become necessary to set up some uniform procedures to be used as guidelines in case of a disaster.

Through the efforts of principals and their staff, each building has a well-defined plan to cover natural and man-made disasters. Tornado drills, fire drills and "lock down" drills are conducted each year to ensure the safety of pupils as outlined in board policy [3402 Drills, Plans, and Reports](#).

Protective Service Referrals

If school personnel suspect that a child is being abused or neglected, they are required by law to make a referral to protective services.

Smoke-free

All buildings and grounds of the Okemos Public Schools are designated as smoke-free by the Board of Education.

Non-Discrimination Policy

The Okemos Public Schools and the State Board of Education comply with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the United States Department of Education. It is the policy of these governmental agencies that no person on the basis of race, gender, sexual orientation, height, weight, color, religion, political affiliation, national origin or ancestry, age, sex, marital status, veteran status or disability (handicap) shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any programs or activity for which it is responsible or for which it receives financial assistance from the United States Department of Education.

If any person believes that the Okemos Public Schools, or any part of the school organization, has inadequately applied the principles and/or regulations of Title VI (prohibits discrimination based on race), Title IX (prohibits discrimination based on sex), or Section 504 (prohibits discrimination based on handicap), your child may bring forward a complaint to the Local Title IX and/or Section 504 Coordinator at the following addresses:

Title IX Coordinator:

Mr. Mario Martinez

Okemos Public Schools 4406 N. Okemos Road Okemos, MI 48864

Phone 517-706-5006

504 Coordinator:

Ms. Amanda Hall

Kinawa 5/6 School

1900 Kinawa Dr. Okemos, MI 48864

Phone 517-706-4811

Sexual harassment is unlawful under both Michigan and Federal laws and is contrary to the commitment of this district to provide an effective learning environment "Sexual Harassment" is defined as

1. Unwelcome sexual advances; or
2. Unwelcome requests for sexual favors; or
3. Intimidating, hostile or offensive verbal, nonverbal or physical conduct of a sexual nature.

The district policy prohibits sexual harassment of students, employees, board members, volunteers, contractors or applicants for employment by students, employees, board members, volunteers or contractors.

Copies of the policy are available from the Office of the Superintendent, 4406 N. Okemos Road, Okemos, Michigan 48864; telephone 517-706-5002

Distribution or Sale of Material on School Property

No materials are to be sold on school grounds without the approval of the school administrator. Selling of items is usually limited to school sponsored groups or activities.

Special Education Services and Guidelines

Okemos Public Schools provides a full continuum of programming for special education students ages 3 through 26. We also provide services for children ages 0 through 3 through the Early On program provided at the Ingham Intermediate School District. We service over 400 students each year in our various special education programs.

The special education staff includes resource teachers who service all buildings, speech pathologists, social workers, school psychologists and special education programs for early

childhood, behavior and learning. All of these programs operate under state and federal guidelines for special education.

If any parent/guardian has a question regarding special education or suspects their child has a disability, please call the special education office at 706-4829, any building administrator, or go to the Okemos website and click on Special Education.

Student Education Records

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

1. Parents and eligible students have the right to inspect and review the student's education records and to have the district respond to reasonable requests for explanations and interpretations of the records.
2. Parents or eligible students should submit to the appropriate administrator a written request that identifies as precisely as possible the record(s) they wish to inspect or review, or receive explanation or interpretation. The building administrator will make the necessary arrangements within 15 school days following receipt of the request. All records must be examined in the school district office during the business day in the presence of the appropriate administrator or designee.
3. Parents and eligible students have the right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or in violation of the student's privacy or other rights.
4. The parent or eligible student should submit to the appropriate administrator a written request, clearly identifying the part of the record they want changed and specify why it is inaccurate or misleading, within 10 school days from the date the records were examined.
5. In the event the district decides not to amend the record as requested by the parent or eligible student, the district shall notify the parent or eligible student of the decision and advise them of their rights to a hearing regarding their request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
6. Parents and eligible students have the right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
7. One exception, which permits disclosures without consent, is disclosure to school officials with legitimate educational interests or as provided by statute or regulation. A

school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, or assisting another school official in performing his or her tasks.

8. A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his/her professional responsibility.
9. The following information contained in a student's education records is designated as "directory information" and may be disclosed without the parents'/guardians' or eligible student's prior written consent (Okemos Board Policy 5125).
 - A. Student Name
 - B. Names of Student's Parents or Guardians
 - C. Address
 - D. Telephone Numbers
 - E. Birth Dates
 - F. Class Designation (e.g., 1st grade, 10th grade, etc.)
 - G. Dates of Attendance
 - H. Extra-curricular Participation
 - I. Achievement Awards or Honors (not specific course grades)
 - J. Weight and Height if a member of an athletic team
 - K. Photograph, Newspaper, TV, Videotape
 - L. School or School District Previously Attended
 - M. Parent/Guardian Email

Parents/guardians or eligible students will have two weeks from the first day of school, or within two weeks of enrollment if enrolled after school begins, to advise the principal in writing of any or all of the items they refuse to permit the district to designate as directory information.

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

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, DC 20202-4605

A copy of the District's student record policy and implementing regulations are available in each school building or superintendent's office. For more information concerning this notice of the District's policy, please contact the Superintendent's office at 517-706-5010.

Secure Storage Law

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

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

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

Bad Weather or Emergency Closing

The Okemos Public Schools is prepared to use one of four plans.

1. The complete closing of schools for the day.
2. Keeping schools open without bus transportation.
3. A delay in the running of busses and the opening of schools.
4. Early or late dismissal.

The selected plan will be called into area radio and television stations. A message from the Superintendent will also be sent to parents/guardians through a recorded phone message through **Bright Arrow** and posted on the district website. If you are receiving a school issued message from BrightArrow, please be aware that the message will start as soon as you say "hello". Should the system detect any background noise during the call session, it will pause and restart from the beginning. To prevent this from happening, you can put your phone on mute or cover the microphone. At any time, you can restart the message by pressing the Star key.

Okemos Public Schools



Kinawa 5-6

Student and Parent Handbook

2024-2025

2024-2025 Welcome to Kinawa 5-6!

Dear Kinawa Families:

It is an honor and pleasure to welcome you to Kinawa, home to all fifth and sixth graders in the district. Kinawa is a wonderful school filled with hard working students, supportive parents and a professional staff.

At Kinawa, interdisciplinary teaming provides our students with the support they need to continue to develop as healthy, independent, confident and successful learners. Interdisciplinary teaming creates a "school within a school" where teams of teachers are responsible for delivering academics to a specific group of students.

Kinawa has a designated "homeroom", where students receive important announcements and organize for the day. This experience benefits students and teachers by providing them with the opportunity to talk about academic or social issues. Having a teacher who knows and cares for students personally can make a huge difference in the lives of middle school students. Advisory programs, like homeroom day, help teachers advocate for children and help us meet the needs of our students. The result- Kinawa feels smaller for students and teachers, and teachers are more aware of the uniqueness of each child.

Our teachers are sensitive to the different learning styles of students and use a variety of instructional strategies to engage all learners. Special education staff, the T.A.S.K. program, and the English language learner program provides directed assistance programs for kids who have special learning needs or may be at risk.

Kinawa provides students with the opportunity to branch out and experience success outside of the core academic classes. Kinawa offers an exciting exploratory program designed to provide students with exposure to a number of topics ranging from technology, art, foods, to band, orchestra and choir.

Kinawa is truly a special place. Much care and planning goes into programming for our students. At Kinawa, we strive to make school a memorable and positive time in the lives of our students. With understanding and support, we believe that each child in our care will grow into a confident learner that displays academic and social excellence.

I proudly welcome you to Kinawa! If I can be of further assistance please call me at (517) 706-4701 or email me at steven.stierley@okemosk12.net.

Respectfully,
Steve Stierley

Kinawa 5-6 School

1900 Kinawa Drive, Okemos, Michigan 48864
Main Office: (517) 706-4702
Attendance/Guidance Office: (517) 706-4706
Fax: (517) 347-9824

Office Hours

8:00 am - 4:00 pm

School Hours

8:45 am - 3:30 pm

Half Day School Hours

8:45 am – 11:55 am (No Lunch Served)

Student Entry Hours

8:15 am – 8:30 am
(Designated Area)

Student Hallway Hours

8:30 am – 8:45 am

Student Exit Hours

3:30 pm – 3:45 pm

Mr. Steve Stierley, Principal

Ms. Sara Roland, Assistant Principal

~~Mrs. Sue Williams~~ Mrs. Anne Long, Main Office Administrative Assistant

Mrs. Shruti Gross, Guidance Office Registrar/Attendance/Guidance Secretary

Ms. Crystal Agler, Guidance Office Clerk

Mrs. Emily Edger & Ms. Tessa Marks, Counselors

OKEMOS PUBLIC SCHOOLS Web Accessibility Statement

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

Okemos Public Schools strives to adhere to the accepted guidelines and standards for accessibility and usability as comprehensively as possible on this website

If you cannot fully access the information on the District's website, please communicate specific issues with the District's Web Accessibility Coordinator. We will make every effort to provide the information to you in an alternate format and/or make the necessary improvements to ensure the information is accessible.

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

Section 504 and Title II Coordinator (adults)

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

Section 504 and Title II Coordinator (students)

Heather Pricco, Director Special Education
Department
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864
517-706-4829
heather.pricco@okemosk12.net

Title IX Coordinator

Mario Martinez, Director Human Resources
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864
517-706-5006
mario.martinez@okemosk12.netPhot

Web Accessibility Coordinator

~~Matt Ottinger~~, **Mikayla Temple**,
Telecommunications Coordinator
Department of Technology
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864
517-706-5044; webmaster@okemosk12.net

TABLE OF CONTENTS

ACADEMIC INFORMATION

- Academic Integrity
- Grade Level Information
- Homeroom
- Physical Education
- PowerSchool
- Report Cards
- Schedule/Class Changes
- Universal Accommodations
- Video/Film Viewing

BEHAVIOR EXPECTATIONS

- Code of Conduct
- Behavior Response and Student Discipline
- Consequences for Misconduct
- After School/Evening Activities
- Bullying/Cyberbullying
- Displays of Affection
- Dress Code
- Sexual Harassment
- Skipping Class
- Substance Abuse
- Theft

BUILDING/DISTRICT INFORMATION

- Animals/Pets
- Bus Passes and Transportation Changes
- Calendar
- Closing/Delay of School
- Counselors
- Deliveries/Messages to Students
- Extracurricular Fees
- Field Trips
- Fines
- Food and Beverages
- Food Services
- Library
- Lockers

- Lost and Found
- Materials and Supplies
- Personal Property
- Pictures
- Recess
- School Entrance and Exit Times
- Telephone Use
- Transportation

HEALTH AND SAFETY

- AED Program and MI HEARTSafe Compliance
- Head Lice
- Illness and Injury
- Managing Communicable Diseases
- Medication
- Sunscreen and Bug Spray Policy
- Understanding of Concussions

HOME/SCHOOL CONNECTIONS

- Communication
- Parent Teacher Conferences
- Parent/Guardian Involvement
- Visitations

REGISTRATION AND RECORDS

- Attendance
- Emergency Cards
- Enrollment
- Student Records
- Tardiness

SAFETY AND SECURITY

- Behavioral Threat Assessment
- Emergency Procedures
- Search and Seizure
- Secure Storage Law

TECHNOLOGY

- Personal Learning Device (PED)
- Acceptable Use Policy
- Acceptable Use Policy of Artificial Intelligence (AI)
- Securly Device Management Use
- Personal Electronic Devices

ADDITIONAL RESOURCES

- Non-discrimination Policy
- Okemos School Board
- Website
- Appendix A - Students with Disabilities
- Appendix B - Authorization for Administration of Medication
- Appendix C - Letter from Prosecuting Attorney

DRAFT

ACADEMIC INFORMATION

ACADEMIC INTEGRITY

Academic integrity requires high standards of personal achievement, ethical conduct and academic honesty. It creates an academic environment in which a student's search for knowledge is a true and honest reflection of that effort.

Level I – Violation

1. Submitting another's assignment as one's own
2. Knowingly allowing another student to use an assignment or test to submit as his or her own
3. Looking at another's test or essay and submitting the work as one's own
4. Knowingly assisting another student to misrepresent the content or authorship of the student's school work
5. Using any type of notes or technology without teacher approval
6. Plagiarism, including but not limited to:
 - a. Quoting or paraphrasing directly all or part of someone else's written or spoken words without documentation within the body of the work.
 - b. Presenting an idea, theory, or formula originated by another person as one's own.
 - c. Using information, which is not common knowledge, including statistics and demographics, without documenting the source.
 - d. Copying or pasting from the Internet or another document material that is not one's own without documentation from the source.

Level I violations of the Academic Integrity Policy will be addressed by the classroom teacher.

Level II - Violation

1. Unauthorized possession, use and/or theft of test materials, answer sheets, teacher materials, computer files, grading programs, and/or altering teacher records.
2. Level II violations of the Academic Integrity Policy will be addressed by the teacher and administration.

Conference, Suspension of up to 10 school days




~~District Network Resources and Internet Safety Regulations~~ — ~~R6300 Board of Education Policy~~

USE of GENERATIVE ARTIFICIAL INTELLIGENCE (A.I.)

In order to help students to acquire new knowledge and skills, as well as to build their knowledge and skills progressively over time, teachers must have access to students' authentic displays of learning. Sometimes, those skills can be ethically and productively enhanced in very positive ways using generative AI, and at other

times, teachers will prefer that students complete assignments without using generative AI. This will likely depend upon the skills/knowledge being assessed.

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

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

HOMEROOM

Each student is assigned to a homeroom teacher. Having a small group of students for which a teacher is responsible provides a “school within a school” atmosphere that makes Kinawa 5-6 a welcoming and friendly place for students. Parents are encouraged to start by contacting the homeroom teacher if they have questions or concerns regarding school.

PHYSICAL EDUCATION

Participation

All students must participate in physical education classes unless they have documented medical/health reasons or special education needs as identified through an I.E.P.

Dress

For reasons of personal hygiene and to enhance active participation while minimizing the possibility of injury, all students must have tennis shoes for physical education activities.

Students will be expected to have appropriate gym shoes and clothing for participation in activities even on cold days. Clothing for these occasions can be sweatshirts, sweatpants, or other suitable play type clothes.

POWERSCHOOL

Parents will receive a PowerSchool account from the office to monitor their student's academics, behaviors and attendance. PowerSchool grades are not "real time" and will be considered up to date at 6 weeks intervals for mid-term progress reports. If a parent has questions about an assignment or missing work, they are encouraged to contact the teacher.

Parents can program PowerSchool to send automatic weekly grade updates to their email addresses.

REPORT CARDS

Report Cards are ~~mailed home~~ sent three times per year at the end of each trimester (November, March and June).

A report card is generated every twelve weeks in all subject areas, with the exception of 5th and 6th grade exploratories ~~and fifth-grade-specials~~. The grading scale is as follows:

A = 92.5% - 100%

A- = 89.5% - 92.4%

B+ = 86.5% - 89.4%

B = 82.5% - 86.4%

B- = 79.5% - 82.4%

C+ = 76.5% - 79.4%

C = 72.5% - 76.4%

C- = 69.5% - 72.4%

D+ = 66.5% - 69.4%

D = 62.5% - 66.4%

D- = 59.5% - 62.4%

F = 0.00% - 59.4%

GRADE LEVEL INFORMATION

Kinawa houses all of the fifth and sixth grade classes for the district. In addition to traditional instruction, Kinawa houses the 5/6th grade sections of the Okemos Public Schools Montessori program.

Scheduling packets, that provide an overview of grade level programming and class enrollments, are shared with families each spring or when they enroll. In addition, specific grade level programming information will be shared at curriculum night and is also available on the district website.

SCHEDULE/CLASS CHANGES

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

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

UNIVERSAL ACCOMMODATIONS

Kinawa % offers the following Universal Accommodations to EVERY student:

- The student will coordinate with their teachers for extended time for assignments until the end of the unit without penalty.
- All students are provided extended time to finish assessments.
- Students will receive frequent check-ins to determine understanding of directions and content.
- Students will have access to assistive technology to support reading and writing.
- Students will collaborate with teachers to structure a break.
- Students will be strategically assigned a seat that meets their needs to maximize learning.
- Students will have access to a support that will help them prepare for an assessment (e.g.,

study guides, class notes, rubric with success criteria, etc).

- Students will have access to copies of class notes (if notes are being taken in class), after first attempting to take notes in class.
- Students will be able to retake assessments, to show a level of proficient, for 10 days after the assessment was first proctored.
- Students will be provided some class time to reduce workload for homework.
- Students' larger and long term assignments/projects will be broken down into chunks.
- Students will receive directions for assignments/assessments in multiple modes (written, verbal, etc).
- Students will be able to use a calculator when calculation is not being assessed.
- Students will be able to use non-distracting sensory strategies (wiggly cushion, fidgets, etc) when first discussed with teacher.

VIDEO AND FILM VIEWING

Parental permission will be requested before a student is allowed to view a film with a PG-13 rating.

BEHAVIOR EXPECTATIONS

CODE OF CONDUCT

Students have the right to an education in a safe and orderly learning environment, free from substantial disruption. Recognizing the importance of maintaining a positive learning environment, an atmosphere of mutual respect will be provided for students and staff. When self-discipline fails, regulations for management of school behavior must be enforced.

The superintendent shall develop and regularly update administrative regulations to implement the student code of conduct. The code of conduct must: (1) identify offenses that may result in discipline; (2) identify the possible disciplinary consequences; (3) and be consistent with board policy and applicable state and federal laws, including laws requiring mandatory suspension or expulsion,

Discipline may, but need not, include suspension or expulsion from school. Students should rarely be suspended or expelled from school and steps should be taken to minimize occurrences of suspension and expulsion. Provisions that require consideration of specific factors and the possibility of utilizing restorative practices before suspending or expelling a student, will reduce the number of out-of-school suspensions that exceed 10 days and the number of expulsions.

The school administrators shall have the authority to suspend students for up to ten (10) school days per incident. The superintendent or assistant superintendent shall have the authority to suspend a student for up to 59 consecutive school days. The Board of Education will provide a disciplinary hearing for alleged student misconduct that requires consideration of expulsion (exclusion from school for 60 or more school days) or permanent expulsion per the Revised School Code.

Once per year, the superintendent shall submit a summary report of suspensions exceeding three (3) consecutive days to the Board of Education. The report will include the following information: infraction, length of suspension or expulsion, student demographics, as well as the implementation of restorative practices and an academic plan (if applicable).

Behavior of Students

Students at Kinawa are expected to follow the Kinawa Cares guidelines. C.A.R.E.S. is an acronym that we want all of our students to be able to explain:

- (C)** Cooperative
- (A)** Accountable
- (R)** Respectful
- (E)** Empathetic
- (S)** Safe

We strive for these five words to help us create the kind of school in which all students can do their best to learn.

We will make our expectations clear by teaching the kids how to reach them and celebrating successes when we catch them doing things right.

As a part of the process, we will gather data on student disciplinary issues so we can better address causes and areas of concern school wide.

We want our students and parents to know that “Kinawa Cares.”

In the Building

Behavior in the building must provide for the safety of everyone and should not interrupt the classes in session. Students are expected to:

1. Walk, not run
2. Maintain a reasonable tone of voice
3. Avoid disturbing classes in session
4. Keep the restrooms clean and safe
5. Refrain from throwing and kicking objects in the building
6. Keep all areas clean and free of litter
7. Refrain from marking on walls, lockers, furniture and other people
8. Refrain from having food or drink in the halls at any time
9. Obey any reasonable request from any staff member
10. Use appropriate language, which excludes racist, sexist, or obscene words
11. Use hall passes at all times

In the Classroom

Kinawa students are expected to:

1. Come to class prepared
2. Be in the classroom on time
3. Stay in class until dismissed by the teacher
4. Use appropriate language
5. Be respectful

In each class, the teacher is the educational leader and is there to help you learn through a variety of activities. Each teacher and class is somewhat different, but each of your teachers will let you know what they expect you to do and how they expect you to behave.

Students should maintain expected behaviors when they are with a substitute teacher, aide, or other adults.

To leave the classroom, ask permission from your teacher, stating the reason you need to leave the room and the place you are going. The teacher will give you a pass if the reason for leaving is

considered necessary. Go directly there and return directly to class without other stops that were not agreed to by your teacher. Failure to follow the teacher's specific directions may result in loss of this privilege.

During Lunch

Students are not allowed to leave school grounds during lunch period unless a parent or guardian signs them out at the guidance office.

Students are expected to abide by all school rules in the cafeteria, otherwise loss of cafeteria privileges, or other disciplinary consequences may be assigned.

1. Walk at all times
2. Use a normal tone of voice. Screaming, shouting, crude and profane language or actions are not permitted
3. Cutting in line, pushing, shoving, grabbing, hitting, and wrestling are not permitted
4. Purchase food only for yourself
5. Eat only while seated at a table. Sitting on tables is not permitted.
6. Do not overcrowd tables
7. Throwing or playing with food or containers is not permitted.
8. Clean off tables when finished. Neatly dispose of garbage in the containers provided. Pick up food or containers dropped on the floor.
9. Do not block doorways or walkways.
10. Keep all food and drink in the cafeteria.
11. Follow emergency procedures when directed, including keeping quiet when the lights in the cafeteria are turned off.
12. Follow directions of supervising personnel. Provide supervising personnel with your identity when requested.
13. Get permission from supervising personnel to leave the cafeteria.
14. Lunch recess rules are to be observed. Students who do not obey these rules may lose the privilege of eating in the cafeteria, playing games in the hallway, using the library or using the gym.

Outside the Building

The area around the building is designed for students to enjoy during supervised times, such as gym class, lunch and recess.

1. Students may use the mowed area on the north side of the building or the recess area on the west side of the building.
2. The woods, railroad tracks, pond, creek, and other areas are off limits unless you are supervised by a staff member.
3. Bicycles must be kept locked in the rack during school hours. Students are not allowed near the bike racks during school hours.

4. Snow/ice are not allowed to be thrown on school property. Pupils found throwing snow/ice will be subject to disciplinary action and liable for any damages caused by doing so.

At Assemblies and Performances

Behavior expectations for students at performances and assemblies are:

1. Students should sit with their accompanying teacher in assigned areas and remain seated at all times.
2. Remember to respond appropriately. Be quiet before, during, and after the performance. Whistling, booing, and yelling are not acceptable behavior. Use appropriate and positive language.
3. Students will be respectful of others, including but not limited to their peers, staff, and guest presenters.
4. Remember to be safe. Students should sit in auditorium seats safely and in a manner that respects the personal space of others.
5. Students should not bring food, drinks, or any items that could result in a disruption into the auditorium.
6. Enjoy the event! Be safe! Represent KMS with pride!

In addition to the expectations listed above, all Code of Conduct rules apply.

Student Expectations

The administration, in its discretion, may employ restorative practices involving students, parents/guardians, and administration in an attempt to acquire a firm commitment for cessation of the inappropriate behavior.

In all disciplinary cases, the administration may elect to employ after school detention, suspension, restorative practices and/or other disciplinary measures deemed appropriate and not specifically outlined here, in lieu of or in addition to other discipline.

The following list of student expectations is not all-inclusive, but provides the basic code of student conduct. Violation of any of the following expectations may result in student discipline, up to and including permanent expulsion from school:

1. Students are required to obey local, state, and federal laws. Unlawful behavior of any kind on school property or at a school activity is prohibited.
2. Upon Request, students are required to identify themselves to school personnel.
3. Students are required to cooperate with school personnel, including responding to questions or inquiries in a truthful, respectful manner.

4. Students are required to obey established school rules, regulations, policies, and procedures as well as obey reasonable directions or instructions of school personnel.
5. Students are required to adhere to behavior appropriate to the educational setting. Disruptive and inappropriate behavior (including the inappropriate display of affection) in the classroom, cafeteria, halls, school property, and on school vehicles, interferes significantly with the educational climate.
6. Students are required to use appropriate language in school. Abusive and offensive language as well as harassment and humiliation of others are prohibited.
7. Students are required to respect the individual rights of others.
8. Students are required to respect the property of others. Theft and damage to property will not be tolerated.
9. Students are required to respect authorship. Cheating, forgery, plagiarism and violations of copyright laws are not permitted.
10. Students are required to obtain permission before conducting sales in the buildings or on school property.
11. Students are required to follow school rules as outlined in the student-parent handbook for using vehicles on school property.

Prohibited Activities

Involvement or participation in the following prohibited activities will result in disciplinary penalty, up to and including permanent expulsion from school. Other misconduct may also give rise to discipline, up to and including permanent expulsion from school. As used in these regulations, "At school" means "in a classroom, elsewhere on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school property." See MCL 380.1310, MCL 380.1311, and MCL 380.1311a.

1. **Abusive/Obscene Language or Materials.** The use of abusive and/or obscene language or materials, including but not limited to the possession of pornographic or otherwise sexually offensive material.
2. **Possession of Substances.** The possession, sale, delivery, distribution, use of, and/or being under the influence of alcohol, inhalants, look-alikes, and other drugs, including the possession of paraphernalia or devices associated with the use of controlled substances. Vaporizers, e-cigarettes, and pipes will be considered drug paraphernalia. ~~(See Board Policy 5131.6: Substance Abuse~~ Refer to Board of Education Policy #3102 Smoking, Tobacco Products, Drugs and Alcohol).
3. **Arson.** Intentionally setting fire or attempting to set a fire or doing any act that results in the starting of a fire, or aiding, counseling, inducing, persuading, or procuring another to do such an act. The Michigan Revised School Code requires schools to permanently expel a student who commits arson on school property.
4. **Assault (Physical).** The Revised School Code defines "physical assault" as intentionally causing or attempting to cause physical harm to another through force or violence. The Michigan

Revised School Code requires school districts to suspend or expel a student enrolled in grades 6 or above who commits a physical assault at school against another student. School districts are required to permanently expel a student enrolled in grades 6 and above who commits a physical assault at school against an employee, volunteer, or contractor.

5. **Assault (Verbal/Written).** Includes any intentional spoken or written threat or offer to do bodily injury to another by force, under circumstances that create a well-founded fear of actual harm. Suspension or expulsion, as determined by the board or its designees, is also required when a student in grades 6 or above commits a verbal assault at school against an employee, volunteer, or contractor.
6. **Blackmail, Coercion or Extortion.** Forcing someone to do something against her or his will.
7. **Threats of Violence.** Including but not limited to, bomb threats, shootings, suggestions of bringing or having weapons on school property, etc. directed at students, staff, a school building, school property, or a school-related event. Includes threats communicated verbally, electronically (such as social media, text, etc.), written, and all other forms of communication. Threats will be taken seriously and are not considered jokes. See appendix for full statement from the Ingham County Prosecuting Attorney.
8. **Bomb Threat.** Section 1311a(2) of the Revised School Code states: "if a pupil enrolled in grade 6 or above makes a bomb threat or similar threat directed at a school building, other school property, or a school-related event, then the school board, or the designee of the school board, shall suspend or expel the pupil from the school district for a period of time as determined in the discretion of the school board or its designee." MCL 380.1311a (2).
9. **Bullying.** Bullying shall be defined as any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly. This includes "relational" bullying, defined as persuading others to reject another student. ~~(Policy 5193)~~ Bullying may also constitute harassment and intimidation (see definition below). [Refer to Board of Education Policy #5207 Anti-Bullying Policy.](#)
10. **Academic Integrity.** Cheating (Academic Integrity), forgery, plagiarism, and violations of copyright laws, including but not limited to copying assignments, tests, or exams; misrepresentation of authorship; unauthorized possession of school forms, test material, or teacher records; altering teacher records; falsifying phone calls.
11. **Technology Violations.** Violation of the district's policies and regulations overseeing the use of computer equipment and computer networks. This includes such a gesture or written, verbal, or physical act that is reasonably perceived as motivated by a student's religion, race, color, national origin, age, gender, sexual orientation, gender identity and expression, disability, height, weight, socioeconomic status, or by any other distinguishing characteristic. (See Board Policies 6300: Integrated Computer Network; 6301: District Video Network, and 6302: District Web Server and Web Page Development.
12. **Use of Personal Electronic Devices (PEDS).** The use of PEDS is not allowed unless permission has been granted in advance by the building administration. These items include, but are not

limited to cell phones, smart phones, personal laptops/tablets, music players, personal digital assistants or any other device with inbound/outbound communication capabilities. Also, laser pointers, which can cause harm to a person and are not permitted on school property.

13. **Criminal Sexual Conduct.** Criminal sexual conduct as defined by Michigan law (MCL 750.520 b-g), including but not limited to unwelcome sexual touching or sexual penetration by force or coercion. The Michigan Revised School Code requires school districts to permanently expel students from all Michigan public schools who commit criminal sexual conduct at school ~~(See Board Policy 5116.2: Sexual Harassment).~~ Refer to Board of Education Policy #3118 Title IX Sexual Harassment Policy.
14. **Disruptive Conduct** (ie. chanting, inappropriate verbal or physical actions, etc.) that interferes with the educational process, the normal operation and functioning of the school, and/or school or school-related activities. This includes, but is not limited to classroom behavior, hallway behavior, cafeteria behavior, behavior at recess, and conduct such as recording fights, unauthorized tampering with school property and equipment, unacceptable public displays of affection, food fights and inappropriate unsportsmanlike behavior or misconduct, at sporting and school events, whether at home or away.
15. **False Alarm.** Intentionally setting a false alarm/making false emergency calls or alerts to Law Enforcement and 911.
16. **Fighting.** This involves two or more individuals who are involved in physical contact with the intent to do bodily harm.
17. **Explosives.** Possession, use or threat to use fireworks, explosives, bombs or bomb-like devices.
18. **Harassment and intimidation.** Any gesture or verbal, written graphic or physical act (including electronically transmitted acts) that a reasonable person, should know may have the effect of harming a student or damaging the student's property, placing a student in reasonable fear of harm to the student's person or damage to the student's property, insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Harassment or intimidation includes, but is not limited to, such a gesture or written, verbal, or physical act that is reasonably perceived as motivated by a student's religion, race, color, national origin, age, gender, sexual orientation, gender identity and expression, disability, height, weight, socioeconomic status, or by any other distinguishing characteristic. This includes racial and ethnic slurs.
19. **Hazing.** The intentional, knowing or reckless act by a person acting alone or acting with others that is directed against an individual and that the person knew or should have known endangers the emotional or physical health or safety of the individual and that is done for the purpose of pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization (fraternity, sorority, association, corporation, order, society, corps, cooperative, club, service group, social group, athletic team, or similar group whose members are primarily students at an educational institution). Hazing includes any of the following that is done for such a purpose:

- a. Physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
 - b. Physical activity such as sleep deprivation, exposure to the elements, confinement in a small space or calisthenics that subjects the other person to an unreasonable risk of harm or that adversely affects the physical health or safety of the individual.
 - c. Activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the individual to an unreasonable risk of harm or that adversely affects the physical health or safety of the individual.
 - d. Activity that induces, causes, or requires an individual to perform a duty or task that involves the commission of a crime or an act of hazing.
20. **Insubordination.** Refusal to obey established and well-defined rules and regulations; refusal to obey reasonable directions or instructions of school personnel; refusal to identify self to school personnel; refusal to leave school property at the request of authorized personnel; refusal to store backpacks and containers larger than 8x4x3 inches in assigned locker; and/or any failure to cooperate with school personnel in the reasonable exercise of their duties.
21. **Sexual Harassment.** Including but not limited to unwelcome sexual advances, unwelcome requests for sexual favors or intimidating, hostile or offensive verbal, non-verbal or physical conduct of a sexual nature. ~~(See Board Policy 5116.2: Sexual Harassment).~~ Refer to Board of Education Policy #3118 Title IX Sexual Harassment Policy.
22. **Theft.** Theft of or damage to an individual's property or school property. This includes breaking and entering, theft (stealing of school or personal property), robbery (stealing from an individual with force), and/or possession of stolen property.
23. **Possession.** The possession of and/or use of tobacco in any form, on school property or at school-related activities. This includes cigarettes, cigars, and chewing tobacco. ~~(See Board Policy 1331: Use of Tobacco Products.)~~ Refer to Board of Education Policy #3102 Smoking, Tobacco Products, Drugs and Alcohol).
24. **Trespassing.** Trespassing - being in an unauthorized area and/or refusing to leave school property at the request of authorized personnel. (See also "Insubordination.")
25. **Unauthorized Distribution or Sale.** Unauthorized distribution or sale of materials on school property, including printed or written matter which, either by its content or the manner of distribution, will interfere with the proper and orderly operation and discipline of the school, cause violence or disorder, or constitute an invasion of the rights of others. ~~(See Board Policy 6145.3: Distribution of Printed or Written Matter.)~~ Refer to Board of Education Policy #3308 Distribution of Printed Material and Advertising in School.
26. **Unlawful Behavior.** Unlawful behavior of any kind at a school activity or on school property.
27. **Weapons.** The possession and/or use of dangerous weapons. ~~(See Board Policy 5146: Weapon-Free School Zone.)~~ Michigan law requires the Board of Education to permanently expel a student who possesses a dangerous weapon in a weapon free school zone, which includes school property, and/or any vehicle used by a school to transport students to and from school property. Refer to Board of Education Policy #3408 Firearms and Weapons.

28. Propping Exterior Doors. The propping or opening of exterior building doors to allow unauthorized persons to enter the building during the school day.

Appeal Process

The superintendent will develop an appropriate appeal process for suspensions of three (3) consecutive days or greater. Students will be provided with information regarding their rights of appeal. The student's records will be adjusted to reflect the result of the appeal hearing.

Discipline of Students with Disabilities

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

Code of Conduct Regulations

Students have a right to an education in a safe and orderly environment that provides an atmosphere of mutual respect. A basic responsibility of those who enjoy the rights of citizenship is to respect school rules. Therefore, students have certain responsibilities and rules to follow. These rules apply to any student who is on school property; traveling to and from school, including at a school bus stop; on a school-related vehicle; at a school-sponsored or school-related event; or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school.

These basic rules and consequences are integrated with existing student handbooks. The examples of misconduct listed are not the only acts or conditions for which disciplinary action is warranted, nor do they in any way limit the application of school rules and administrative regulations. The offenses and penalties listed herein are only guidelines. Actual circumstances, and the severity of those circumstances, may dictate disciplinary actions not specifically outlined.

Law Enforcement

Administrators will contact law enforcement any time a student engages in suspected illegal conduct that jeopardizes the health or safety of other students at school or a school-related activity or en route to or from school.

Administrators will notify law enforcement when required by the Statewide School Safety Information Policy and to make all other reports and provide all other notifications required by the School Safety Information Policy or any state or federal law.

In addition, administrators will refer a student who is expelled for (1) possession of a dangerous weapon; (2) arson; (3) criminal sexual conduct; or (4) physically assaulting an employee, volunteer, or contractor to the county department of social services or the county community mental health

agency and to notify the student's parent/guardian (or the student if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Refer to Board of Education Policies as outlined in board policies [3402 Drills, Plans, and Reports](#) and [5201 Investigations, Arrests, and Other Law Enforcement Contact](#)

References

Michigan Compiled Law:

MCL 380.1309-1311a (School Code) MCL 750.520 (b-g)

Michigan Penal C

~~Board Policies~~

~~1331: Use of Tobacco 5116.2 Sexual Harassment~~

~~5131.6 Substance Abuse~~

~~5114 Snap Suspensions~~

~~5146 Weapon Free School Zone~~

~~5122.2 Individuals with Disabilities Section 504 Compliance~~

~~5122.3 Individuals with Disabilities IDEA Compliance~~

~~Policy~~

~~Adopted: 09-17-90~~

~~Amended: 01-14-19~~

Board of Education Student Code of Conduct Policies

[#3102 Smoking, Tobacco Products, Drugs, and Alcohol](#)

[#3118 Title IX Sexual Harassment](#)

[#5206E Suspension from Class, Subject, or Activity by Teacher](#)

[#3408 Firearms and Weapons](#)

[#5603 Section 504](#)

[#5601 Special Education](#)

[#5201 Investigations, Arrests, and Other Law Enforcement Contact](#)

[#5202 Unlawful Discrimination, Harassment, and Retaliation Against Students](#)

[#5203 Hazing](#)

[#5204 Student Appearance and Dress Code](#)

[#5205 Student Handbooks](#)

[#5206 Student Discipline](#)

[#5206A Due Process](#)

[#5206B Students with Disabilities](#)

[#5206C Reinstatement Following Expulsion](#)

[#5206D Enrollment Following Misconduct at Another Public or Nonpublic School or Intentionally Left Blank](#)

[#5206E Suspension from Class, Subject, or Activity by Teacher](#)

[#5207 Anti-Bullying Policy](#)

[#5208 Student Acceptable Use and Internet Safety Policy](#)

[#5209 Student Use of Cell Phone and Electronic Communication Devices](#)

[#5210 GPS Tracking Device with Audio Surveillance Capabilities or Intentionally Left Blank](#)

[#5211 Emergency Use of Seclusion and Restraint](#)

[#5212 Registered Sex Offenders](#)

[#5213 Personal Protection Orders Against Students](#)

BEHAVIOR RESPONSE AND STUDENT DISCIPLINE

Positive Behavior Supports

The school district strives to provide a system that will support students' efforts to manage their own behavior and to promote academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote prosocial behavior and respectful learning environments.

Disciplinary Procedures

Discipline that involves the levels of consequence defined in Section V below— loss of privilege, detention, suspension, and/or expulsion - will be instituted when a student engages in or is involved in misconduct. Most often, discipline procedures begin in the classroom and are then referred to the administration.

Classroom Progressive Discipline

Classroom teachers are expected to use a progressive discipline plan and upon request provide a written copy of this plan to the building administrator (provided in OEA teacher contract: "Student Discipline and Teacher Protection"). Components of such a plan include:

1. Explanation of established classroom rules, disciplinary procedures, and consequences.
2. Teaching, modeling, and practicing appropriate behavior.

3. Parent/guardian contact where a pattern of misbehavior exists or where there is extreme misbehavior.
4. Detention, at the secondary level, assignment of a before or after school session or loss of a privilege at the elementary level.

Specific classroom progressive discipline is outlined in the elementary, middle, and high school student parent handbooks. Attachment B to these regulations is the Discipline Referral to Administrator form.

Administrative Progressive Discipline

Progressive discipline will ordinarily be utilized when students misbehave or engage in prohibited activities outlined earlier in these regulations. Serious misconduct, however, may subject a student to discipline, up to and including permanent expulsion, for a first offense. Progressive discipline will involve, but not be limited to, the following consequences:

- A. **First referral:** Conference with the student. May include administrative contact with parent or guardian; restorative practices, and/or conflict resolution strategies such as detention; suspension; or expulsion.
- B. **Second referral:** Conference with the student. May include administrative contact with parent or guardian and suspension (in- school; out-of-school); may include expulsion.
- C. **Succeeding offenses:** (considered persistent disobedience) Consequences may involve progressive suspension or expulsion.

The progressive discipline for each of the prohibited activities identified in these regulations is outlined in the attached table, ADMINISTRATIVE PROGRESSIVE DISCIPLINE (Attachment A). The information contained in the district's student-parent handbooks correlate to this policy and regulations.

CONSEQUENCES FOR MISCONDUCT

The school district has a responsibility to protect the rights of individuals and fulfill its functions under state and federal law. Therefore, when, in the judgment of a school district administrator or designee, a student engages in serious misconduct such as described above, the administration may impose discipline, move to suspend or, depending on the seriousness of the matter, request the superintendent or Board of Education move to suspend or to expel a student. Following are potential consequences of student misconduct.

Restorative Practices

A. Definition and Explanation

1. In an attempt to change behavior, students who engage in misconduct may be required to participate in restorative practices in lieu of, or in addition to, suspension or expulsion. Restorative practices will typically be the first consideration to remediate

offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, harassment, and cyberbullying.

2. This includes conversations facilitated by an administrator, counselor, or teacher that focus on building a common understanding of a conflict/situation through face to face dialogue in order to restore relationships and a sense of community.
3. No person who claims to be the victim of unlawful or unwelcome harassment may be compelled to meet with the alleged perpetrator of the harassment as part of a restorative practice.
4. Before suspending or expelling any student (except a student who possesses a firearm in a weapon-free school zone), teachers, administrators, and the Board must first determine whether restorative practices would better address the student's misconduct, recognizing the Board's policy to minimize out-of-school suspensions and expulsions. Likewise, when suspending or expelling a student, teachers, administrators, and the Board must consider whether restorative practices should be used in addition to the suspension or expulsion.
5. Restorative practices, which may include a victim-offender conference, should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment and cyberbullying.
6. A victim-offender restorative circle is one type of restorative practice. Although not mandatory, a victim-offender circle allows the offender to repair harm caused to the victim through a formal, safe conference that includes: as applicable the victim, a victim advocate, supporters of the victim, the offender, supporters of the offender, and other relevant members of the school community. A victim-offender circle must be initiated by the victim and, if the victim is under 15, must be approved by the victim's parent/guardian. The selected consequences will be described in a written agreement signed by all attendees and must identify the time frame for the offender to complete the consequences. (Appendix B)
7. Restorative practices include conversations facilitated by an administrator, counselor or teacher that focus on building common understanding of a conflict/situation through face to face dialogue in order to restore relationships and a sense of community.
8. No person who claims to be the victim of unlawful or unwelcome harassment may be compelled to meet with the alleged perpetrator of the harassment as part of a restorative practice.

B. Procedures

1. A meeting is established for the students and the adult facilitator. (Depending on the severity of the incident, parents may or may not be notified.)
2. Three (3) key questions that guide the process are:
 - a. What happened?
 - b. Who was affected and how?

- c. How do we make things right?
3. The level of success and personal accountability achieved through steps a and b, as well as the seriousness of the misconduct will determine if further disciplinary action is warranted.

C. Loss of Privilege

1. Definition: In an attempt to change behavior, removing student privileges prior to more significant disciplinary actions may be used.
2. These privileges may include, but are not limited to loss of recess, after-school athletic and/or extracurricular activities, in-house student activities, student field trips, and/or bus transportation.

Detentions**A. Definition and Explanation**

1. Temporary placement of a student in a time-out area away from the classroom for varied amounts of time; or
2. Assignment of a before-school or an after-school session for misbehavior in the classroom or other infraction of school regulations.

B. Procedures

1. The student shall be informed of the specific misconduct that led to the action being taken.
2. The parent or guardian shall be informed of the type, length, and reasons for the detention.
3. When the teacher or administrator assigns a before or after school session as detention, the student will be presented with a detention notice which will state the nature of the offense and the number of sessions assigned. A copy of this notice will be sent to the parent/guardian.
4. The student will serve before or after school detention within ten (10) school days of being presented the detention notice. If the detention is not served within the ten days allotted, additional detention will be assigned according to the student parent handbook. The school district will not be responsible for transporting a student home following an after school detention.

Suspensions**A. Definition and Explanation**

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

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

B. Factors to Consider before Suspending a Student

1. Pursuant to state law, a teacher, an administrator, or the Board of Education, as appropriate, will consider the various factors before suspending a student from a class, subject, activity, or before suspending a student from school.
2. Factors for considering suspension include:
 - a. The student's age;
 - b. The student's disciplinary history;
 - c. Whether the student has a disability;
 - d. The seriousness of the behavior;
 - e. Whether the behavior posed a safety risk;
 - f. Whether restorative practices are a better option; and
 - g. Whether lesser interventions would address the behavior

C. Types of Suspensions

1. **Short Term.** Suspension imposed by a building administrator for the remainder of the school day and/or up to one (1) to ten (10) days which may include extra and/or co-curricular activities.
2. **Long Term.** Suspension from school attendance imposed by the superintendent or assistant superintendent for eleven (11) to fifty-nine (59) school days, which may include extra and/or co-curricular activities.
3. **Extra/Co-curricular.** Suspension from participation in school-sponsored activities outside the normal school day. This consequence is generally to be used only when misconduct is related to extra or co-curricular activities.
4. **In School.** Suspension from class(es) but attending school; student spends the time in a detention room/area.
5. **Snap Suspension.** Removal from a class, subject or activity up to one school day. ~~(See board policy 5114: Snap Suspension.)~~ Refer to Board of Education Policy [#5206E Suspension from Class, Subject, or Activity by Teacher.](#)

Short Term Suspension

A. Procedures for Short Term Suspension

1. The student shall be informed of the specific charges that have led to the action being considered.
2. The student shall have the opportunity to present any relevant information that will support the defense.
3. The parent or guardian shall be contacted as soon as possible and informed of the type, length, and reasons for the suspension. Arrangements should also be made concerning the steps necessary and the conditions to affect the student's return.

4. The appeal process will be documented in the Student/Parent Handbook. For short term suspensions less than three (3) days, if a parent/guardian is not satisfied with the disciplinary outcome (1-2 day), a conference with the building administrator may be requested.

B. Appeal Process

1. The student shall be informed of the specific charges that have led to the action being considered.
2. The student shall have the opportunity to present any relevant information that will support the defense.
3. The parent or guardian shall be contacted as soon as possible and informed of the type, length, and reasons for the suspension. Arrangements should also be made concerning the steps necessary and the conditions to affect the student's return.
4. The appeal process will be documented in the Student/Parent Handbook. For short term suspensions less than three (3) days, if a parent/guardian is not satisfied with the disciplinary outcome (1-2 day), a conference with the building administrator may be requested.
5. Short term suspensions of three to ten (3-10) school days) may be appealed following the procedures below:
 - a. Level of Review (principal or designee) A conference shall be scheduled with parent/guardian within two (2) school days of the request for appeal.
 - b. Decisions will be rendered within two (2) school days of the conference.
 - c. The principal or designee may uphold the suspension, establish an alternate suspension of lesser severity, or reverse the suspension in its entirety.
 - d. The decision of the principal or designee shall be considered final.
 - e. During a suspension appeal, the suspension or that portion of the suspension remaining shall be held in abeyance until the appeal is completed. If the student and/or parent/guardian cannot meet within the timelines, then the suspension shall be re-instituted unless this provision is waived by the person or committee hearing the appeal. In unusual cases, where in the opinion of the principal or designee, the student or school personnel's safety, or school property would be endangered by returning the suspended student during the appeal, the principal may prohibit the student's return. In such a case, a meeting with the student and/or parents or guardian shall be held at the earliest possible time.
6. A suspended student is allowed full make-up privileges - quizzes, chapter, unit, quarter, and final exams.
7. A record shall be kept of the specific misconduct, any witnesses to the misconduct, and the action taken.

Long Term Suspension**A. Procedures for Long Term Suspension**

1. Long term suspension (11-59 school days) shall occur only in accordance with the procedures set forth below.
2. Written notice shall be given to the student and parent or guardian of the charges of misconduct and of a long term suspension hearing before the superintendent or assistant superintendent.
3. The principal or designee may suspend a student pending the long term suspension hearing, in which case the hearing shall be held at the earliest possible time.
4. For 11-20 day suspensions the assistant superintendent will conduct a hearing scheduled with the parent/guardian and school administration.
5. For 21-59 day suspensions, the superintendent or assistant superintendent shall conduct a hearing scheduled with the parent/guardian and school administration.
6. The student and parent or guardian may, at their own expense, be represented by legal counsel and shall have the right to bring relevant fact or character witnesses.

B. Disciplinary Hearings

1. At the disciplinary hearing, an opportunity for all sides to be heard in detail shall be provided according to the following outline:
 - a. Opening statement by the superintendent or deputy superintendent
 - b. Opening statement by the school
 - c. Opening statement by the student or representative (usually the parent or guardian)
 - d. Presentation of school's position
 - e. Opportunity for student to ask questions, clarify issues brought forth by school and/or board members
 - f. Presentation of student's position
 - g. Opportunity for school and/or superintendent or deputy superintendent to ask questions, clarify issues brought forth by student
 - h. Final statement by school
 - i. Final statement by student
 - j. Final questions by superintendent or deputy superintendent
2. The superintendent or assistant superintendent will deliberate upon the evidence and determine the outcome. The superintendent or deputy superintendent shall make a determination solely upon the evidence presented during the hearing.
3. The superintendent or assistant superintendent shall make a written report to the concerned parties within five (5) school days containing the findings and the decision concerning long term suspension. The report shall also include the student's appeal rights.
4. For suspensions greater than twenty (20) days, administration will develop an academic plan to promote the continued education of the student. It is the student's responsibility to participate and engage in the programming set forth in the plan to ensure academic progress

5. The parent/guardian may, within three (3) school days of receipt of the disciplinary decision, file a notice to appeal with the superintendent for the appropriate level of review.

C. Appeal Process

1. Long term suspensions of 11-20 school days may be appealed following the procedures below:
 - a. Level of Review (Superintendent). A conference shall be scheduled with parent/guardian within three (3) school days of the request for appeal.
 - b. Decisions will be rendered within two (2) school days of the conference. For suspensions of 11 to 20 days, the decision of the superintendent is final.
2. Long term suspensions of 21-59 school days may be appealed following the procedure below:
 - a. Level of Review (Board of Education). A hearing will be scheduled with the parent/guardian within ten (10) school days following the request for appeal.
 - b. Decisions will be rendered within three (3) school days of the conference. The board or subcommittee of the board may uphold the suspension, establish an alternate suspension of lesser severity, or reverse the suspension in its entirety. The decision of the board or subcommittee of the board shall be considered final.

Expulsions

A. Definition and Explanation

1. Termination of enrollment for an extended period of time of sixty (60) or more consecutive school days. A student may be expelled only by action of the Board of Education following recommendation by the building principal or designee.
2. If a student possesses a firearm or dangerous weapon in a weapon free school zone, the board will permanently expel the student unless the student demonstrates, in a clear and convincing manner, at least one of the following:
 - a. The student was not possessing the instrument or object to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon;
 - b. The student did not knowingly possess the weapon;
 - c. The student did not know or have reason to know that the instrument or object constituted a "dangerous weapon"; or
 - d. The student possessed the weapon at the suggestion, request, or direction of, or with the express permission of, school or police authorities.
3. If a student demonstrates one of the above circumstances in a clear and convincing manner and the student has not been previously suspended or expelled from school, the Board will not expel the student unless the Board finds that, based on the circumstances, expulsion is warranted.

Permanent Expulsion (State Mandated)

A. Definition and Explanation

1. Termination of enrollment permanently, subject to possible reinstatement as prescribed by the Revised School Code. A student may be permanently expelled only by action of the Board of Education following recommendation by the building principal or designee. This action shall occur only in accordance with these procedures for expulsion:
 - a. Matters which will result in a recommendation for permanent expulsion to the Board of Education include arson (intentional setting of fires), criminal sexual conduct, physical assault against a school employee or student (grade 6 and above), and possession of a dangerous weapon.
 - b. Reasonable and deliberate decisions will be made cooperatively by the administration and faculty in cases where serious extenuating circumstances exist.
2. If a student possesses a firearm or dangerous weapon in a weapon free school zone, the board will permanently expel the student unless the student demonstrates, in a clear and convincing manner, at least one of the following:
 - a. The student was not possessing the instrument or object to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon;
 - b. The student did not knowingly possess the weapon;
 - c. The student did not know or have reason to know that the instrument or object constituted a "dangerous weapon"; or
 - d. The student possessed the weapon at the suggestion, request, or direction of, or with the express permission of, school or police authorities.
3. If a student demonstrates one of the above circumstances in a clear and convincing manner and the student has not been previously suspended or expelled from school, the Board will not expel the student unless the Board finds that, based on the circumstances, expulsion is warranted.

B. Factors to Consider before Expelling a Student

1. Pursuant to state law, the Board of Education will consider the various factors before expelling a student from school, unless the student is being expelled for possessing a firearm on school property.
2. Factors for consideration include:
 - a. The student's age;
 - b. The student's disciplinary history;
 - c. Whether the student has a disability;
 - d. The seriousness of the behavior;
 - e. Whether the behavior posed a safety risk;
 - f. Whether restorative practices are a better option; and

- g. Whether lesser interventions would address the behavior.

C. Procedures for Expulsion

1. Written notice shall be given to the student and parent or guardian of the charges of misconduct and of a hearing before the Board of Education.
2. The principal or designee may suspend a student pending the hearing, in which case the hearing shall be held at the earliest possible time.
3. The Board of Education shall conduct a hearing scheduled with the parent/guardian and school administration.
4. The hearing will be conducted as a special meeting of the Board of Education in accordance with the Open Meetings Act.
5. The parents/guardians may request in writing that the hearing be conducted in a closed session meeting of the Board of Education as permitted by Section 8(b) of the Open Meetings Act.
6. The student and parent or guardian may, at their own expense, be represented by legal counsel and shall have the right to bring relevant fact or character witnesses.
7. At the hearing, an opportunity for all sides to be heard in detail shall be provided according to the following outline:
 - a. Opening statement by the board
 - b. Opening statement by the school
 - c. Opening statement by the student or representative (usually the parent or guardian)
 - d. Presentation of school's position
 - e. Opportunity for student to ask questions, clarify issues brought forth by school and/or board members
 - f. Presentation of student's position
 - g. Opportunity for school and/or board members to ask questions, clarify issues brought forth by student
 - h. Final statement by school
 - i. Final statement by student
 - j. Final questions by board members
8. The board will deliberate the evidence and determine the outcome. The board shall make its determination solely upon evidence presented during the hearing. In accordance with the Open Meetings Act, the vote on the Board's decision will take place in open session.
9. The Board of Education shall make a written report to concerned parties within five (5) school days containing the findings and the decision concerning expulsion. (Michigan law does provide for possible reinstatement and enrollment in alternative education programs and strict discipline academies.

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

Reinstatement Procedures following Expulsion

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

Reinstatement Following Mandatory Permanent Expulsion

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

The parent/guardian (or student if emancipated or at least 18 years old) of a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a dangerous weapon but not for possessing a firearm or threatening another person with a dangerous weapon, or who was expelled for committing arson or criminal sexual conduct, may file a petition for reinstatement at any time. The Board, in its discretion, may reinstate a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a dangerous weapon (unless the possession was of a firearm or involved threatening another person with a dangerous weapon) or for committing arson or criminal sexual conduct no sooner than 10 school days after the date of the expulsion.

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

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

the parent/guardian or the student attach additional relevant information to the reinstatement petition.

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

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

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

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

At or before its next regularly scheduled meeting following receipt of the reinstatement committee's recommendation, the Board will consider the recommendation and make a final decision to unconditionally reinstate the student, conditionally reinstate the student, or deny reinstatement. The Board may require a student, and if the petition was filed by a parent/guardian, the parent/guardian, to agree in writing to specific conditions to reinstatement, including, without limitation, a behavior contract, completion of an anger management program, a "last-chance" agreement, counseling, drug treatment, or a psychological evaluation. The Board's decision to unconditionally grant, conditionally grant, or deny the reinstatement petition is final. Unless otherwise expressly authorized by the Board at the time of denial, if the Board denies reinstatement, the parent,

guardian, or student may not file another petition for reinstatement until 180 school days after the date of the denial.

Reinstatement Following Discretionary Permanent Expulsion

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

AFTER SCHOOL/EVENING ACTIVITIES

Students should remember that they represent Kinawa 5/6 and are to exhibit positive behavior during after school and evening activities, field trips, athletic events, music programs and other related trips or activities. School rules and procedures apply to after-hours school-sponsored activities where staff supervision is provided. In addition, school rules apply to all activities on school property at all times (i.e., playgrounds, athletic fields, etc.) A violation of school rules and procedures at these events may result in a warning, a parent-administrator conference, a detention, suspension or expulsion. Specific action taken may vary on a case by case basis depending on the nature of the offense, previous offenses, and the gravity of the situation.

The interest and support of students for each other at school and district events is greatly appreciated. To keep these events safe and orderly for everyone, parents are expected to provide adult supervision for their children at evening events.

Most activities are scheduled after school or in the evening. Students must make prior arrangements for transportation.

Student Rules for School Activities

1. Appropriate school behavior, as outlined in the student handbook, will be expected at all times.
2. Respect for adult supervisors will be required at all times.
3. You will not be readmitted once you leave a function
4. Only the food and beverage provided by the activity sponsors will be allowed at the activity.

5. Admittance will be denied to anyone who is suspected of being under the influence of any illegal substance.
6. Students who are suspended from school that day may not attend evening or after school activities.
7. Failure to comply with the rules may result in:
 - a. Notification of parent or guardian
 - b. Suspension from the next activity
 - c. Habitual offenders will be excluded from future activities
 - d. Possible loss of participation in field trips, school activities, or end of the year trips

BULLYING/CYBER-BULLYING (See Board Policy #5143)

Intimidation and/or threats to students or property, including but not limited to verbal abuse, physical abuse (written or artistic depictions of) or hurtful actions towards others. Abusive, obscene and threatening language as well as harassment and humiliation of others are prohibited.

Cyber-bullying is defined as the use of information and communications technologies such as, but not limited to email, cell phone, instant messaging, defamatory personal websites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others.

Refer to Board of Education Policy [#5207 Anti-Bullying Policy](#)

DISPLAYS OF AFFECTION

Student demonstration of affection between each other is personal and not meant for public display. This includes kissing, touching or any other contact that may be considered sexual in nature, or such conduct that is a distraction to the educational environment. Such behavior may result in disciplinary action.

DRESS CODE

Dress Code Philosophy

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

We Believe . . .

- Students should be able to dress comfortably for school and engage in the educational environment without fear of discipline or body shaming

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

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

Students MUST wear while following the basic principle:

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

Examples that SUPPORT our basic principle:

- Head coverings must allow the face to be visible to staff and must not interfere with the line of sight of any student or staff
- Religious headwear
- Hoodie sweatshirts
- Leggings, yoga pants and "skinny jeans"
- Pajamas
- Ripped jeans
- Tank tops, including spaghetti straps; halter tops
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing

Examples that DO NOT support our basic principle:

- Racist messaging, images, or symbols (e.g., swastika, Confederate flag, etc.) on all clothing and accessories
- Violent language, weapons or images

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

Dress Code Implementation

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

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

SEXUAL HARASSMENT

Sexual harassment is unlawful under both Michigan and federal law and is contrary to the commitment of this district to provide an effective learning environment. The district policy prohibits sexual harassment of students, employees, board members, volunteers, contractors or applicants for employment by students, employees, board members, volunteers or contractors.

Copies of the policy are available from Central Office at:

4406 N. Okemos Road
Okemos, MI 48864
517-706-5000

~~(See Board of Education Policy 5142.1.5 to 5116.2)~~

Refer to Board of Education Policy [#3118 Title IX Sexual Harassment Policy](#)

SKIPPING CLASS

Skipping is an unexcused absence from class. A student will be considered as skipping class if they are in attendance at school but do not:

- arrive to a scheduled class;
- arrive after 10 minutes of class has passed; or
- leave class before the end of class without permission.

Response to Skipping Class

- Administration and/or counselor will meet with the student to address the cause for the student skipping. Administration will contact the student guardians to discuss the skipping of classes.
- A restorative reflection sheet will be completed and presented to the classroom teacher by the student.
- Administration has the ability to provide additional consequences based on the situation and circumstances of the behavior.

SUBSTANCE ABUSE

Supporting Chemical Dependency

In the event the principal or designees, upon conclusion of an investigation, concludes that chemical dependency or abuse exists on the part of the student, efforts will be made to assist the student and/or parents or guardians in developing alternative courses of action to address this matter.

At a meeting with the student and parent or guardian the nature of the problem will be discussed and suggestions offered on how to eliminate chemical dependency or abuse. The school shall provide a listing of community and private agencies that can offer assistance in this matter.

The school officials shall enforce the appropriate school rules and regulations which lead to suspension and/or expulsion.

Any service or materials rendered or provided by professionals or persons other than school employees will be the responsibility of the student's parents. The school will assume no responsibility for payment or for making arrangements for such payment.

If the student and family fail to seek treatment and/or the chemical dependency symptoms persist, the student's position in school will be in jeopardy and one or more of the following actions shall be taken:

- Additional appropriate actions which lead toward suspension and/or expulsion.
- Notification of law enforcement officials.
- Notification of county health officials.

Use of Drug Dog

Kinawa believes our parents want students to attend schools which are safe and drug free. A trained Meridian Township canine (drug dog) may periodically sweep our building.

This action is intended to give our students a clear message that drugs in school will not be tolerated. Should the dog find any illegal substance, the school would take the appropriate action (police notification and implementation of school discipline policy) based on all the circumstances. The use of the drug dog provides another means of attempting to protect all of our students while preserving a safe school that is free of drugs.

Refer to Board of Education Policy [#3102 Smoking, Tobacco Products, Drugs, and Alcohol](#)

THEFT

Students must or should report a theft immediately to their teacher and to the principal. Include a written description that describes the item in detail and its last known whereabouts.

BUILDING/DISTRICT INFORMATION

ANIMALS/PETS

Animals with feathers and fur are not allowed at Kinawa 5-6. With advanced permission from the classroom teacher or administrator, family pets with feathers or fur can still be brought in on special occasions. Pets allowed in school must be confined in the appropriate cage/container or be leashed. **An exclusion to this policy includes the Okemos Woof Pack therapy dogs.**

BUS PASSES AND TRANSPORTATION CHANGES

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

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

Occasionally, buses are full and do not allow extra riders. Please verify availability with the guidance office.

CALENDAR

The Okemos Public Schools calendar is published on the district website at:
<http://www.okemosk12.net>

Events specific to Kinawa are posted on our website at: <http://www.okemosk12.net/kms>

CLOSING/DELAY OF SCHOOL

The Alert Now system will call all listed phone numbers for students if there is an emergency or school closing. The information for this system is taken from student emergency cards. In addition, the Okemos Public School district homepage will be updated to reflect school closures and other emergency information.

Local radio stations WJIM, WVIC, WITL, WKAR, WILS, WFMK, WHMI, WIBM, Q106, or TV channels WILX-TV, or WLNS-TV will indicate school closing information. Parents and guardians are responsible for knowing about emergency closings and delays.

If school must be closed during the day due to an emergency, all students will be released when the buses arrive to insure student safety.

COUNSELORS

The Kinawa guidance and counseling program is designed to enhance our students' academic, social and emotional development. We want to provide services which will ensure a successful

educational experience for all students. Our program is delivered through individual counseling, small and large group lessons, consultations and referrals.

The counselors aid students, parents, and teachers by:

- Sharing information with you and your teachers, which will help you in your classes.
- Listening to any concerns which you may have and discussing alternatives with you.
- Administering a testing program so that you, your parents/guardians and your teachers have a better understanding of your abilities and achievements.
- Providing class lessons and/or small group experiences to examine school issues.

DELIVERIES/MESSAGES TO STUDENTS

Efforts to prepare your child for school by organizing all items and information needed in advance of the school day will help eliminate messages/deliveries as they are interruptions to instructional time. If there is an **emergency** and you must bring an item to school that needs to be delivered to your child, please:

- Bring the item to the table in the hall in front of the main office.
- Have your child's full name and homeroom teacher printed clearly on the item.
- Call the guidance office 706-4706 if you need a message relayed to your child.
- Students will be notified to pick up non-emergency messages via the TV monitors at various locations around the building.

EXTRACURRICULAR FEES

A fee of \$50 may be charged for extracurricular activities that are not specifically tied to a class and do not influence a grade. A confidential call to the counselor or school administrator by a student's parent or guardian is requested if families cannot afford to pay the extra curricular fee. Individual students pay the fee once per year, regardless of the number of activities in which the student participates. (Some examples of activities include: Archery, Musicals, Science Olympiad, Drama, etc.)

FIELD TRIPS

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

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

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

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

FINES

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

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

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

FOOD AND BEVERAGES

To provide for a safe and clean environment, food and beverages should be consumed in the cafeteria or other areas designated by the administration.

All **glass containers** are prohibited. Clear plastic water bottles with sports tops may be allowed at the discretion of the teacher/administration.

FOOD SERVICES

Hot breakfast and lunch are provided at a reasonable cost for students to purchase daily. Kinawa 5-6 uses a debit card system as well as cash/checks for purchases. **Students can bring lunch money to school and give it directly to the lunch cashier when they go to lunch.** Parents can also make deposits online using Meal Magic. To access Meal Magic, visit the food service link on the district home page. A copy of the monthly food menu is also available on the website.

A free and reduced price meal program is available for students that qualify. Information about the program is sent home with students each fall, is available in the main office and on the food service webpage.

Monies left over in your child's account at the end of the school year will be carried over to the following school year, unless a parent request is made to the Food Service department.

LIBRARY

~~The library is available throughout the day for classes and for individual students with a pass. In addition, the library is open before school, after school and at lunchtime for students with a pass.~~

~~Students may have up to 5 items checked out at a given time for a period of 2 weeks. Materials may be renewed if no one is on a waitlist for the item.~~

~~Library computers are available to use during school time for classes and assignments. In addition, they are available before and after schools for appropriate Internet usage.~~

~~Students are asked to respect that the library is used for studying and reading. Students will be asked to return to their classroom if they do not use the area responsibly. Gum, food and drinks are not allowed in the library.~~

~~If there is a book or other material which a parent/guardian feels would be appropriate and a good addition to our collection, please recommend it to the librarian. Donations for books and special events are always welcome.~~

~~For more information about the library, including hours, please find the library link on the Kinawa website.~~

The library is open most days before school and during the day for classes, small groups, and individuals. We are open during lunches for students with a pass from a lunchroom supervisor unless needed for other activities.

Students may have up to 5 items checked out at a given time for a period of 2 weeks. Materials may be renewed once if no one is on a waitlist for the item. There is a 1-week grace period on items. Once the grace period has passed it is the library staff's discretion to allow other items to be checked out otherwise, in most cases, students will need to return or renew an overdue item(s) to check out more materials. Materials may be borrowed from any Okemos Public School unless the requested item is needed at said school. The library also has an extensive eBook and eAudiobook collection available via the catalog with directions for use on the district website. Overdue items do not block you from checking out eBooks.

Students are asked to respect that the library is used primarily for studying and reading. Students will be asked to return to their classroom if they do not use the area responsibly and respectfully. Gum, food and drinks are not allowed in the library.

For more information about the library, including hours, please find the library link on the district website.

LOCKERS

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

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

Students are responsible for keeping all lockers in good order and are responsible for any excessive damage or wear. Students should not place stickers or other decorations in lockers that cannot be easily removed. Students are responsible for the content in their lockers. Locker clean out and periodic inspections will occur.

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

The school retains joint custody and control over student lockers.

Refer to Board of Education Policy [#5102 Lockers](#)

LOST AND FOUND

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

Found articles are placed in the lost and found area across from the main office. Students should see their gym teacher for items lost in the gym.

Periodic announcements are made to students and families to remind them to check the area for belongings. Items are on display during parent teacher conferences and parents and students are welcome to check the lost and found at any time.

Unclaimed items are donated to charity monthly and at the end of the year. Please contact the transportation department for items left on school buses.

MATERIALS AND SUPPLIES

Textbooks, workbooks, and most other instructional materials are provided by the Okemos Schools. Teachers may send home a list of suggested items for students, such as a backpack, pencils, pens, notebooks, trapper keeper, and facial tissue.

PERSONAL PROPERTY

Students are responsible for the care of their own personal property. Kinawa cannot be held responsible for personal property.

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

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

PICTURES

Students are required to have pictures taken for use in school records each fall. Parents may purchase picture packages if they wish; however, purchase is not required. Information regarding school pictures will be provided to students the week before pictures are taken, usually sometime in September or early October.

RECESS

All students are encouraged to go outside for lunch recess. All students go outside for recess unless the temperature (actual or wind chill) is below zero. Students should come to school with appropriate outdoor attire, especially during winter months. If a student is healthy enough to attend school, they are expected to participate in recess. Students cannot be excused from recess without a note from a doctor.

The following codes are used for recess:

- Green Day - Outdoor recess, no restrictions
- Red Day – Indoor recess

During inclement weather, students stay indoors for recess. Students are reminded that recess is an extension of the classroom and all school rules apply. Recess at other times is at the discretion of the classroom teacher.

SCHOOL ENTRANCE AND EXIT TIMES

Kinawa is open between ~~8:20-4:00~~ **8:15 - 3:45 p.m.** Students arriving before 8:15 must wait in the cafeteria area and wait for the school bell to ring to be dismissed to their lockers. Students cannot be in the building before 8:15 or after 3:45 unless they are supervised by a teacher, staff member, parent/guardian or are enrolled in childcare (Club Kinawa).

TELEPHONE USE

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

Refer to Board of Education Policy [#5209 Student Use of Cell Phone and Electronic Communication Devices](#)

TRANSPORTATION

Car Line

The Kinawa car line for drop off and pick up of students is in the East Lot, closest to Dobie Road. We *strongly encourage parents to utilize the district's bus transportation if it is provided for your neighborhood.*

Parents may park in the East Lot and enter the building to get students or may wait in the car line for students to exit the building. Parents and students must use caution when crossing the car line to get to the parking lot.

To expedite the unloading and loading of cars, we ask parents to pull forward as far as they can on the driveway adjacent to the sidewalk near the gymnasium. This will allow for other cars to pull up behind you to unload.

To expedite the loading of cars, parents should place a white card with their student's first and last name printed clearly in the passenger window or front passenger side dashboard. Students must exit the building quickly and actively look for their car. Please do not park in the car line before or after school.

For the safety of our students and staff, we ask for patience and for drivers to refrain from using their cell phones as cars load and unload. The car line can be very long due to the number of families who use car transportation. The safety of our students and staff assisting the car line process is our top priority.

The front circle and bus circle off of Kinawa Drive is reserved for buses and special needs transportation during pick up and drop off times. All drivers must use the East Lot to drop off and pick up students.

A short video explaining the car line can be found on the Kinawa home page.

Walkers/Bikers

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

Bus Riders

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

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

Bus Behavior

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

Bus Riders Rules and Regulations

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

17. Students are to use the same bus stop location on a consistent basis.

Bus Pass District Policy

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

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

HEALTH AND SAFETY

AED PROGRAM and MI HEARTSafe COMPLIANCE

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

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

HEAD LICE

Head lice are a common condition that can be transmitted where any group assembles regularly, especially among students whose hats and jackets hang close together. Itching or scratching may be a sign of lice, but sometimes there are no signs until you look closely. Please check your student's head frequently. Look around the ears and back of the neck. Be sure you have good light; stand near a window or use a lamp. Nits (lice eggs) look like little white spots hanging on a shaft of the hair. They are difficult to move or pull off the hair. Dandruff or scalp flakes move very easily. Nits do not. If there are lice, notify the attendance office and start treatment immediately.

Refer to Board of Education Policy [#5709 Lice, Nits and Bed Bugs](#)

ILLNESS AND INJURY

We encourage parents to share with us any information they feel would be helpful so we can plan for the safety of their child. This can include chronic illnesses or conditions or temporary events like concussions. Students should inform their teacher if they are ill or injured to get permission to go to the guidance office. The guidance secretary or other school staff will help students contact a parent/guardian if they need to go home. We encourage students to bring all injuries to our

attention. We like to inform parents of any injuries that occur at school so they can follow up at home or with their family doctor.

~~Our building has three located in the main hallway near the 5th-grade wing, in the hallway between the cafeteria and gymnasium, and in the clinic located between the main office and guidance office.~~

To provide for a safe environment for all, we ask parents to keep students with fevers or other contagious illnesses home from school for at least 24 hours. The Guidance Office does not monitor students for fevers.

Refer to Board of Education Policies: [#5702 Student Illness and Injury](#), [#3403 Reporting Accidents](#), [#5713 Immunizations and Communicable Diseases](#), and [#3404 Communicable Diseases](#).

MANAGING COMMUNICABLE DISEASES

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

When looking at the current handbook I think the verbiage is fine. The number just needs to be corrected

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

MEDICATION

All medications, both prescription and non-prescription, must be kept in the school office and administered by an adult. The medication must be kept in a labeled container as prepared by the pharmacy, physician, or pharmaceutical company and labeled with the dosage and frequency of administration and accompanied by a signed physician's authorization. The only exception to this is when the student's physician allows the student to carry medication on his/her person to allow for immediate and self-determined administration. This exception needs to be authorized by the physician on both the prescription and non-prescription forms. If students decide to self-administer medications the nurse may ask your student to demonstrate that they can administer the medication properly on their own.

School staff are not allowed to give the first dose of any medication. No over the counter or prescription medication of any kind including vitamins and supplements are allowed on school premises without a signed authorization form from a physician.

The signed authorization must be provided to the school using the form included on the last page of the handbook and on our school's websites. [More specific information on medication is available in school board policy 514.4.](#)

In the event that a student displays signs of a severe and potentially life threatening allergic reaction, anaphylaxis, trained school personnel will respond by administering an epinephrine auto-injector, calling 911, and notifying the student's parent/guardian. Staff will receive yearly training in administration of epinephrine auto-injector by medical personnel.

Refer to Board of Education Policy [#5703 Medications](#)

SUNSCREEN AND BUG SPRAY

To ensure the health and comfort of our students during outdoor activities, we allow the use of sunscreen and bug spray. We recommend that students self-apply these products to promote independence and proper personal care.

For the use of sunscreen and bug spray at school, a completed prescription form must be submitted to the school office. This form should be filled out and signed by a parent/guardian.

In special situations where a student is unable to apply sunscreen or bug spray arrangements can be made for assistance. Please contact the school nurse or administration to discuss and accommodate these individual needs.

HOME/SCHOOL CONNECTIONS

COMMUNICATION

Kinawa understands the important role of communication between the school and families. We encourage parents to call or contact staff members when a concern or question arises.

Kinawa communicates with families by:

Kinawa-5/6 School Messenger Broadcast Emails BrightArrow Messages

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

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

Kinawa Website

Teacher phone extensions, email addresses, websites and other valuable information may be found by visiting the [Kinawa School Page](#) on the Okemos Public Schools website.

PowerSchool (Online Gradebook)

Parents may access a student's grades and attendance at any time by establishing a Parent Portal account through PowerSchool. Information for establishing an account is shared with incoming families in the fall through the guidance office.

PARENT TEACHER CONFERENCES

- Kinawa conferences are held two times per school year
- Conferences will be scheduled using [My Conference Time](#) which will be sent out to families prior to conference week
- Families are asked to please only take one time slot per student, per teacher
- The following resources are available to support this conference sign-up process:
 - [Scheduling a Conference with a Single Teacher](#)
 - [Scheduling Conferences for Multiple Students or with Multiple Teachers](#)
- If you have additional questions about the scheduling of parent/teacher conferences, please contact the main office at 517-706-4702.

PARENT/GUARDIAN INVOLVEMENT

Kinawa 5-6 encourages parent involvement in their child's education. A number of possibilities exist for volunteering, such as:

Kinawa Parent Group (KPG) – Our school has an active PTO (KPG) that sponsors many school activities each year. Membership is open to all parents and guardians of Kinawa students and teachers. If you are interested in participating in this group, contact the PTO president or school office.

Classroom Volunteers – Throughout the year, teachers may want classroom volunteers to help coordinate special classroom activities in classrooms. Contact the K.P.G. president or classroom teacher if you are interested. Volunteers will need to undergo a background check prior to volunteering in the school.

Annual School Needs – Every school year is different and volunteers are encouraged to contact the main office to see what special needs the school may have where they may help.

VISITATIONS

Parents/Community Members

Okemos Public Schools welcome visits to our middle schools by parents and other citizens. Classroom visits need to be limited in number and frequency and pre arranged with the principal and staff. All school visitors must report to the guidance office upon arrival in the building. ~~See District policy regarding school visits. (Refer to Board of Education Policy R1250.)~~

Students

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

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

Visitor Management

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

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

Refer to [Board of Education Policy # 3105: Visitors and Volunteers](#)

REGISTRATION AND RECORDS

ATTENDANCE

Absences – Call 706-4706

Regular school attendance is an important component of learning for students. Good attendance benefits students academically as well as socially. Group learning assists students to communicate, to gain perspectives and to accept responsibility – all important components of adulthood. Class attendance is necessary for learning and academic achievement, as well as for developing the habits of punctuality, dependability and self-discipline. Days missed from school cannot be completely recovered as the classroom experience is unique and cannot be fully replicated. We must work as a team - parents, students, teachers, and administrators - to ensure that absences are limited to necessities such as illness, family emergencies, funerals, or school-related absences.

The parent/guardian must call the guidance office and give the following information when a student is absent. You may leave a message on 706-4706 24/7.

1. Student's first and last name, teacher and grade
2. Reason for absence

If the school does not receive a call by 9:30 a.m. The parent/guardian will receive an automated phone message stating their child has been marked absent. Leaving your child's classroom teacher a message regarding their absence is not sufficient for reporting an absence. Please call the guidance office, 706-4706.

If a phone is not available, the student must bring a note from home explaining the absence when the student returns to school.

To promote a positive learning environment, we expect all families to have their students in school and on-time in the morning. The administration may require a note from a doctor for excusing prolonged absences.

Parents should excuse 1st hour absences only for appointments and emergencies. Oversleeping may be considered an absence. Ten days absent may result in referral to the Ingham County Truancy Court.

Arriving Late (Sign In Procedure)

When a student arrives at school after 8:45 a.m the student must go to the guidance office to sign in. The student must be marked tardy unless a parent or guardian signs the student in, sends a note or calls the guidance office excusing the tardy.

Leaving Early (Sign Out Procedures)

In order for a student to leave school early a parent/guardian must sign out the student in the guidance office. You must give the guidance office at least 5 minutes to locate your child upon arrival to check them out. Kinawa has over 700 students so it is not possible to call ahead and have your child waiting.

Missed Assignments/Work

If your child has been absent from school for more than two days, call the guidance office before 9 a.m. on the third day to arrange for assignment pick-up. Twenty-four hour notice, to gather assignments, is necessary since staff are teaching during the school day. Assignments can be picked up in the guidance office after school.

Extended Absence Policy

Students leaving school for more than one week will not be provided with assignments. Parents may request textbooks; however, the responsibility for learning lies with the parents.

Planned Absences, Personal Convenience Absences, Trips/Vacations

Students are expected to be in classes while school is in session. There are generous vacation periods built into the school calendar, so absences of this type taken during school time are discouraged. Parents must notify the main office at least two days in advance for the absence to be excused. Students and families will be responsible for making necessary arrangements for missed coursework with their teachers and must notify teachers in advance of the absence.

Departure from School

For safety purposes, students who remain on school grounds after 3:45 p.m. must be in areas supervised by school personnel. Areas where supervision may take place include, but are not limited to: participation in athletics, conferencing with a teacher in the teacher's room, or being pre-registered to participate in an adult-supervised after-school program. Additionally, students are expected to leave school premises after any school-sponsored event (After-School Learning Program, clubs, etc) in a timely manner.

EMERGENCY CARDS

Parents will be provided a link via [School Messenger Bright Arrow](#) to electronically verify and update student information at the beginning of each year. You will no longer be required to fill out a hardcopy emergency card. This link will include pertinent information used for our school emergency cards such as who the school should contact in the event of an accident or injury, student medical needs, and residency information. In addition, it may authorize designated individuals to pick up your child in case of illness or an emergency school closing. Please notify the guidance office of any

changes to phone numbers, email addresses or individuals listed on the card. The information provided is used to contact parents both electronically and through the mail.

If your child has a medical condition (diabetes, asthma, allergies, etc.) or physical disability, please inform the guidance secretary and special education department so we can be sure we have a plan on file to meet your child's health and safety needs. This plan may require a written medical protocol by your family doctor. All non-prescription medication requires a medication form filled out by a parent/guardian and for a prescription medication the guidance office needs a medication form filled out by your child's family physician. You may find this form on Kinawa's web page under forms. All medications are stored and administered by the guidance office.

Refer to [Board of Education Policy #3403 Reporting Accidents](#)

ENROLLMENT

New Student Enrollment

Students who are new to the Okemos Public Schools are required to enroll with a parent or legal guardian. Please call the guidance office to schedule a time to enroll your child. When enrolling, the following must be provided:

- Birth certificate or passport (if not a US Citizen)
- Two proofs of residency (Ex. lease, utility bills, mortgage)
- Proof of government mandated immunizations
- Custody papers (if appropriate)

Permission to Publish

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

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

defamation, disparagement, slander, false light, or invasion of privacy or publicity. I understand that I may withdraw this consent at any time by notifying the District in writing.

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

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

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

Enrollment Following Misconduct at Another District

To the extent permitted by law, the district may deny enrollment to a student who engaged in misconduct in another school and who seeks to enroll in the district either: (1) before the previous school imposes disciplinary consequences for the misconduct, or (2) while the student is suspended or expelled from the previous school. The superintendent is directed to refer any such student to the Board if, under the district's student code of conduct, the student's misconduct in the previous school would result in a long-term suspension or expulsion from the district and, in the superintendent's opinion, the student's enrollment in the District would jeopardize the safety, welfare, or good order of the district. The Board will hold a pre-enrollment hearing following the superintendent's referral to consider whether the student may enroll and, if so, any conditions on enrollment. The hearing will be structured like a discipline hearing to determine if the student will be allowed to enroll. The Board will consider any information submitted by the student or his or her parent/guardian and the superintendent in either support of or opposition to the student's enrollment.

Regulations: January, 2019

The following list of student expectations is not all-inclusive, but provides the basic code of student conduct:

1. Students are required to obey local, state, and federal laws. Unlawful behavior of any kind on school property or at a school activity is prohibited.
2. Upon Request, students are required to identify themselves to school personnel.
3. Students are required to cooperate with school personnel, including responding to questions or inquiries in a truthful, respectful manner.
4. Students are required to obey established school rules, regulations, policies, and procedures as well as obey reasonable directions or instructions of school personnel.
5. Students are required to adhere to behavior appropriate to the educational setting. Disruptive and inappropriate behavior (including the inappropriate display of affection) in the classroom,

cafeteria, halls, school property, and on school vehicles, interferes significantly with the educational climate.

6. Students are required to use appropriate language in school. Abusive and offensive language as well as harassment and humiliation of others are prohibited.
7. Students are required to respect the individual rights of others.
8. Students are required to respect the property of others. Theft and damage to property will not be tolerated. Property damage includes school property or property of school personnel, or other students; vandalism. Damaging or hacking into computer systems. This includes, but is not limited to, replacing the device's operating system (re-imaging), or installing any of the following: hacking tools such as network scanners, spyware, chat groups, advanced port scanner, unauthorized software or games/gaming websites, Virtual Private Networks (VPNs). ~~(See Acceptable Use Policy)~~. Refer to Board of Education Policy #5208 Student Acceptable Use and Internet Safety Policy.
9. Students are required to respect authorship. Cheating, forgery, plagiarism and violations of copyright laws are not permitted.
10. Students are required to obtain permission before conducting sales in the buildings or on school property.
11. Students are required to follow school rules as outlined in the student-parent handbook for using vehicles on school property.

Refer to [Resources for Expulsion](#)

STUDENT RECORDS

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

- Parents have the right to inspect and review the student's education records and to have the district respond to reasonable requests for explanations and interpretations of the records.
- Parents should submit to the appropriate administrator a written request that identifies as precisely as possible the record(s) they wish to inspect or review, or receive explanation or interpretation. The building administrator will make the necessary arrangements within 15 school days following receipt of the request. All records must be examined in the school district office during the business day in the presence of the appropriate administrator or designee.
- Parents have the right to request the amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's privacy or other rights.
- The parent should submit to the appropriate administrator a written request, clearly identifying the part of the record they want changed and specify what is inaccurate or misleading within 10 school days from the date the records were examined.

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

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

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

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

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

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

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, D.C. 20220-4605

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

TARDINESS

The Kinawa staff believes that students should arrive at school prepared and on time. Failure of students to do so compromises valuable instructional time for all students. A student is deemed tardy to class if that student is not in the classroom by the time the bell has rung marking the beginning of

class. **A student will be considered absent when they arrive to class more than fifteen minutes after the class period begins.**

Morning Tardies

Parents should excuse 1st hour tardies only in the case of an emergency. Oversleeping is **NOT** a reason to excuse a tardy in the morning. The administration reserves the right to decide whether to excuse 1st hour tardies.

Class Tardies

Students will be marked tardy by the teacher if they are late to class unless they:

- Provide a note or pass from another staff member, excusing your tardiness.
- Provide a justifiable reason which is accepted by the teacher for the class to which the student is late.

A tardy may be awarded when a student is not prepared for learning when the bell rings for classes to begin. Students need to bring necessary materials and be seated and ready for learning when class begins. Teachers will make their expectations for successful arrival to class clear to students, as definitions may differ slightly due to unique learning environments across the school. A record of tardiness will be entered by teachers into PowerSchool and will be maintained by the administration.

Recurring Tardiness

We will work closely with the student and parent/guardians to identify reasons why the student is struggling to report to class on time. Parents/guardians will be notified of tardies via our auto call system. Below are steps we will follow when the tardies become excessive:

- **Third Tardy** - Students notified with a warning note. Parents notified via email by the student supervisor that a **lunch** detention may be assigned at the 5th tardy. Will explain policy, highlighting:
 - Opportunity to teach to help—can brainstorm strategies with students
 - Instruction is delayed for all when students enter late
 - Policy encourages kids to develop patterns then resets them to zero as a reward
 - Any special circumstances must be documented (medical need, etc.)
- **Fifth Tardy** – Parents notified via email. Student serves a lunch detention and tardies “reset” back to zero.

All tardies will “reset” at the end of each six-week period.

Additional consequences will be implemented may include:

- Hall restrictions (no hall passes, limited passing time)
- Lunch detentions
- A behavior plan developed by the counselor, behavior contract
- Storage of materials in class
- Loss of locker until tardiness is fixed
- Parent meeting
- Others to be determined by administration

Again, at the end of each six-week period, tardies will reset to zero for purposes of the policy. Administrative discretion will be utilized if a student is abusing the policy.

SAFETY AND SECURITY

BEHAVIORAL THREAT ASSESSMENT

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

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

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

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

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

Refer to Board of Education Policy #5714.01

EMERGENCY PROCEDURES

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

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

In case of an emergency, students are expected to:

- Remain quiet. There is no talking except when necessary to make the drill safe.

- Walk. Running or rushing may create unsafe conditions.
- Listen and remain alert.

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

In an emergency shelter in place of an emergency, teachers will move classes to designated areas, take attendance, and then remain with the students. ~~At Kinawa all 5th grade and Montessori students will report to the auditorium. All 6th grade students will report to the library.~~ All students and teachers will remain in their shelter in place locations until dismissed by the office.

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

Refer to Board of Education Policy [#3402 Drills, Plans, and Reports](#)

SEARCH AND SEIZURE

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

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

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

Refer to Board of Education Policy [#5103 Search and Seizure](#).

SECURE STORAGE LAW

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

Public Act 17 of 2023 amended the Firearms Act by adding MCL 28.429 which went into effect on February 13, 2024. It is a crime to improperly store or leave a firearm unattended at one's home when that individual knows or reasonably should know a minor is, or is likely to be, on the premises.

Any unattended firearms must be unloaded and locked with a locking device or stored in a locked box or container.

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

DRAFT

TECHNOLOGY

PERSONAL LEARNING DEVICE (PLD)

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

Bringing the Device to School

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

Student Use in the Classrooms

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

General Care

1. Treat this equipment with as much care as if it were your own property. Students may be assigned the same device for multiple years.
2. Do not attempt to alter, modify or upgrade the device in any way. Doing so may void the warranty.
3. Any and all support or repair will be handled through the district. PLEASE DO NOT CONTACT ANY OUTSIDE VENDOR (i.e., Geek Squad, device manufacturer) FOR REPAIR OR SUPPORT ISSUES.
4. Do not remove or interfere with the serial number or any identification placed on the device.

5. Keep the equipment clean. For example, don't eat or drink while using the device. *It should be noted that liquids cause immediate damage to electronics.
6. Do not put stickers or use any type of markers on the device.
7. District issued carrying cases and/or device covers must be used at all times.
8. Close the device when it is not in use or it is being transported.
9. Never use a chemical to clean the screen or keyboard (i.e. Windex, bleach wipes). Use a soft, dry, lint-free cloth when cleaning the device.
10. Do not lean on the top of the device or put excessive pressure on the screen.
11. Devices should always be stored in a safe, secure location. Avoid extreme temperatures.
12. Unattended devices found by staff will be moved to a designated location in the building.

Student Printer Use

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

Prohibited Areas

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

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

Device Camera/Recording

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

Device Problems

1. It is the student's responsibility to report device issues as soon as they occur.
2. The student must take the device to the designated technical support location as soon as possible.

3. If the device cannot be fixed immediately, the student may be issued a different device to use on a temporary basis.

Discipline

1. Violations of the Student Code of Conduct (i.e., cheating, harassment, illegal activity, inappropriate images and content, etc.) that involve the use of any electronic device will be handled by administration as outlined in the Student Handbook. Loss of electronic device privileges up to and including confiscation of the device may accompany discipline for the offense. Failure to surrender and allow access to any electronic device upon request from a staff member is considered insubordination and will be handled by administration as outlined in the Student Handbook.
2. Please refer to district Code of Conduct Policy ~~#5144~~ for further details regarding electronic communications and student expectations.

Device Damages and Care/Loss or Theft of Devices

1. In the event of damage to the device not covered by the warranty, the student and parent/legal guardian may be billed for the damages.
2. Repeated damage offenses may result in the parent/legal guardian being billed for the damages and/or loss of the device for the remainder of the year (a daily check out device will be provided).
3. The administration has the authority to waive or modify charges if the cause of damage is judged to be beyond the student's control.
4. Devices that are lost or stolen need to be reported to the school's main office immediately.
5. If a device is stolen or vandalized while not at an OPS sponsored event, the parent/or legal guardian shall file a police report and notify the school's main office as soon as possible.
6. If a device is lost or stolen, the student may be financially responsible for its replacement.
7. The student may also lose the right to take future devices home.
8. Lost, damaged, or stolen devices in the care, custody, and control of a student may be covered by the homeowners'/renters' policy of the parent/guardian. Most homeowner/renter policies will provide some limit of coverage for the "damage to the property of others" under the comprehensive personal liability coverage part of the policy and is not normally subject to any deductible. Please consult your insurance agent for details about your homeowners'/renters' coverage.

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

1. Students will be expected to attend an orientation session to receive their equipment. Each student will receive a device, case and AC charger.

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

Disclaimer

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

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

Terms and Conditions

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

Regulations: July 29, 2014

ACCEPTABLE USE POLICY

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

Computer Network

- A. A network account is provided for **educational purposes only**.
- B. Acceptable Network use by district students and staff include:
 - 1. Creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research.
 - 2. Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, email and web pages that support education and research.
- C. A network account is to be used only by the authorized user. The sharing of logins, passwords or accessing in another user's accounts and/or data is prohibited.
- D. Users are expected to abide by the generally accepted rules of Network Etiquette (Netiquette). This includes:
 - 1. Be polite. Do not send abusive messages or ones containing inappropriate language.
 - 2. Do not reveal your personal information (address, social security number, phone number, etc.) or that of other students/colleagues.
 - a. Do not wastefully use finite resources (paper, network/email storage space, etc.)
 - b. Do not use the network in such a way that you would disrupt the use of the network by others.
 - 3. Email/Social Media/Messaging may not be used to spam, advertise/sell personal property, for commercial activities, or for political lobbying for personal gain. Messages relating to or in support of illegal activities will be reported to legal authorities.
 - 4. Uploading, downloading or transmission of material, information, or software in violation of any district policy or federal, state or local law or regulation is prohibited and may be reported to legal authorities.
 - 5. Users may access educational materials for school use via the Internet. Compliance with Copyright notices and/or Terms and Conditions pertaining to a website is required. Plagiarism, in any form, is prohibited.
 - 6. Non-educational, inappropriate communication including, but not limited to, instant messaging, network messaging, and chat rooms, is prohibited.
 - 7. Accessing, transmitting, submitting, posting, publishing, or displaying any inappropriate or illegal material including, but not limited to, defamatory, inaccurate, abusive, obscene, profane, sexually oriented, bullying, threatening, racially offensive, or harassing is prohibited and may be reported to legal authorities.
 - 8. Student network files may be purged at the end of the school year. It is the student's responsibility to back-up any files the student wants to retain.

9. The network account, email account and network files of a user who leaves the district may be deleted.
10. It is the student's responsibility to backup any files the student wants to retain.
11. The Children's Online Protection Privacy Act requires website operators to obtain parental consent before collecting information from children under the age of 13. In certain instances, the District may act as an intermediary and provide the required parental consent on behalf of a student when the website is used for educational purposes.
12. A staff member wishing to design and publish a web site must read and adhere to the district's Web Page Development Guidelines and Policy.

Equipment

- A. The user will utilize district hardware (computers/printers/scanners, etc.) with care. Food, drink and candy must be kept away from any hardware.
- B. To protect logins/files, users must restart or shutdown the computer after use or when the computer will be unattended for a period of time.
- C. Users are always responsible for their assigned device. Users must take appropriate security measures at all times such as setting a passcode and/or logging out when necessary.

Security

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

Software

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

Tampering

- A. Tampering with, or activities that threaten the integrity and/or security of any network, computer operating system, software or materials (including, but not limited to, hacking into the District network(s), downloading or installing files that will compromise the network(s), dual booting devices, removal of district computer policies, removal of anti-virus software,

transmission of worms, viruses and other malicious codes, and accessing any device or data without proper authorization) is prohibited and may be reported to legal authorities.

- B. Any attempt to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content).

Internet Safety

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

Video Network

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

Refer to Board of Education [Policy #3116 District Technology and Acceptable Use](#)

ACCEPTABLE USE POLICY OF ARTIFICIAL INTELLIGENCE (AI)

The following guidelines, in alignment with Board of Education policies for code of conduct, outline the acceptable use of artificial intelligence (AI) tools and technologies by students. Violations of these guidelines may be subject to disciplinary action.

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

SECURLY DEVICE MANAGEMENT USE

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

Purpose

Securly Device Management is employed to:

1. Ensure compliance with school policies and procedures regarding technology use.
2. Safeguard the integrity and security of school-issued devices.
3. Monitor and manage internet usage to promote a productive and educational environment.

4. Protect students from accessing inappropriate or harmful online content.

User Responsibilities

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

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

Consequences of Misuse

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

1. Loss of device privileges.
2. Suspension or revocation of technology access.
3. Academic penalties.
4. Legal consequences for severe breaches of security or illegal activity.

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

Refer to Board of Education Policy [#3116 District Technology and Acceptable Use](#) and [#5208 Student Acceptable Use and Internet Safety Policy](#)

PERSONAL ELECTRONIC DEVICES

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

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

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

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

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

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

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

ADDITIONAL RESOURCES

NON-DISCRIMINATION POLICY

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

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

Title IX Coordinator

Mr. Mario Martinez
Okemos Public Schools
4406 N. Okemos Road
Okemos, MI 48864

Section 504 Coordinator

Ms. Amanda Hall
Okemos Public Schools
4406 N. Okemos Road
Okemos, MI 48864

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

[Refer to Board of Education Policy #3118 Title IX Sexual Harassment Policy](#)

OKEMOS SCHOOL BOARD

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

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

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

Policies of the school board are posted on the district website under the School Board link on the district homepage. For additional information, please contact the superintendent's office at 706-5010.

WEBSITE

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

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

<http://www.okemosk12.net>

UNDERSTANDING CONCUSSION

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

Some Common Symptoms

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

What is a Concussion?

A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by a fall, bump, blow, or jolt to the head or body that causes the head and

brain to move quickly back and forth. A concussion can be caused by a shaking, spinning or a sudden stopping and starting of the head. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious. A concussion can happen even if you haven’t been knocked out.

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

If you suspect a concussion:

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

Signs Observed by Parents

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

Concussion Danger Signs

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

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that gets worse
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Cannot recognize people/places
- Becomes increasingly confused, restless or agitated
- Has unusual behavior
- Loses consciousness (even a brief loss of consciousness should be taken seriously.)

How to Respond to a Report of a Concussion

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

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

Refer to Board of Education Policy #5712 Concussion Awareness

APPENDIX A**Students with Disabilities**

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

Procedures for Discipline

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

constitute a pattern. If the district determines that the removals constitute a pattern, the district will, within 10 school days of a decision convene a manifestation determination review team meeting, which must include the parent/guardian and relevant members of the student's IEP team, to determine whether the student's conduct was a manifestation of his or her disability.

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

intervention plan; or) if a behavior intervention plan was already developed, review and modify the behavior intervention plan to address the conduct at issue.

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

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

Legal Reference:
MCL 380.11a; MCL 380.1308; MCL 380.1309; MCL 380.1310;

MCL 380.1310a; MCL 380.1310c; MCL 380.1310d; MCL 380.1311; MCL 380.1311a; MCL 380.1313;
Gun Free Schools Act, 20 U.S.C. §7151; 18 U.S.C. §921;
Individuals with Disabilities Education Act, 20 U.S.C. §1401 et seq.;
Rehabilitation Act of 1973, 29 U.S.C. §§705, 794-794b.

DRAFT

APPENDIX B

OKEMOS PUBLIC SCHOOLS
 AUTHORIZATION FOR ADMINISTRATION OF
NON-PRESCRIPTION MEDICATION

Student Name _____	Teacher _____	Date form received _____
Birth Date _____ Grade _____	School _____	

To be completed by a parent

Name of Medication _____

Reason for Medication _____

Instructions (schedule and dose to be given at school) _____

Anticipated Duration _____

The student is both capable and responsible for self-administering this medication:

_____ No _____ Yes, supervised _____ Yes, unsupervised

I give my permission for my child, _____, to carry the above medication with him/her during the school day. It is understood that the medication that is being carried cannot be shared with other students.

Please attach any additional information you feel necessary for the school to know regarding the administration of this medication.

Parent Consent:

I request that _____ receive the above medication at school according to the standard school policy.

I request that _____ be allowed to self administer the medication at school according to the school policy.

Date _____ Signature _____ Relationship _____


Phone #'s: Home _____ Work _____ Emergency _____

Physician Name: _____ Physician Signature: _____

APPENDIX C

CAROL A. SIEMON
 INGHAM COUNTY PROSECUTING ATTORNEY

MICHAEL S. CLETTENHAM
 Chief Assistant Prosecutor



JOHN J. DEWANT
 Deputy Chief Assistant Prosecutor

Dear Parents/Guardians:

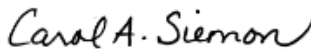
Few events hit home for students and families like a school shooting. They are terrifying and tragic. When students learn of these events on television or on social media, it is natural for them to worry about their own school and their own safety. Unfortunately, some students see these tragedies as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

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

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

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

We urge you to talk to your children about the appropriate use of social media, and the lasting consequences of making threats against our schools. Please stress that there is nothing humorous about threatening to shoot up a school, and there is no such thing as a joke involving the threat of mass murder. **All threats will continue to be taken seriously and may be prosecuted under Michigan law.** By working together, we can provide our children the safe schools they deserve.

Respectfully,


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

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

303 West Kalamazoo Street 4R • LANSING, MICHIGAN 48935 • PHONE: (517) 485-6108 • FAX: (517) 453-6397
 www.ingham.org



CHIPPEWA MIDDLE SCHOOL 7-8

**Student & Caregiver Handbook
2024-2025**

*Building Our Future
Together*

CHIPPEWA MIDDLE SCHOOL
4000 N. Okemos Rd.
Okemos, MI 48864

Main Office: (517) 706-4800
Attendance/Guidance Office: (517) 706-4806

School Hours

8:00 am - 2:45 pm

*Students may enter at 7:30 am

*Students must exit by 3:05 or be with an adult

Office Hours

7:30 am - 3:30 pm

Half Day School Hours

8:00 am - 11:10 am (No lunch served)

Mrs. Jody Noble, Principal
Mr. Andre Ridley, Assistant Principal/Athletic Director
~~Mrs. Melissa Schoeni, Administrative Assistant~~
Mrs. Brenda Tracy, Attendance/Guidance
Mrs. Tiffany Albrecht, Clerk/Athletic Secretary
Mrs. Rebecca Fedrigo, Counselor
Mrs. Mary Stuible, Counselor

OKEMOS PUBLIC SCHOOLS Web Accessibility Statement

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

Okemos Public Schools strives to adhere to the accepted guidelines and standards for accessibility and usability as comprehensively as possible on this website.

If you cannot fully access the information on the District's website, please communicate specific issues with the District's Web Accessibility Coordinator. We will make every effort to provide the information to you in an alternate format and/or make the necessary improvements to ensure the information is accessible.

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

Section 504 and Title II Coordinator (adults)

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

Title IX Coordinator

Mario Martinez, Director Human Resources
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864
517-706-5006
mario.martinez@okemosk12.net

Section 504 and Title II Coordinator (students)

Heather Pricco, Director Special Education
Department
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864
517-706-4829
heather.pricco@okemosk12.net

Web Accessibility Coordinator

Matt Ottinger, Mikayla Temple,
Telecommunications Coordinator
Department of Technology
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864
517-706-5044; webmaster@okemosk12.net

TABLE OF CONTENTS

ACADEMIC INFORMATION

- Academic Integrity
- Grade Level Information
- Homeroom
- Physical Education
- PowerSchool
- Report Cards
- Schedule/Class Changes
- Universal Accommodations
- Video/Film Viewing

BEHAVIOR EXPECTATIONS

- Code of Conduct
- Behavior Response and Student Discipline
- Consequences for Misconduct
- After School/Evening Activities
- Communication Devices (Cell Phones)
- Dress Code
- Skipping Class
- Substance Abuse

BUILDING/DISTRICT INFORMATION

- Animals/Pets
- Attendance (done)
- Bus Passes and Transportation Changes
- Calendar
- Closing/Delay of School
- Counselors
- Deliveries/Messages to Students
- Extracurricular Fees
- Field Trips
- Fines
- Food and Beverages
- Food Services
- Library
- Lockers
- Lost and Found
- Materials and Supplies
- Personal Property
- Pictures
- School Entrance and Exit Times
- Tardiness (done)

HEALTH AND SAFETY

- AED Program and MI HEARTSafe Compliance
- Head Lice
- Illness and Injury
- Managing Communicable Diseases
- Medication
- Sunscreen and Bug Spray Policy
- Understanding of Concussions

HOME/SCHOOL CONNECTIONS

- Communication
- Parent Teacher Conferences
- Parent/Guardian Involvement
- Visitations

REGISTRATION AND RECORDS

- Emergency Cards
- Enrollment
- Student Records
- Tardiness

SAFETY AND SECURITY

- Behavioral Threat Assessment
- Emergency Procedures
- Search and Seizure
- Secure Storage Law

TECHNOLOGY

- Personal Learning Device (PED)
- Acceptable Use Policy
- Acceptable Use Policy of Artificial Intelligence (AI)
- Securely Device Management Use

ADDITIONAL RESOURCES

- Non-discrimination Policy
- Okemos School Board
- Website
- Appendix A - Students with Disabilities
- Appendix B - Authorization for Administration of Medication
- Appendix C - Letter from Prosecuting Attorney

ACADEMIC INFORMATION

ACADEMIC INTEGRITY

Academic integrity requires high standards of personal achievement, ethical conduct and academic honesty. It creates an academic environment in which a student's search for knowledge is a true and honest reflection of that effort.

Level I – Violation

1. Submitting another's assignment as one's own
2. Knowingly allowing another student to use an assignment or test to submit as his or her own
3. Looking at another's test or essay and submitting the work as one's own
4. Knowingly assisting another student to misrepresent the content or authorship of the student's school work
5. Using any type of notes or technology without teacher approval
6. Plagiarism, including but not limited to:
 - a. Quoting or paraphrasing directly all or part of someone else's written or spoken words without documentation within the body of the work.
 - b. Presenting an idea, theory, or formula originated by another person as one's own.
 - c. Using information, which is not common knowledge, including statistics and demographics, without documenting the source.
 - d. Copying or pasting from the Internet or another document material that is not one's own without documentation from the source.

Level I violations of the Academic Integrity Policy will be addressed by the classroom teacher. Logical consequences can include re-doing the work, new assignment/assessment issued to students, restorative conference.

Level II - Violation




1. Unauthorized possession, use and/or theft of test materials, answer sheets, teacher materials, computer files, grading programs, and/or altering teacher records.
2. Level II violations of the Academic Integrity Policy will be addressed by the teacher and administration.

Restorative Conference, Suspension of up to 10 school days

Use of Generative Artificial Intelligence (A.I.)

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

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

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

BASE

Each student is assigned to a BASE classroom teacher. We will follow an adjusted BASE schedule that will feature eight shortened class periods to provide students time for homework support, rehearsals, assemblies, and meetings.

PHYSICAL EDUCATION

Participation

All students must participate in physical education classes unless they have documented medical/health reasons or special education needs as identified through an I.E.P.

Dress

For reasons of personal hygiene and to enhance active participation while minimizing the possibility of injury, all students must have tennis shoes for physical education activities.

Students will be expected to have appropriate gym shoes and clothing for participation in activities even on cold days. Clothing for these occasions can be sweatshirts, sweatpants, or other suitable play type clothes.

POWERSCHOOL

We encourage students and parents/guardians to utilize PowerSchool to check grades and attendance. Information for establishing an account is shared with families through the guidance office.

If a parent has questions about an assignment or missing work, they are encouraged to contact the teacher.

Parents can program PowerSchool to send automatic weekly grade updates to their email addresses.

REPORT CARDS

Report cards will be distributed at the end of each trimester.

GRADE LEVEL INFORMATION

Chippewa houses all of the 7th and 8th grade classes for the district. In addition to traditional instruction, Chippewa houses the 7th and 8th grade sections of the Okemos Public Schools Montessori program.

Scheduling packets, that provide an overview of grade level programming and class enrollments, are shared with families each spring or when they enroll. In addition, specific grade level programming information will be shared at curriculum night and is also available on the district website.

SCHEDULE/CLASS CHANGES

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

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

UNIVERSAL ACCOMMODATIONS

Chippewa offers the following Universal Accommodations to EVERY student:

- Students will coordinate with their teacher for extended time on assignments when needed.
- Students will receive frequent check-ins to determine understanding of directions and content.
- Students will have access to assistive technology to support reading and writing when applicable.
- Students will collaborate with teachers to structure a break if needed.
- Students will have access to flexible seating options within the classroom.
- Students' larger and long term assignments/projects will be broken down into chunks.

VIDEO AND FILM VIEWING

Parental permission will be requested before a student is allowed to view a film with a PG-13 rating.

BEHAVIOR EXPECTATIONS

CODE OF CONDUCT

Students have the right to an education in a safe and orderly learning environment, free from substantial disruption. Recognizing the importance of maintaining a positive learning environment, an atmosphere of mutual respect will be provided for students and staff. When self-discipline fails, regulations for management of school behavior must be enforced.

The superintendent shall develop and regularly update administrative regulations to implement the student code of conduct. The code of conduct must: (1) identify offenses that may result in discipline; (2) identify the possible disciplinary consequences; (3) and be consistent with board policy and applicable state and federal laws, including laws requiring mandatory suspension or expulsion,

Discipline may, but need not, include suspension or expulsion from school. Students should rarely be suspended or expelled from school and steps should be taken to minimize occurrences of suspension and expulsion. Provisions that require consideration of specific factors and the possibility of utilizing restorative practices before suspending or expelling a student, will reduce the number of out-of-school suspensions that exceed 10 days and the number of expulsions.

The school administrators shall have the authority to suspend students for up to ten (10) school days per incident. The superintendent or assistant superintendent shall have the authority to suspend a student for up to 59 consecutive school days. The Board of Education will provide a disciplinary hearing for alleged student misconduct that requires consideration of expulsion (exclusion from school for 60 or more school days) or permanent expulsion per the Revised School Code.

Once per year, the superintendent shall submit a summary report of suspensions exceeding three (3) consecutive days to the Board of Education. The report will include the following information: infraction, length of suspension or expulsion, student demographics, as well as the implementation of restorative practices and an academic plan (if applicable).

Behavior of Students

Students at Chippewa Middle School are expected to behave within the following guidelines:

- Respect the rights of other people in the school, both students and adults.
- Be honest with yourself and others.
- Respect property of others and the school.
- Behave in a way that protects the health and safety of yourself and others.

In the Building

Behavior in the building must provide for the safety of everyone and should not interrupt the classes in session. Students are expected to:

1. Walk, not run
2. Maintain a reasonable tone of voice
3. Avoid disturbing classes in session
4. Keep the restrooms clean and safe

5. Refrain from throwing and kicking objects in the building
6. Keep all areas clean and free of litter
7. Refrain from marking on walls, lockers, furniture and other people
8. Refrain from having food or drink in the halls at any time
9. Obey any reasonable request from any staff member
10. Use appropriate language, which excludes racist, sexist, or obscene words
11. Use hall passes at all times

In the Classroom

Chippewa students are expected to:

1. Come to class prepared
2. Be in the classroom on time
3. Stay in class until dismissed by the teacher
4. Use appropriate language
5. Be respectful

In each class, the teacher is the educational leader and is there to help you learn through a variety of activities. Each teacher and class is somewhat different, but each of your teachers will let you know what they expect you to do and how they expect you to behave.

Students should maintain expected behaviors when they are with a substitute teacher, aide, or other adults.

To leave the classroom, ask permission from your teacher, stating the reason you need to leave the room and the place you are going. The teacher will give you a pass if the reason for leaving is considered necessary. Go directly there and return directly to class without other stops that were not agreed to by your teacher. Failure to follow the teacher's specific directions may result in loss of this privilege.

During Lunch

Students are not allowed to leave school grounds during lunch period unless a parent or guardian signs them out at the guidance office.

Students are expected to abide by all school rules in the cafeteria, otherwise loss of cafeteria privileges, or other disciplinary consequences may be assigned.

- Eat only while seated at a table.
- Do not overcrowd tables; sit in appropriate seating.
- Dispose of garbage and recycling in the appropriate containers.
- Keep all food and drink in the cafeteria.

Outside the Building

The area around the building is designed for students to enjoy during supervised times, such as gym class, lunch and recess.

- Bicycles must be kept locked in the rack during school hours. Students are not allowed to be near the bike racks during school hours.
- Snowballs are not allowed to be thrown on school property.

At Assemblies and Performances

Behavior expectations for students at performances and assemblies are:

1. Students should sit with their accompanying teacher in assigned areas and remain seated at all times.
2. Remember to respond appropriately. Be quiet before, during, and after the performance. Whistling, booing, and yelling are not acceptable behavior. Use appropriate and positive language.
3. Students will be respectful of others, including but not limited to their peers, staff, and guest presenters.
4. Remember to be safe. Students should sit in auditorium seats safely and in a manner that respects the personal space of others.
5. Students should not bring food, drinks, or any items that could result in a disruption into the auditorium.
6. Enjoy the event! Be safe! Represent CMS with pride!

In addition to the expectations listed above, all Code of Conduct rules apply.

After school activities

Students should remember that they represent Chippewa and are to exhibit positive behavior during after school and evening activities, field trips, athletic events, music programs and other related trips or activities. School rules and procedures apply to after-hours school-sponsored activities where staff supervision is provided. In addition, school rules apply to all activities on school property at all times (i.e., playgrounds, athletic fields, etc.) A violation of school rules and procedures at these events may result in a warning, a parent-administrator conference, a detention, suspension or expulsion. Specific action taken may vary on a case by case basis depending on the nature of the offense, previous offenses, and the gravity of the situation.

Most activities are scheduled after school or in the evening. Students must make prior arrangements for transportation.

Student Rules for School Activities

1. Appropriate school behavior, as outlined in the student handbook, will be expected at all times.
2. Respect for adult supervisors will be required at all times.
3. You will not be readmitted once you leave a function.
4. Only the food and beverage provided by the activity sponsors will be allowed at the activity.
5. Admittance will be denied to anyone who is suspected of being under the influence of any illegal substance.

6. Students who are suspended from school that day may not attend evening or after school activities.
7. Failure to comply with the rules may result in:
 - a. Notification of parent or guardian
 - b. Suspension from the next activity
 - c. Habitual offenders will be excluded from future activities
 - d. Possible loss of participation in field trips, school activities, or end of the year trips

Student Expectations

The administration, in its discretion, may employ restorative practices involving students, parents/guardians, and administration in an attempt to acquire a firm commitment for cessation of the inappropriate behavior.

In all disciplinary cases, the administration may elect to employ after school detention, suspension, restorative practices and/or other disciplinary measures deemed appropriate and not specifically outlined here, in lieu of or in addition to other discipline.

The following list of student expectations is not all-inclusive, but provides the basic code of student conduct. Violation of any of the following expectations may result in student discipline, up to and including permanent expulsion from school:

1. Students are required to obey local, state, and federal laws. Unlawful behavior of any kind on school property or at a school activity is prohibited.
2. Upon Request, students are required to identify themselves to school personnel.
3. Students are required to cooperate with school personnel, including responding to questions or inquiries in a truthful, respectful manner.
4. Students are required to obey established school rules, regulations, policies, and procedures as well as obey reasonable directions or instructions of school personnel.
5. Students are required to adhere to behavior appropriate to the educational setting. Disruptive and inappropriate behavior (including the inappropriate display of affection) in the classroom, cafeteria, halls, school property, and on school vehicles, interferes significantly with the educational climate.
6. Students are required to use appropriate language in school. Abusive and offensive language as well as harassment and humiliation of others are prohibited.
7. Students are required to respect the individual rights of others.
8. Students are required to respect the property of others. Theft and damage to property will not be tolerated.
9. Students are required to respect authorship. Cheating, forgery, plagiarism and violations of copyright laws are not permitted.
10. Students are required to obtain permission before conducting sales in the buildings or on school property.
11. Students are required to follow school rules as outlined in the student-parent handbook for using vehicles on school property.

Prohibited Activities

Involvement or participation in the following prohibited activities will result in disciplinary penalty, up to and including permanent expulsion from school. Other misconduct may also give rise to discipline, up to and including permanent expulsion from school. As used in these regulations, "At school" means "in a classroom, elsewhere on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school property." See MCL 380.1310, MCL 380.1311, and MCL 380.1311a.

1. **Abusive/Obscene Language or Materials.** The use of abusive and/or obscene language or materials, including but not limited to the possession of pornographic or otherwise sexually offensive material.
2. **Possession of Substances.** The possession, sale, delivery, distribution, use of, and/or being under the influence of alcohol, inhalants, look-alikes, and other drugs, including the possession of paraphernalia or devices associated with the use of controlled substances. Vaporizers, e-cigarettes, and pipes will be considered drug paraphernalia. (~~See Board Policy 5131.6: Substance Abuse~~ Refer to Board of Education Policy #3102 Smoking, Tobacco Products, Drugs and Alcohol).
3. **Arson.** Intentionally setting fire or attempting to set a fire or doing any act that results in the starting of a fire, or aiding, counseling, inducing, persuading, or procuring another to do such an act. The Michigan Revised School Code requires schools to permanently expel a student who commits arson on school property.
4. **Assault (Physical).** The Revised School Code defines "physical assault" as intentionally causing or attempting to cause physical harm to another through force or violence. The Michigan Revised School Code requires school districts to suspend or expel a student enrolled in grades 6 or above who commits a physical assault at school against another student. School districts are required to permanently expel a student enrolled in grades 6 and above who commits a physical assault at school against an employee, volunteer, or contractor.
5. **Assault (Verbal/Written).** Includes any intentional spoken or written threat or offer to do bodily injury to another by force, under circumstances that create a well-founded fear of actual harm. Suspension or expulsion, as determined by the board or its designees, is also required when a student in grades 6 or above commits a verbal assault at school against an employee, volunteer, or contractor.
6. **Blackmail, Coercion or Extortion.** Forcing someone to do something against her or his will.
7. **Threats of Violence.** Including but not limited to, bomb threats, shootings, suggestions of bringing or having weapons on school property, etc. directed at students, staff, a school building, school property, or a school-related event. Includes threats communicated verbally, electronically (such as social media, text, etc.), written, and all other forms of communication. Threats will be taken seriously and are not considered jokes. See appendix for full statement from the Ingham County Prosecuting Attorney.
8. **Bomb Threat.** Section 1311a(2) of the Revised School Code states: "if a pupil enrolled in grade 6 or above makes a bomb threat or similar threat directed at a school building, other school property, or a school-related event, then the school board, or the designee of the school board, shall suspend or expel the pupil from the school district for a period of time as determined in the discretion of the school board or its designee." MCL 380.1311a (2).
9. **Bullying.** Bullying shall be defined as any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly. This includes "relational" bullying, defined as persuading others to reject another student.

Cyber-bullying is defined as the use of information and communications technologies such as, but not limited to email, cell phone, instant messaging, defamatory personal websites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others. ~~(Policy 5193)~~ Bullying may also constitute harassment and intimidation (see definition below). [Refer to Board of Education Policy #5207 Anti-Bullying Policy.](#)

10. **Academic Integrity.** Cheating (Academic Integrity), forgery, plagiarism, and violations of copyright laws, including but not limited to copying assignments, tests, or exams; misrepresentation of authorship; unauthorized possession of school forms, test material, or teacher records; altering teacher records; falsifying phone calls.
11. **Technology Violations.** Violation of the district's policies and regulations overseeing the use of computer equipment and computer networks. This includes such a gesture or written, verbal, or physical act that is reasonably perceived as motivated by a student's religion, race, color, national origin, age, gender, sexual orientation, gender identity and expression, disability, height, weight, socioeconomic status, or by any other distinguishing characteristic. (See Board Policies 6300: Integrated Computer Network; 6301: District Video Network, and 6302: District Web Server and Web Page Development.
12. **Use of Personal Electronic Devices (PEDS).** The use of PEDS is not allowed unless permission has been granted in advance by the building administration. These items include, but are not limited to cell phones, smart phones, personal laptops/tablets, music players, personal digital assistants or any other device with inbound/outbound communication capabilities. Also, laser pointers, which can cause harm to a person and are not permitted on school property.
13. **Criminal Sexual Conduct.** Criminal sexual conduct as defined by Michigan law (MCL 750.520 b-g), including but not limited to unwelcome sexual touching or sexual penetration by force or coercion. The Michigan Revised School Code requires school districts to permanently expel students from all Michigan public schools who commit criminal sexual conduct at school ~~(See Board Policy 5116.2: Sexual Harassment).~~ [Refer to Board of Education Policy #3118 Title IX Sexual Harassment Policy.](#)
14. **Disruptive Conduct.** (ie. chanting, inappropriate verbal or physical actions, etc.) that interferes with the educational process, the normal operation and functioning of the school, and/or school or school-related activities. This includes, but is not limited to classroom behavior, hallway behavior, cafeteria behavior, behavior at recess, and conduct such as recording fights, unauthorized tampering with school property and equipment, unacceptable public displays of affection, food fights and inappropriate unsportsmanlike behavior or misconduct, at sporting and school events, whether at home or away.
15. **Displays of Affection.** Student demonstration of affection between each other is personal and not meant for public display. This includes kissing, touching or any other contact that may be considered sexual in nature, or such conduct that is a distraction to the educational environment. Such behavior may result in disciplinary action.
16. **False Alarm.** Intentionally setting a false alarm/making false emergency calls or alerts to Law Enforcement and 911.
17. **Fighting.** This involves two or more individuals who are involved in physical contact with the intent to do bodily harm.
18. **Explosives.** Possession, use or threat to use fireworks, explosives, bombs or bomb-like devices.

19. **Harassment and intimidation.** Any gesture or verbal, written graphic or physical act (including electronically transmitted acts) that a reasonable person, should know may have the effect of harming a student or damaging the student's property, placing a student in reasonable fear of harm to the student's person or damage to the student's property, insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Harassment or intimidation includes, but is not limited to, such a gesture or written, verbal, or physical act that is reasonably perceived as motivated by a student's religion, race, color, national origin, age, gender, sexual orientation, gender identity and expression, disability, height, weight, socioeconomic status, or by any other distinguishing characteristic. This includes racial and ethnic slurs.
20. **Hazing.** The intentional, knowing or reckless act by a person acting alone or acting with others that is directed against an individual and that the person knew or should have known endangers the emotional or physical health or safety of the individual and that is done for the purpose of pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization (fraternity, sorority, association, corporation, order, society, corps, cooperative, club, service group, social group, athletic team, or similar group whose members are primarily students at an educational institution). Hazing includes any of the following that is done for such a purpose:
- Physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
 - Physical activity such as sleep deprivation, exposure to the elements, confinement in a small space or calisthenics that subjects the other person to an unreasonable risk of harm or that adversely affects the physical health or safety of the individual.
 - Activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the individual to an unreasonable risk of harm or that adversely affects the physical health or safety of the individual.
 - Activity that induces, causes, or requires an individual to perform a duty or task that involves the commission of a crime or an act of hazing.
21. **Insubordination.** Refusal to obey established and well-defined rules and regulations; refusal to obey reasonable directions or instructions of school personnel; refusal to identify self to school personnel; refusal to leave school property at the request of authorized personnel; refusal to store backpacks and containers larger than 8x4x3 inches in assigned locker; and/or any failure to cooperate with school personnel in the reasonable exercise of their duties.
22. **Sexual Harassment.** Including but not limited to unwelcome sexual advances, unwelcome requests for sexual favors or intimidating, hostile or offensive verbal, non-verbal or physical conduct of a sexual nature. ~~(See Board Policy 5116.2: Sexual Harassment).~~ Refer to Board of Education Policy #3118 Title IX Sexual Harassment Policy.
23. **Theft.** Theft of or damage to an individual's property or school property. This includes breaking and entering, theft (stealing of school or personal property), robbery (stealing from an individual with force), and/or possession of stolen property.
24. **Possession.** The possession of and/or use of tobacco in any form, on school property or at school-related activities. This includes cigarettes, cigars, and chewing tobacco. ~~(See Board Policy 1331: Use of Tobacco Products.)~~ Refer to Board of Education Policy #3102 Smoking, Tobacco Products, Drugs and Alcohol).

25. **Trespassing.** Trespassing - being in an unauthorized area and/or refusing to leave school property at the request of authorized personnel. (See also "Insubordination.")
26. **Unauthorized Distribution or Sale.** Unauthorized distribution or sale of materials on school property, including printed or written matter which, either by its content or the manner of distribution, will interfere with the proper and orderly operation and discipline of the school, cause violence or disorder, or constitute an invasion of the rights of others. ~~(See Board Policy 6145.3: Distribution of Printed or Written Matter.)~~ Refer to Board of Education Policy #3308 Distribution of Printed Material and Advertising in School.
27. **Unlawful Behavior.** Unlawful behavior of any kind at a school activity or on school property.
28. **Weapons.** The possession and/or use of dangerous weapons. ~~(See Board Policy 5146: Weapon-Free School Zone.)~~ Michigan law requires the Board of Education to permanently expel a student who possesses a dangerous weapon in a weapon free school zone, which includes school property, and/or any vehicle used by a school to transport students to and from school property. Refer to Board of Education Policy #3408 Firearms and Weapons.
29. **Propping Exterior Doors.** The propping or opening of exterior building doors to allow unauthorized persons to enter the building during the school day.

COMMUNICATION DEVICES (CELL PHONES)

Personal Electronic Devices (PEDs) are defined as any student owned laptop, cell phone, tablet, personal digital assistant or any other device with inbound/outbound communication capabilities. We believe to be attentive and an engaged learner, students do not need use of personal electronic equipment used for entertainment during the school day. Students can carry their cell phones during the school day in the off position. If a staff member hears the phone or a student is seen using the phone, the staff member will confiscate the device and turn it into the office. A staff member may pre-approve the use of the device within their classroom setting.

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

1st Offense: Student can pick up the device at the end of the school day from the office.

2nd and 3rd Offense: Administration will communicate with parent/guardian; student will be assigned an after school detention; student's parent/guardian will need to pick up the phone at the end of the school day from the office.

4th Offense: Student's right to possess the cell phone or PED at school will be revoked. The device will be checked in and out of the office for an assigned period of time.

DRESS CODE

Dress Code Philosophy

The dress code for students attending Okemos Public Schools supports equitable educational access and is intentionally written in a manner that does not reinforce stereotypes or increase marginalization or oppression

of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

We Believe . . .

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

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

Students MUST wear while following the *basic principle*:

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

Examples that SUPPORT our *basic principle*:

- Head coverings must allow the face to be visible to staff and must not interfere with the line of sight of any student or staff
- Religious headwear
- Hoodie sweatshirts
- Leggings, yoga pants and "skinny jeans"
- Pajamas
- Ripped jeans
- Tank tops, including spaghetti straps; halter tops
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing

Examples that DO NOT support our *basic principle*:

- Racist messaging, images, or symbols (e.g., swastika, Confederate flag, etc.) on all clothing and accessories
- Violent language, weapons or images
- Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity)

- Bullet proof vest, body armour, tactical gear, or facsimile
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits (except as required in class or athletic practice)
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face (except as personal protective equipment (PPE) or as a religious observance)

Dress Code Implementation

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

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

SKIPPING CLASS

Skipping is an unexcused absence from class. A student will be considered as skipping class if they are in attendance at school but do not:

- arrive to a scheduled class;
- arrive after 10 minutes of class has passed; or
- leave class before the end of class without permission.

Response to Skipping Class

- Administration and/or counselor will meet with the student to address the cause for the student skipping. Administration will contact the student guardians to discuss the skipping of classes.
- A restorative reflection sheet will be completed and presented to the classroom teacher by the student.
- Administration has the ability to provide additional consequences based on the situation and circumstances of the behavior.

SUBSTANCE ABUSE

Supporting Chemical Dependency

In the event the principal or designees, upon conclusion of an investigation, concludes that chemical dependency or abuse exists on the part of the student, efforts will be made to assist the student and/or parents or guardians in developing alternative courses of action to address this matter.

At a meeting with the student and parent or guardian the nature of the problem will be discussed and suggestions offered on how to eliminate chemical dependency or abuse. The school shall provide a listing of community and private agencies that can offer assistance in this matter.

The school officials shall enforce the appropriate school rules and regulations which lead to suspension and/or expulsion.

Any service or materials rendered or provided by professionals or persons other than school employees will be the responsibility of the student's parents. The school will assume no responsibility for payment or for making arrangements for such payment.

If the student and family fail to seek treatment and/or the chemical dependency symptoms persist, the student's position in school will be in jeopardy and one or more of the following actions shall be taken:

- Additional appropriate actions which lead toward suspension and/or expulsion.
- Notification of law enforcement officials.
- Notification of county health officials.

Use of Drug Dog

Chippewa believes our parents want students to attend schools which are safe and drug free. A trained Meridian Township canine (drug dog) may periodically sweep our building.

This action is intended to give our students a clear message that drugs in school will not be tolerated. Should the dog find any illegal substance, the school would take the appropriate action (police notification and implementation of school discipline policy) based on all the circumstances. The use of the drug dog provides another means of attempting to protect all of our students while preserving a safe school that is free of drugs.

Refer to Board of Education Policy [#3102 Smoking, Tobacco Products, Drugs, and Alcohol](#)

Appeal Process

The superintendent will develop an appropriate appeal process for suspensions of three (3) consecutive days or greater. Students will be provided with information regarding their rights of appeal. The student's records will be adjusted to reflect the result of the appeal hearing.

Discipline of Students with Disabilities

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

Code of Conduct Regulations

Students have a right to an education in a safe and orderly environment that provides an atmosphere of mutual respect. A basic responsibility of those who enjoy the rights of citizenship is to respect school rules. Therefore, students have certain responsibilities and rules to follow. These rules apply to any student who is on school property; traveling to and from school, including at a school bus stop; on a school-related vehicle; at a

school-sponsored or school-related event; or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school.

These basic rules and consequences are integrated with existing student handbooks. The examples of misconduct listed are not the only acts or conditions for which disciplinary action is warranted, nor do they in any way limit the application of school rules and administrative regulations. The offenses and penalties listed herein are only guidelines. Actual circumstances, and the severity of those circumstances, may dictate disciplinary actions not specifically outlined.

Law Enforcement

Administrators will contact law enforcement any time a student engages in suspected illegal conduct that jeopardizes the health or safety of other students at school or a school-related activity or en route to or from school.

Administrators will notify law enforcement when required by the Statewide School Safety Information Policy and to make all other reports and provide all other notifications required by the School Safety Information Policy or any state or federal law.

In addition, administrators will refer a student who is expelled for (1) possession of a dangerous weapon; (2) arson; (3) criminal sexual conduct; or (4) physically assaulting an employee, volunteer, or contractor to the county department of social services or the county community mental health agency and to notify the student's parent/guardian (or the student if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

[Refer to Board of Education Policies as outlined in board policies 3402 Drills, Plans, and Reports and 5201 Investigations, Arrests, and Other Law Enforcement Contact](#)

References

Michigan Compiled Law:

MCL 380.1309-1311a (School Code) MCL 750.520 (b-g)

Michigan Penal C

~~Board Policies~~

~~1331: Use of Tobacco 5116.2 Sexual Harassment~~

~~5131.6 Substance Abuse~~

~~5114—Snap Suspensions~~

~~5146—Weapon-Free School Zone~~

~~5122.2 Individuals with Disabilities-Section 504 Compliance~~

~~5122.3 Individuals with Disabilities IDEA Compliance~~

~~Policy~~

~~Adopted: 09-17-90~~

Amended: ~~01-14-19~~

Board of Education Student Code of Conduct Policies

[#3102 Smoking, Tobacco Products, Drugs, and Alcohol](#)

[#3118 Title IX Sexual Harassment](#)

[#5206E Suspension from Class, Subject, or Activity by Teacher](#)

[#3408 Firearms and Weapons](#)

[#5603 Section 504](#)

[#5601 Special Education](#)

[#5201 Investigations, Arrests, and Other Law Enforcement Contact](#)

[#5202 Unlawful Discrimination, Harassment, and Retaliation Against Students](#)

[#5203 Hazing](#)

[#5204 Student Appearance and Dress Code](#)

[#5205 Student Handbooks](#)

[#5206 Student Discipline](#)

[#5206A Due Process](#)

[#5206B Students with Disabilities](#)

[#5206C Reinstatement Following Expulsion](#)

[#5206D Enrollment Following Misconduct at Another Public or Nonpublic School or Intentionally Left Blank](#)

[#5206E Suspension from Class, Subject, or Activity by Teacher](#)

[#5207 Anti-Bullying Policy](#)

[#5208 Student Acceptable Use and Internet Safety Policy](#)

[#5209 Student Use of Cell Phone and Electronic Communication Devices](#)

[#5210 GPS Tracking Device with Audio Surveillance Capabilities or Intentionally Left Blank](#)

[#5211 Emergency Use of Seclusion and Restraint](#)

[#5212 Registered Sex Offenders](#)

[#5213 Personal Protection Orders Against Students](#)

BEHAVIOR RESPONSE AND STUDENT DISCIPLINE

Positive Behavior Supports

The school district strives to provide a system that will support students' efforts to manage their own behavior and to promote academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote prosocial behavior and respectful learning environments.

Disciplinary Procedures

Discipline that involves the levels of consequence defined in Section V below— loss of privilege, detention, suspension, and/or expulsion - will be instituted when a student engages in or is involved in misconduct. Most often, discipline procedures begin in the classroom and are then referred to the administration.

Classroom Progressive Discipline

Classroom teachers are expected to use a progressive discipline plan and upon request provide a written copy of this plan to the building administrator (provided in OEA teacher contract: "Student Discipline and Teacher Protection"). Components of such a plan include:

1. Explanation of established classroom rules, disciplinary procedures, and consequences.
2. Teaching, modeling, and practicing appropriate behavior.
3. Parent/guardian contact where a pattern of misbehavior exists or where there is extreme misbehavior.
4. Detention, at the secondary level, assignment of a before or after school session or loss of a privilege at the elementary level.

Administrative Progressive Discipline

Progressive discipline will ordinarily be utilized when students misbehave or engage in prohibited activities outlined earlier in these regulations. Serious misconduct, however, may subject a student to discipline, up to and including permanent expulsion, for a first offense. Progressive discipline will involve, but not be limited to, the following consequences:

- A. **First referral:** Conference with the student. May include administrative contact with parent or guardian; restorative practices, and/or conflict resolution strategies such as detention; suspension; or expulsion.
- B. **Second referral:** Conference with the student. May include administrative contact with parent or guardian and suspension (in- school; out-of-school); may include expulsion.
- C. **Succeeding offenses:** (considered persistent disobedience) Consequences may involve progressive suspension.

The progressive discipline for each of the prohibited activities identified in these regulations is outlined in the attached table, ADMINISTRATIVE PROGRESSIVE DISCIPLINE (Attachment A). The information contained in the district's student-parent handbooks correlate to this policy and regulations.

CONSEQUENCES FOR MISCONDUCT

The school district has a responsibility to protect the rights of individuals and fulfill its functions under state and federal law. Therefore, when, in the judgment of a school district administrator or designee, a student engages in serious misconduct such as described above, the administration may impose discipline, move to suspend or, depending on the seriousness of the matter, request the superintendent or Board of Education move to suspend or to expel a student. Following are potential consequences of student misconduct.

Restorative Practices

A. Definition and Explanation

1. In an attempt to change behavior, students who engage in misconduct may be required to participate in restorative practices in lieu of, or in addition to, suspension or expulsion. Restorative practices will typically be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, harassment, and cyberbullying.
2. This includes conversations facilitated by an administrator, counselor, or teacher that focus on building a common understanding of a conflict/situation through face to face dialogue in order to restore relationships and a sense of community.
3. No person who claims to be the victim of unlawful or unwelcome harassment may be compelled to meet with the alleged perpetrator of the harassment as part of a restorative practice.
4. Before suspending or expelling any student (except a student who possesses a firearm in a weapon-free school zone), teachers, administrators, and the Board must first determine whether restorative practices would better address the student's misconduct, recognizing the Board's policy to minimize out-of-school suspensions and expulsions. Likewise, when suspending or expelling a student, teachers, administrators, and the Board must consider whether restorative practices should be used in addition to the suspension or expulsion.
5. Restorative practices, which may include a victim-offender conference, should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment and cyberbullying.
6. A victim-offender restorative circle is one type of restorative practice. Although not mandatory, a victim-offender circle allows the offender to repair harm caused to the victim through a formal, safe conference that includes: as applicable the victim, a victim advocate, supporters of the victim, the offender, supporters of the offender, and other relevant members of the school community. A victim-offender circle must be initiated by the victim and, if the victim is under 15, must be approved by the victim's parent/guardian. The selected consequences will be described in a written agreement signed by all attendees and must identify the time frame for the offender to complete the consequences. (Appendix B)
7. Restorative practices include conversations facilitated by an administrator, counselor or teacher that focus on building common understanding of a conflict/situation through face to face dialogue in order to restore relationships and a sense of community.
8. No person who claims to be the victim of unlawful or unwelcome harassment may be compelled to meet with the alleged perpetrator of the harassment as part of a restorative practice.

B. Procedures

1. A meeting is established for the students and the adult facilitator. (Depending on the severity of the incident, parents may or may not be notified.)
2. Three (3) key questions that guide the process are:
 - a. What happened?
 - b. Who was affected and how?
 - c. How do we make things right?
3. The level of success and personal accountability achieved through steps a and b, as well as the seriousness of the misconduct will determine if further disciplinary action is warranted.

C. Loss of Privilege

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

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

Detentions

A. Definition and Explanation

1. Temporary placement of a student in a time-out area away from the classroom for varied amounts of time; or
2. Assignment of a before-school or an after-school session for misbehavior in the classroom or other infraction of school regulations.

B. Procedures

1. The student shall be informed of the specific misconduct that led to the action being taken.
2. The parent or guardian shall be informed of the type, length, and reasons for the detention.
3. When the teacher or administrator assigns a before or after school session as detention, the student will be presented with a detention notice which will state the nature of the offense and the number of sessions assigned. A copy of this notice will be sent to the parent/guardian.
4. The student will serve before or after school detention within ten (10) school days of being presented the detention notice. If the detention is not served within the ten days allotted, additional detention will be assigned according to the student parent handbook. The school district will not be responsible for transporting a student home following an after school detention.

Suspensions

A. Definition and Explanation

1. The temporary removal of a student from a class(es), school, and/or school-sponsored activities when, in the judgment of the building principal, the welfare of the student and/or student body and staff would best be served by keeping the student out of the class(es), school, or school-sponsored activities for less than 60 school days.
2. Such removal from school shall occur only after school personnel have followed the steps listed in Procedures for Suspension Students under suspension are not allowed on any school property, in a school building, or admitted to any school function.

B. Factors to Consider before Suspending a Student

1. Pursuant to state law, a teacher, an administrator, or the Board of Education, as appropriate, will consider the various factors before suspending a student from a class, subject, activity, or before suspending a student from school.
2. Factors for considering suspension include:
 - a. The student's age;
 - b. The student's disciplinary history;
 - c. Whether the student has a disability;
 - d. The seriousness of the behavior;
 - e. Whether the behavior posed a safety risk;
 - f. Whether restorative practices are a better option; and
 - g. Whether lesser interventions would address the behavior

C. Types of Suspensions

1. **Short Term.** Suspension imposed by a building administrator for the remainder of the school day and/or up to one (1) to ten (10) days which may include extra and/or co-curricular activities.
2. **Long Term.** Suspension from school attendance imposed by the superintendent or assistant superintendent for eleven (11) to fifty-nine (59) school days, which may include extra and/or co-curricular activities.
3. **Extra/Co-curricular.** Suspension from participation in school-sponsored activities outside the normal school day. This consequence is generally to be used only when misconduct is related to extra or co-curricular activities.
4. **In School.** Suspension from class(es) but attending school; student spends the time in a detention room/area.
5. **Snap Suspension.** Removal from a class, subject or activity up to one school day. ~~(See board policy 5114: Snap Suspension.)~~ Refer to Board of Education Policy #5206E [Suspension from Class, Subject, or Activity by Teacher.](#)

Short Term Suspension

A. Procedures for Short Term Suspension

1. The student shall be informed of the specific charges that have led to the action being considered.
2. The student shall have the opportunity to present any relevant information that will support the defense.
3. The parent or guardian shall be contacted as soon as possible and informed of the type, length, and reasons for the suspension. Arrangements should also be made concerning the steps necessary and the conditions to affect the student's return.
4. The appeal process will be documented in the Student/Parent Handbook. For short term suspensions less than three (3) days, if a parent/guardian is not satisfied with the disciplinary outcome (1-2 day), a conference with the building administrator may be requested.

B. Appeal Process

1. The student shall be informed of the specific charges that have led to the action being considered.
2. The student shall have the opportunity to present any relevant information that will support the defense.
3. The parent or guardian shall be contacted as soon as possible and informed of the type, length, and reasons for the suspension. Arrangements should also be made concerning the steps necessary and the conditions to affect the student's return.
4. The appeal process will be documented in the Student/Parent Handbook. For short term suspensions less than three (3) days, if a parent/guardian is not satisfied with the disciplinary outcome (1-2 day), a conference with the building administrator may be requested.
5. Short term suspensions of three to ten (3-10) school days) may be appealed following the procedures below:
 - a. Level of Review (principal or designee) A conference shall be scheduled with parent/guardian within two (2) school days of the request for appeal.
 - b. Decisions will be rendered within two (2) school days of the conference.
 - c. The principal or designee may uphold the suspension, establish an alternate suspension of lesser severity, or reverse the suspension in its entirety.
 - d. The decision of the principal or designee shall be considered final.

- e. During a suspension appeal, the suspension or that portion of the suspension remaining shall be held in abeyance until the appeal is completed. If the student and/or parent/guardian cannot meet within the timelines, then the suspension shall be re-instituted unless this provision is waived by the person or committee hearing the appeal. In unusual cases, where in the opinion of the principal or designee, the student or school personnel's safety, or school property would be endangered by returning the suspended student during the appeal, the principal may prohibit the student's return. In such a case, a meeting with the student and/or parents or guardian shall be held at the earliest possible time.
6. A suspended student is allowed full make-up privileges - quizzes, chapter, unit, quarter, and final exams.
7. A record shall be kept of the specific misconduct, any witnesses to the misconduct, and the action taken.

Long Term Suspension

A. Procedures for Long Term Suspension

1. Long term suspension (11-59 school days) shall occur only in accordance with the procedures set forth below.
2. Written notice shall be given to the student and parent or guardian of the charges of misconduct and of a long term suspension hearing before the superintendent or assistant superintendent.
3. The principal or designee may suspend a student pending the long term suspension hearing, in which case the hearing shall be held at the earliest possible time.
4. For 11-20 day suspensions the assistant superintendent will conduct a hearing scheduled with the parent/guardian and school administration.
5. For 21-59 day suspensions, the superintendent or assistant superintendent shall conduct a hearing scheduled with the parent/guardian and school administration.
6. The student and parent or guardian may, at their own expense, be represented by legal counsel and shall have the right to bring relevant fact or character witnesses.

B. Disciplinary Hearings

1. At the disciplinary hearing, an opportunity for all sides to be heard in detail shall be provided according to the following outline:
 - a. Opening statement by the superintendent or deputy superintendent
 - b. Opening statement by the school
 - c. Opening statement by the student or representative (usually the parent or guardian)
 - d. Presentation of school's position
 - e. Opportunity for student to ask questions, clarify issues brought forth by school and/or board members
 - f. Presentation of student's position
 - g. Opportunity for school and/or superintendent or deputy superintendent to ask questions, clarify issues brought forth by student
 - h. Final statement by school
 - i. Final statement by student
 - j. Final questions by superintendent or deputy superintendent

2. The superintendent or assistant superintendent will deliberate upon the evidence and determine the outcome. The superintendent or deputy superintendent shall make a determination solely upon the evidence presented during the hearing.
3. The superintendent or assistant superintendent shall make a written report to the concerned parties within five (5) school days containing the findings and the decision concerning long term suspension. The report shall also include the student's appeal rights.
4. For suspensions greater than twenty (20) days, administration will develop an academic plan to promote the continued education of the student. It is the student's responsibility to participate and engage in the programming set forth in the plan to ensure academic progress
5. The parent/guardian may, within three (3) school days of receipt of the disciplinary decision, file a notice to appeal with the superintendent for the appropriate level of review.

C. Appeal Process

1. Long term suspensions of 11-20 school days may be appealed following the procedures below:
 - a. Level of Review (Superintendent). A conference shall be scheduled with parent/guardian within three (3) school days of the request for appeal.
 - b. Decisions will be rendered within two (2) school days of the conference. For suspensions of 11 to 20 days, the decision of the superintendent is final.
2. Long term suspensions of 21-59 school days may be appealed following the procedure below:
 - a. Level of Review (Board of Education). A hearing will be scheduled with the parent/guardian within ten (10) school days following the request for appeal.
 - b. Decisions will be rendered within three (3) school days of the conference. The board or subcommittee of the board may uphold the suspension, establish an alternate suspension of lesser severity, or reverse the suspension in its entirety. The decision of the board or subcommittee of the board shall be considered final.

Expulsions

A. Definition and Explanation

1. Termination of enrollment for an extended period of time of sixty (60) or more consecutive school days. A student may be expelled only by action of the Board of Education following recommendation by the building principal or designee.
2. If a student possesses a firearm or dangerous weapon in a weapon free school zone, the board will permanently expel the student unless the student demonstrates, in a clear and convincing manner, at least one of the following:
 - a. The student was not possessing the instrument or object to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon;
 - b. The student did not knowingly possess the weapon;
 - c. The student did not know or have reason to know that the instrument or object constituted a "dangerous weapon"; or
 - d. The student possessed the weapon at the suggestion, request, or direction of, or with the express permission of, school or police authorities.
3. If a student demonstrates one of the above circumstances in a clear and convincing manner and the student has not been previously suspended or expelled from school, the Board will not expel the student unless the Board finds that, based on the circumstances, expulsion is warranted.

Permanent Expulsion (State Mandated)

A. Definition and Explanation

1. Termination of enrollment permanently, subject to possible reinstatement as prescribed by the Revised School Code. A student may be permanently expelled only by action of the Board of Education following recommendation by the building principal or designee. This action shall occur only in accordance with these procedures for expulsion:
 - a. Matters which will result in a recommendation for permanent expulsion to the Board of Education include arson (intentional setting of fires), criminal sexual conduct, physical assault against a school employee or student (grade 6 and above), and possession of a dangerous weapon.
 - b. Reasonable and deliberate decisions will be made cooperatively by the administration and faculty in cases where serious extenuating circumstances exist.
2. If a student possesses a firearm or dangerous weapon in a weapon free school zone, the board will permanently expel the student unless the student demonstrates, in a clear and convincing manner, at least one of the following:
 - a. The student was not possessing the instrument or object to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon;
 - b. The student did not knowingly possess the weapon;
 - c. The student did not know or have reason to know that the instrument or object constituted a “dangerous weapon”; or
 - d. The student possessed the weapon at the suggestion, request, or direction of, or with the express permission of, school or police authorities.
3. If a student demonstrates one of the above circumstances in a clear and convincing manner and the student has not been previously suspended or expelled from school, the Board will not expel the student unless the Board finds that, based on the circumstances, expulsion is warranted.

B. Factors to Consider before Expelling a Student

1. Pursuant to state law, the Board of Education will consider the various factors before expelling a student from school, unless the student is being expelled for possessing a firearm on school property.
2. Factors for consideration include:
 - a. The student’s age;
 - b. The student’s disciplinary history;
 - c. Whether the student has a disability;
 - d. The seriousness of the behavior;
 - e. Whether the behavior posed a safety risk;
 - f. Whether restorative practices are a better option; and
 - g. Whether lesser interventions would address the behavior.

C. Procedures for Expulsion

1. Written notice shall be given to the student and parent or guardian of the charges of misconduct and of a hearing before the Board of Education.

2. The principal or designee may suspend a student pending the hearing, in which case the hearing shall be held at the earliest possible time.
3. The Board of Education shall conduct a hearing scheduled with the parent/guardian and school administration.
4. The hearing will be conducted as a special meeting of the Board of Education in accordance with the Open Meetings Act.
5. The parents/guardians may request in writing that the hearing be conducted in a closed session meeting of the Board of Education as permitted by Section 8(b) of the Open Meetings Act.
6. The student and parent or guardian may, at their own expense, be represented by legal counsel and shall have the right to bring relevant fact or character witnesses.
7. At the hearing, an opportunity for all sides to be heard in detail shall be provided according to the following outline:
 - a. Opening statement by the board
 - b. Opening statement by the school
 - c. Opening statement by the student or representative (usually the parent or guardian)
 - d. Presentation of school's position
 - e. Opportunity for student to ask questions, clarify issues brought forth by school and/or board members
 - f. Presentation of student's position
 - g. Opportunity for school and/or board members to ask questions, clarify issues brought forth by student
 - h. Final statement by school
 - i. Final statement by student
 - j. Final questions by board members
8. The board will deliberate the evidence and determine the outcome. The board shall make its determination solely upon evidence presented during the hearing. In accordance with the Open Meetings Act, the vote on the Board's decision will take place in open session.
9. The Board of Education shall make a written report to concerned parties within five (5) school days containing the findings and the decision concerning expulsion. (Michigan law does provide for possible reinstatement and enrollment in alternative education programs and strict discipline academies.
10. A record shall be kept of the Board of Education hearing in accordance with the Open Meetings Act; however, in accordance with Michigan law, student name(s) and student personal representatives will not appear in the official minutes of the meeting.

Reinstatement Procedures following Expulsion

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

Reinstatement Following Mandatory Permanent Expulsion

The parent/guardian (or the student if emancipated or at least 18 years old) of a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a firearm or threatening another person with a dangerous weapon may file a petition for reinstatement 60 school days or later from the date of the expulsion. The Board, in its discretion, may reinstate a student who was in grade 5 or below at the time of

expulsion and who was expelled for possessing a firearm or threatening another person with a dangerous weapon no sooner than 90 school days after the date of the expulsion.

The parent/guardian (or student if emancipated or at least 18 years old) of a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a dangerous weapon but not for possessing a firearm or threatening another person with a dangerous weapon, or who was expelled for committing arson or criminal sexual conduct, may file a petition for reinstatement at any time. The Board, in its discretion, may reinstate a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a dangerous weapon (unless the possession was of a firearm or involved threatening another person with a dangerous weapon) or for committing arson or criminal sexual conduct no sooner than 10 school days after the date of the expulsion.

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

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

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

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

1. The extent to which reinstatement would create a risk of harm to other students or personnel;
2. The extent to which reinstatement would create a risk of school liability or individual liability for the board or school personnel;
3. The age and maturity of the student;
4. The student's school record before the incident that caused the expulsion;
5. The student's attitude concerning the incident that caused the expulsion;
6. The student's behavior since the expulsion and the student's prospects for remediation; and

7. If the petition was filed by a parent or guardian, the degree of cooperation that the parent or guardian has provided the student and the degree of cooperation that the parent or guardian can be expected to provide the student if the student is reinstated.

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

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

Reinstatement Following Discretionary Permanent Expulsion

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

BUILDING/DISTRICT INFORMATION

ANIMALS/PETS

Animals with feathers and fur are not allowed at Chippewa . With advanced permission from the classroom teacher or administrator, family pets with feathers or fur can still be brought in on special occasions. Pets allowed in school must be confined in the appropriate cage/container or be leashed. An exclusion to this policy includes the Okemos Woof Pack therapy dogs.

ATTENDANCE

Regular school attendance is an important component of learning for students. Good attendance benefits students academically as well as socially. Group learning assists students to communicate, to gain perspectives and to accept responsibility – all important components of adulthood. Class attendance is necessary for learning and academic achievement, as well as for developing the habits of punctuality, dependability and self-discipline. Days missed from school cannot be completely recovered as the classroom experience is unique and cannot be fully replicated. We must work as a team - parents, students, teachers, and administrators - to ensure that absences are limited to necessities such as illness, family emergencies, funerals, or school-related absences.

The parent/guardian must call the guidance office and give the following information when a student is absent.

1. Student's first and last name and grade
2. Reason for absence

If the school does not receive a call by 9:30 a.m. The parent/guardian will receive an automated phone message stating their child has been marked absent.

If a phone is not available, the student must bring a note from home explaining the absence when the student returns to school.

To promote a positive learning environment, we expect all families to have their students in school and on-time in the morning. The administration may require a note from a doctor for excusing prolonged absences.

Parents should excuse 1st hour absences only for appointments and emergencies. Oversleeping may be considered an absence. Ten days absent may result in referral to the Ingham County Truancy Court.

Arriving Late (Sign In Procedure)

When a student arrives at school after 8:00 a.m the student must go to the guidance office to sign in. The student must be marked tardy unless a parent or guardian signs the student in, sends a note or calls the guidance office excusing the tardy.

Leaving Early (Sign Out Procedures)

In order for a student to leave school early a parent/guardian must sign out the student in the guidance office. You must give the guidance office at least 5 minutes to locate your child upon arrival to check them out. Chippewa has over 700 students so it is not possible to call ahead and have your child waiting.

Missed Assignments/Work

Please have your child email their teachers for missed assignments when they are absent.

Extended Absence Policy

Students leaving school for more than one week will not be provided with assignments.

Planned Absences, Personal Convenience Absences, Trips/Vacations

Students are expected to be in classes while school is in session. There are generous vacation periods built into the school calendar, so absences of this type taken during school time are discouraged. Parents must notify the main office at least two days in advance for the absence to be excused. Students and families will be responsible for making necessary arrangements for missed coursework with their teachers and must notify teachers in advance of the absence.

DEPARTURE FROM SCHOOL

For safety purposes, students who remain on school grounds after 3:05 p.m. must be in areas supervised by school personnel. Areas where supervision may take place include, but are not limited to: participation in athletics, conferencing with a teacher in the teacher's room, or being pre-registered to participate in an adult-supervised after-school program. Additionally, students are expected to leave school premises after any school-sponsored event (After-School Learning Program, clubs, etc) in a timely manner.

BUS PASSES AND TRANSPORTATION CHANGES

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

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

Occasionally, buses are full and do not allow extra riders. Please verify availability with the guidance office.

CALENDAR

The Okemos Public Schools calendar is published on the district website at: <http://www.okemosk12.net>

Events specific to Chippewa are posted on our website at: <http://www.okemosk12.net/kms>

CLOSING/DELAY OF SCHOOL

The Alert Now system will call all listed phone numbers for students if there is an emergency or school closing. The information for this system is taken from student emergency cards. In addition, the Okemos Public School district homepage will be updated to reflect school closures and other emergency information.

Local radio stations WJIM, WVIC, WITL, WKAR, WILS, WFMK, WHMI, WIBM, Q106, or TV channels WILX-TV, or WLNS-TV will indicate school closing information. Parents and guardians are responsible for knowing about emergency closings and delays.

If school must be closed during the day due to an emergency, all students will be released when the buses arrive to insure student safety.

COUNSELORS

The counselors aid you, your parents/guardians/guardians, and your teachers by:

- Helping you choose classes to best meet your needs.
- Listening to any concerns which you may have and discussing alternatives with you.
- Administering a testing program so that you, your parents/guardians and your teachers have a better understanding of your abilities and achievements.
- Providing small group experiences to examine middle school issues.

DELIVERIES/MESSAGES TO STUDENTS

Efforts to prepare your child for school by organizing all items and information needed in advance of the school day will help eliminate messages/deliveries as they are interruptions to instructional time. If there is an **emergency** and you must bring an item to school that needs to be delivered to your child, please:

- Bring the item to the table in the vestibule.
- Have your child's full name printed clearly on the item.
- Students will be notified to pick up items at the end of the hour.

FIELD TRIPS

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

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

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

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

FINES

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

- Lost/damaged textbooks
- Lost/damaged library books
- Lost/damaged musical instruments
- Lost/damaged combination locks
- Damage to school equipment/facilities

- Lost or damaged student personal learning devices and accessories

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

FOOD SERVICES

Hot breakfast and lunch are provided at a reasonable cost for students to purchase daily. Chippewa uses a debit card system as well as cash/checks for purchases. Students can bring lunch money to school and give it directly to the lunch cashier when they go to lunch. Parents can also make deposits online using Meal Magic. To access Meal Magic, visit the food service link on the district home page. A copy of the monthly food menu is also available on the website.

A free and reduced price meal program is available for students that qualify. Information about the program is sent home with students each fall, is available in the main office and on the food service webpage.

Monies left over in your child's account at the end of the school year will be carried over to the following school year, unless a parent request is made to the Food Service department.

LIBRARY

~~The library is available throughout the day for classes and for individual students with a pass. In addition, the library is open before school, after school and at lunchtime for students with a pass.~~

~~Students may have up to 5 items checked out at a given time for a period of 2 weeks. Materials may be renewed if no one is on a waitlist for the item.~~

~~Library computers are available to use during school time for classes and assignments. In addition, they are available before and after schools for appropriate Internet usage.~~

~~Students are asked to respect that the library is used for studying and reading. Students will be asked to return to their classroom if they do not use the area responsibly. Gum, food and drinks are not allowed in the library.~~

~~If there is a book or other material which a parent/guardian feels would be appropriate and a good addition to our collection, please recommend it to the librarian. Donations for books and special events are always welcome.~~

~~For more information about the library, including hours, please find the library link on the Chippewa website.~~

The library is open most days before school and during the day for classes, small groups, and individuals. We are open during lunches for students with a pass from a lunchroom supervisor unless needed for other activities.

Students may have up to 5 items checked out at a given time for a period of 2 weeks. Materials may be renewed once if no one is on a waitlist for the item. There is a 1-week grace period on items. Once the grace period has passed it is the library staff's discretion to allow other items to be checked out otherwise, in most cases, students will need to return or renew an overdue item(s) to check out more materials. Materials may be borrowed from any Okemos Public School unless the requested item is needed at said school. The library also

has an extensive eBook and eAudiobook collection available via the catalog with directions for use on the district website. Overdue items do not block you from checking out eBooks.

Students are asked to respect that the library is used primarily for studying and reading. Students will be asked to return to their classroom if they do not use the area responsibly and respectfully. Gum, food and drinks are not allowed in the library.

For more information about the library, including hours, please find the library link on the district website.

LOCKERS

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

Students are responsible for keeping all lockers in good order and are responsible for any excessive damage or wear. Students should not place stickers or other decorations in lockers that cannot be easily removed. Students are responsible for the content in their lockers. Locker clean out and periodic inspections will occur.

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

The school retains joint custody and control over student lockers.

Refer to Board of Education Policy [#5102 Lockers](#)

LOST AND FOUND

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

Found articles are placed in the lost and found area across from the main office. Students should see their gym teacher for items lost in the gym.

Periodic announcements are made to students and families to remind them to check the area for belongings. Items are on display during parent teacher conferences and parents and students are welcome to check the lost and found at any time.

Unclaimed items are donated to charity monthly and at the end of the year. Please contact the transportation department for items left on school buses.

MATERIALS AND SUPPLIES

Textbooks, workbooks, and most other instructional materials are provided by the Okemos Schools. Teachers may send home a list of suggested items for students, such as a backpack, pencils, pens, notebooks, trapper keeper, and facial tissue.

PERSONAL PROPERTY

Students are responsible for the care of their own personal property. Chippewa cannot be held responsible for personal property.

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

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

PICTURES

Students are required to have pictures taken for use in school records each fall. Parents may purchase picture packages if they wish; however, purchase is not required. Information regarding school pictures will be provided to students the week before pictures are taken, usually sometime in September or early October.

SCHOOL ENTRANCE AND EXIT TIMES

Chippewa Middle School is open between 7:35 a.m. and 3:45 p.m. Students must not be in the building before or after these hours unless accompanied by a teacher, coach or parent/ guardian. Students must be in areas supervised by school personnel or a parent/guardian after 3:05 p.m.

TARDINESS

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

Morning Tardies: Parents/guardians may request to excuse a 1st hour tardy only in the case of an emergency. A request to excuse a 1st hour tardy must be made within 24 hours of the student having received the tardy. Oversleeping is not a reason to excuse a tardy. We expect that parents/guardians take into consideration the weather and traffic so that a timely arrival at school can be accomplished.

Steps to Improve Reporting to Class on Time: We will work closely with the student and parent/guardians to identify reasons why the student is struggling to report to class on time. Parents/guardians will be notified of tardies via our auto call system. Below are steps we will follow when the tardies become excessive:

Fourth Tardy – Parents/guardians are notified, students warned that a fifth tardy will result in a lunch detention via written communication.

Fifth Tardy – Parents/guardians are notified. A lunch detention will be served.

Sixth Tardy and Beyond – parents/guardians are notified. A forty-minute detention will be served either before or after school. Additional natural consequences will be implemented, and may include any or all of the following: 1) Behavior Improvement Plan; 2) Student is placed on hall restriction (leave class early, no passes, hall support, etc.); 3) Student is assigned additional lunch detentions; 4) Parent/student conference if tardies becomes excessive.

Additional consequences will be implemented may include:

- Hall restrictions (no hall passes, limited passing time)
- Lunch detentions
- A behavior plan developed by the counselor, behavior contract
- Storage of materials in class
- Loss of locker until tardiness is fixed
- Parent meeting
- Others to be determined by administration

TELEPHONE USE

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

Refer to Board of Education Policy [#5209 Student Use of Cell Phone and Electronic Communication Devices](#)

TRANSPORTATION

Walkers/Bikers

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

Bus Riders

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

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

Bus Behavior

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

Bus Riders Rules and Regulations

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

Bus Pass District Policy

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

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

HEALTH AND SAFETY

AED PROGRAM and MI HEARTSafe COMPLIANCE

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

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

HEAD LICE

Head lice are a common condition that can be transmitted where any group assembles regularly, especially among students whose hats and jackets hang close together. Itching or scratching may be a sign of lice, but sometimes there are no signs until you look closely. Please check your student's head frequently. Look around the ears and back of the neck. Be sure you have good light; stand near a window or use a lamp. Nits (lice eggs) look like little white spots hanging on a shaft of the hair. They are difficult to move or pull off the hair. Dandruff or scalp flakes move very easily. Nits do not. If there are lice, notify the attendance office and start treatment immediately.

Refer to Board of Education Policy [#5709 Lice, Nits and Bed Bugs](#)

ILLNESS AND INJURY

We encourage parents to share with us any information they feel would be helpful so we can plan for the safety of their child. This can include chronic illnesses or conditions or temporary events like concussions. Students should inform their teacher if they are ill or injured to get permission to go to the guidance office. The guidance secretary or other school staff will help students contact a parent/guardian if they need to go home. We encourage students to bring all injuries to our attention. We like to inform parents of any injuries that occur at school so they can follow up at home or with their family doctor.

~~Our building has three located in the main hallway near the 5th grade wing, in the hallway between the cafeteria and gymnasium, and in the clinic located between the main office and guidance office.~~

To provide for a safe environment for all, we ask parents to keep students with fevers or other contagious illnesses home from school for at least 24 hours. The Guidance Office does not monitor students for fevers.

Refer to Board of Education Policies: [#5702 Student Illness and Injury](#), [#3403 Reporting Accidents](#), [#5713 Immunizations and Communicable Diseases](#), and [#3404 Communicable Diseases](#).

MANAGING COMMUNICABLE DISEASES

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

When looking at the current handbook I think the verbiage is fine. The number just needs to be corrected

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

MEDICATION

All medications, both prescription and non-prescription, must be kept in the school office and administered by an adult. The medication must be kept in a labeled container as prepared by the pharmacy, physician, or pharmaceutical company and labeled with the dosage and frequency of administration and accompanied by a signed physician's authorization. The only exception to this is when the student's physician allows the student to carry medication on his/her person to allow for immediate and self-determined administration. This exception needs to be authorized by the physician on both the prescription and non-prescription forms. If students decide to self-administer medications the nurse may ask your student to demonstrate that they can administer the medication properly on their own.

School staff are not allowed to give the first dose of any medication. No over the counter or prescription medication of any kind including vitamins and supplements are allowed on school premises without a signed authorization form from a physician.

The signed authorization must be provided to the school using the form included on the last page of the handbook and on our school's websites. ~~More specific information on medication is available in school board policy 514.4.~~

In the event that a student displays signs of a severe and potentially life threatening allergic reaction, anaphylaxis, trained school personnel will respond by administering an epinephrine auto-injector, calling 911, and notifying the student's parent/guardian. Staff will receive yearly training in administration of epinephrine auto-injector by medical personnel.

Refer to Board of Education Policy [#5703 Medications](#)

SUNSCREEN AND BUG SPRAY

To ensure the health and comfort of our students during outdoor activities, we allow the use of sunscreen and bug spray. We recommend that students self-apply these products to promote independence and proper personal care.

For the use of sunscreen and bug spray at school, a completed prescription form must be submitted to the school office. This form should be filled out and signed by a parent/guardian.

In special situations where a student is unable to apply sunscreen or bug spray arrangements can be made for assistance. Please contact the school nurse or administration to discuss and accommodate these individual needs.

UNDERSTANDING CONCUSSION

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

Some Common Symptoms

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

What is a Concussion?

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

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

If you suspect a concussion:

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

Signs Observed by Parents

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

Concussion Danger Signs

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

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that gets worse
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech Convulsions or seizures
- Cannot recognize people/places
- Becomes increasingly confused, restless or agitated
- Has unusual behavior
- Loses consciousness (even a brief loss of consciousness should be taken seriously.)

How to Respond to a Report of a Concussion

If a student reports one or more symptoms of a concussion after a bump, blow, or jolt to the head or body, s/he should be kept out of athletic play the day of the injury. The student should only return to play with permission from a health care professional experienced in evaluating for concussion. During recovery, rest is key.

Exercising or activities that involve a lot of concentration (such as studying, working on the computer, or playing video games) may cause concussion symptoms to reappear or get worse. Students who return to school after a concussion may need to spend fewer hours at school, take rest breaks, be given extra help and time, spend less time reading, writing or on a computer. After a concussion, returning to sports and school is a gradual process that should be monitored by a healthcare professional.

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

Refer to Board of Education Policy [#5712 Concussion Awareness](#)

DRAFT

HOME/SCHOOL CONNECTIONS

COMMUNICATION

Chippewa understands the important role of communication between the school and families. We encourage parents to call or contact staff members when a concern or question arises.

Chippewa communicates with families by:

BrightArrow Messages

Parents may share their email addresses with the school to receive building updates.

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

PowerSchool (Online Gradebook)

Parents may access a student's grades and attendance at any time by establishing a Parent Portal account through PowerSchool. Information for establishing an account is shared with incoming families in the fall through the guidance office.

PARENT TEACHER CONFERENCES

Chippewa conferences are held two times per school year

PARENT/GUARDIAN INVOLVEMENT

Chippewa encourages parent involvement in their child's education. A number of possibilities exist for volunteering, such as:

Chippewa Parent Group (CPG) – Our school has an active PTO (CPG) that sponsors many school activities each year. Membership is open to all parents and guardians of Chippewa students and teachers. If you are interested in participating in this group, contact the PTO president or school office.

Classroom Volunteers – Throughout the year, teachers may want classroom volunteers to help coordinate special classroom activities in classrooms. Volunteers will need to undergo a background check prior to volunteering in the school.

Annual School Needs – Every school year is different and volunteers are encouraged to contact the main office to see what special needs the school may have where they may help.

VISITATIONS

Parents/Community Members

Okemos Public Schools welcome visits to our middle schools by parents and other citizens. Classroom visits need to be limited in number and frequency and pre arranged with the principal and staff. All school visitors

must report to the guidance office upon arrival in the building. ~~See District policy regarding school visits. (Refer to Board of Education Policy R1250.)~~

Students

Students who wish to have other school aged children visit Chippewa must make arrangements with the guidance office at least two days before you wish to have a visitor attend.

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

Visitor Management

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

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

Refer to [Board of Education Policy # 3105: Visitors and Volunteers](#)

REGISTRATION AND RECORDS

EMERGENCY CARDS

Parents will be provided a link via ~~School Messenger~~ **Bright Arrow** to electronically verify and update student information at the beginning of each year. You will no longer be required to fill out a hardcopy emergency card. This link will include pertinent information used for our school emergency cards such as who the school should contact in the event of an accident or injury, student medical needs, and residency information. In addition, it may authorize designated individuals to pick up your child in case of illness or an emergency school closing. Please notify the guidance office of any changes to phone numbers, email addresses or individuals listed on the card. The information provided is used to contact parents both electronically and through the mail.

If your child has a medical condition (diabetes, asthma, allergies, etc.) or physical disability, please inform the guidance secretary and special education department so we can be sure we have a plan on file to meet your child's health and safety needs. This plan may require a written medical protocol by your family doctor. All non-prescription medication requires a medication form filled out by a parent/guardian and for a prescription medication the guidance office needs a medication form filled out by your child's family physician. You may find this form on Chippewa's web page under forms. All medications are stored and administered by the guidance office.

Refer to [Board of Education Policy #3403 Reporting Accidents](#)

ENROLLMENT

New Student Enrollment

Students who are new to the Okemos Public Schools are required to enroll with a parent or legal guardian. Please call the guidance office to schedule a time to enroll your child. When enrolling, the following must be provided:

- Birth certificate or passport (if not a US Citizen)
- Two proofs of residency (Ex. lease, utility bills, mortgage)
- Proof of government mandated immunizations
- Custody papers (if appropriate)

Permission to Publish

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

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

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

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

Enrollment Following Misconduct at Another District

To the extent permitted by law, the district may deny enrollment to a student who engaged in misconduct in another school and who seeks to enroll in the district either: (1) before the previous school imposes disciplinary consequences for the misconduct, or (2) while the student is suspended or expelled from the previous school. The superintendent is directed to refer any such student to the Board if, under the district's student code of conduct, the student's misconduct in the previous school would result in a long-term suspension or expulsion from the district and, in the superintendent's opinion, the student's enrollment in the District would jeopardize the safety, welfare, or good order of the district. The Board will hold a pre-enrollment hearing following the superintendent's referral to consider whether the student may enroll and, if so, any conditions on enrollment. The hearing will be structured like a discipline hearing to determine if the student will be allowed to enroll. The Board will consider any information submitted by the student or his or her parent/guardian and the superintendent in either support of or opposition to the student's enrollment.

Regulations: January, 2019

STUDENT RECORDS

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

- Parents have the right to inspect and review the student's education records and to have the district respond to reasonable requests for explanations and interpretations of the records.
- Parents should submit to the appropriate administrator a written request that identifies as precisely as possible the record(s) they wish to inspect or review, or receive explanation or interpretation. The building administrator will make the necessary arrangements within 15 school days following receipt of the request. All records must be examined in the school district office during the business day in the presence of the appropriate administrator or designee.
- Parents have the right to request the amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's privacy or other rights.
- The parent should submit to the appropriate administrator a written request, clearly identifying the part of the record they want changed and specify what is inaccurate or misleading within 10 school days from the date the records were examined.

In the event the District decides not to amend the record as requested by the parent, the District shall notify the parent of the decision and advise the parent of their rights to a hearing regarding their request for amendment.

Additional information regarding the hearing procedure will be provided to the parent when notified of the right to a hearing.

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

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

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

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

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

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

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

SAFETY AND SECURITY

BEHAVIORAL THREAT ASSESSMENT

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

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

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

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

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

Refer to Board of Education Policy #5714.01

EMERGENCY PROCEDURES

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

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

In case of an emergency, students are expected to:

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

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

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

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

Refer to Board of Education Policy [#3402 Drills, Plans, and Reports](#)

SEARCH AND SEIZURE

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

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

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

Refer to Board of Education Policy [#5103 Search and Seizure](#).

SECURE STORAGE LAW

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

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

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

TECHNOLOGY

PERSONAL LEARNING DEVICE (PLD)

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

Bringing the Device to School

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

Student Use in the Classrooms

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

General Care

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

12. Unattended devices found by staff will be moved to a designated location in the building.

Student Printer Use

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

Prohibited Areas

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

1. Locker Rooms
2. Bathrooms
3. Areas used for the purpose of changing clothes
4. Any other areas as designated by administration

Device Camera/Recording

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

Device Problems

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

Discipline

1. Violations of the Student Code of Conduct (i.e., cheating, harassment, illegal activity, inappropriate images and content, etc.) that involve the use of any electronic device will be handled by administration as outlined in the Student Handbook. Loss of electronic device privileges up to and including confiscation of the device may accompany discipline for the offense. Failure to surrender and allow access to any electronic device upon request from a staff member is considered insubordination and will be handled by administration as outlined in the Student Handbook.
2. Please refer to district Code of Conduct Policy [#5144](#) for further details regarding electronic communications and student expectations.

Device Damages and Care/Loss or Theft of Devices

1. In the event of damage to the device not covered by the warranty, the student and parent/legal guardian may be billed for the damages.

2. Repeated damage offenses may result in the parent/legal guardian being billed for the damages and/or loss of the device for the remainder of the year (a daily check out device will be provided).
3. The administration has the authority to waive or modify charges if the cause of damage is judged to be beyond the student's control.
4. Devices that are lost or stolen need to be reported to the school's main office immediately.
5. If a device is stolen or vandalized while not at an OPS sponsored event, the parent/or legal guardian shall file a police report and notify the school's main office as soon as possible.
6. If a device is lost or stolen, the student may be financially responsible for its replacement.
7. The student may also lose the right to take future devices home.
8. Lost, damaged, or stolen devices in the care, custody, and control of a student may be covered by the homeowners'/renters' policy of the parent/guardian. Most homeowner/renter policies will provide some limit of coverage for the "damage to the property of others" under the comprehensive personal liability coverage part of the policy and is not normally subject to any deductible. Please consult your insurance agent for details about your homeowners'/renters' coverage.

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

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

Disclaimer

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

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

4. Unauthorized financial obligations, identity theft or fraud resulting from District-provided access to the Internet and/or email.

Terms and Conditions

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

Regulations: July 29, 2014

ACCEPTABLE USE POLICY

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

Computer Network

- A. A network account is provided for **educational purposes only**.
- B. Acceptable Network use by district students and staff include:
 1. Creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research.
 2. Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, email and web pages that support education and research.
- C. A network account is to be used only by the authorized user. The sharing of logins, passwords or accessing in another user's accounts and/or data is prohibited.
- D. Users are expected to abide by the generally accepted rules of Network Etiquette (Netiquette). This includes:
 1. Be polite. Do not send abusive messages or ones containing inappropriate language.
 2. Do not reveal your personal information (address, social security number, phone number, etc.) or that of other students/colleagues.
 - a. Do not wastefully use finite resources (paper, network/email storage space, etc.)
 - b. Do not use the network in such a way that you would disrupt the use of the network by others.
 3. Email/Social Media/Messaging may not be used to spam, advertise/sell personal property, for commercial activities, or for political lobbying for personal gain. Messages relating to or in support of illegal activities will be reported to legal authorities.
 4. Uploading, downloading or transmission of material, information, or software in violation of any district policy or federal, state or local law or regulation is prohibited and may be reported to legal authorities.
 5. Users may access educational materials for school use via the Internet. Compliance with Copyright notices and/or Terms and Conditions pertaining to a website is required. Plagiarism, in any form, is prohibited.
 6. Non-educational, inappropriate communication including, but not limited to, instant messaging, network messaging, and chat rooms, is prohibited.

7. Accessing, transmitting, submitting, posting, publishing, or displaying any inappropriate or illegal material including, but not limited to, defamatory, inaccurate, abusive, obscene, profane, sexually oriented, bullying, threatening, racially offensive, or harassing is prohibited and may be reported to legal authorities.
8. Student network files may be purged at the end of the school year. It is the student's responsibility to back-up any files the student wants to retain.
9. The network account, email account and network files of a user who leaves the district may be deleted.
10. It is the student's responsibility to backup any files the student wants to retain.
11. The Children's Online Protection Privacy Act requires website operators to obtain parental consent before collecting information from children under the age of 13. In certain instances, the District may act as an intermediary and provide the required parental consent on behalf of a student when the website is used for educational purposes.
12. A staff member wishing to design and publish a web site must read and adhere to the district's Web Page Development Guidelines and Policy.

Equipment

- A. The user will utilize district hardware (computers/printers/scanners, etc.) with care. Food, drink and candy must be kept away from any hardware.
- B. To protect logins/files, users must restart or shutdown the computer after use or when the computer will be unattended for a period of time.
- C. Users are always responsible for their assigned device. Users must take appropriate security measures at all times such as setting a passcode and/or logging out when necessary.

Security

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

Software

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

Tampering

- A. Tampering with, or activities that threaten the integrity and/or security of any network, computer operating system, software or materials (including, but not limited to, hacking into the District network(s), downloading or installing files that will compromise the network(s), dual booting devices, removal of district computer policies, removal of anti-virus software, transmission of worms, viruses and

other malicious codes, and accessing any device or data without proper authorization) is prohibited and may be reported to legal authorities.

- B. Any attempt to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content).

Internet Safety

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

Video Network

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

Refer to Board of Education [Policy #3116 District Technology and Acceptable Use](#)

ACCEPTABLE USE POLICY OF ARTIFICIAL INTELLIGENCE (AI)

The following guidelines, in alignment with Board of Education policies for code of conduct, outline the acceptable use of artificial intelligence (AI) tools and technologies by students. Violations of these guidelines may be subject to disciplinary action.

- 1. **Academic Integrity** - AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. Students are expected to give credit to the source or

acknowledge the AI tool they used to generate content, similar to how they would cite a source in a traditional research paper or project.

2. **Class Use** - The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork must align with the teacher's assignment guidelines and/or class syllabus for using AI. If a student is unsure about expectations for appropriate use, communication with the teacher should occur.
3. **Bullying & Harassment** - Do not use AI to engage in any form of bullying, harassment, discrimination, or other behavior that may be harmful to others. Examples include, but are not limited to, modification of images, video, audio, or text.
4. **Bias & Inaccuracy** - AI results may generate inaccurate or biased results. It is the student's responsibility to check results for relevance and accuracy.
5. **Privacy** - Students are expected to protect the privacy and security of personal information.

SECURLY DEVICE MANAGEMENT USE

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

Purpose

Securly Device Management is employed to:

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

User Responsibilities

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

1. Use the devices in accordance with school policies and guidelines.
2. Respect the integrity of the devices and refrain from tampering with or attempting to bypass security measures.
3. Report any issues or concerns regarding device functionality or security to the appropriate school personnel.

4. Understand that internet activity on school devices may be monitored and logged for security and accountability purposes.

Consequences of Misuse

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

1. Loss of device privileges.
2. Suspension or revocation of technology access.
3. Academic penalties.
4. Legal consequences for severe breaches of security or illegal activity.

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

Refer to Board of Education Policy [#3116 District Technology and Acceptable Use](#) and [#5208 Student Acceptable Use and Internet Safety Policy](#)

ADDITIONAL RESOURCES

NON-DISCRIMINATION POLICY

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

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

Title IX Coordinator

Mr. Mario Martinez

Okemos Public Schools

4406 N. Okemos Road

Okemos, MI 48864

Section 504 Coordinator

Ms. Amanda Hall

Okemos Public Schools

4406 N. Okemos Road

Okemos, MI 48864

Additionally, sexual or racial harassment is forbidden regardless of the source of harassment, e.g. student to student, teacher to student, school employee to student, etc. In the event that a student believes that sexual or racial harassment has occurred, the student should file a complaint with a school administrator, as per the Okemos Public Schools Harassment Policy. ~~Copies of the policy are available in the district's administration office.~~

Refer to Board of Education Policy [#3118 Title IX Sexual Harassment Policy](#)

OKEMOS SCHOOL BOARD

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

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

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

Policies of the school board are posted on the district website under the School Board link on the district homepage. For additional information, please contact the superintendent's office at 706-5010.

WEBSITE

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

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

<http://www.okemosk12.net>

DRAFT

APPENDIX A**Students with Disabilities**

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

Procedures for Discipline

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

5. If the team concludes that the conduct was a manifestation of the student's disability, the student must be returned to the placement from which the student was removed unless the parent and the district agree to change the placement or unless the student may be placed in a 45-school day interim alternative educational setting (explained below).
 6. If the team concludes that the conduct was not a manifestation of the student's disability, the district may proceed with the suspension or expulsion by observing the due process requirements discussed above and, if the student has an IEP must, if appropriate, conduct a functional behavioral assessment and develop a behavior intervention plan for the student.
 7. District administrators may remove a student with a disability who engages in any of the following conduct to an interim alternative educational setting for not more than 45 school days, even if the conduct is a manifestation of the student's disability:
 - a. Carrying a weapon to or possessing a weapon at school, on school premises, or to or at a school function;
 - b. Knowingly possessing or using illegal drugs, or selling or soliciting the sale of a controlled substance, while at school, on school premises, or at a school function; or
 - c. Inflicting serious bodily injury upon another person while at school, on school premises, or at a school function.
 8. For purposes of this section of the policy only, a "weapon" means a device, instrument, material, or substance, animate or inanimate, which is used for, or is readily capable of, causing death or serious bodily injury. A "weapon" does not include a pocket knife with a blade of less than 2½ inches in length. No student may be removed to an interim alternative educational setting without first receiving the due process rights afforded under this board policy.
 9. Within 10 school days of a decision to place a student in an interim alternative educational setting, district administration must convene a manifestation determination review team meeting, which must include the parent/guardian and relevant members of the student's IEP team, to determine whether the student's conduct was a manifestation of his or her disability.
 - a. If the student has an IEP and the team concludes that the conduct was a manifestation of the student's disability, the district must either conduct a functional behavioral assessment (unless one was previously conducted) and implement a behavior intervention plan; or if a behavior intervention plan was already developed, review and modify the behavior intervention plan to address the conduct at issue.
 - b. If the student has an IEP and the team concludes that the conduct was not a manifestation of the student's disability, the district must, if appropriate, conduct a functional behavioral assessment and develop a behavior intervention plan for the student.
 10. The district reserves its right to remove a dangerous student from school to the maximum extent permitted by law. The board directs administration to follow all state and federal laws governing the removal of dangerous students with disabilities.
 11. If a student who is eligible for services under the Individuals with Disabilities Education Act is expelled or suspended for more than 10 school days during a school year or placed in a 45-school day interim alternative educational setting, administrators must ensure that the student continues to receive programs and services, although in a setting other than the regular school setting, that are sufficient to enable the student to participate in the general education curriculum and to progress toward meeting the goals contained in the student's IEP.
-

12. A student who is not currently identified as a student with a disability is entitled to the rights and procedures provided to students with disabilities if the district had knowledge that the student was a student with a disability before the misconduct occurred. The district will be deemed to have knowledge that a student was a student with a disability only if:
 - a. The student's parent/guardian expressed concern in writing to a district administrator that the student needed special education or related services,
 - b. the student's parent/guardian requested a special education evaluation, or
 - c. the student's teacher or other personnel expressed specific concerns about a pattern of behavior demonstrated by the student to the district's special education director or to other supervisory personnel.
13. The district will, however, be deemed to not have had knowledge that the student was a student with a disability if:
 - a. the student's parent/guardian refused to allow the district to evaluate the student;
 - b. the student's parent/guardian refused special education for the student; or
 - c. the student was previously evaluated and determined not to be a student with a disability.

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

Legal Reference:

MCL 380.11a; MCL 380.1308; MCL 380.1309; MCL 380.1310;
MCL 380.1310a; MCL 380.1310c; MCL 380.1310d; MCL 380.1311; MCL 380.1311a; MCL 380.1313;
Gun Free Schools Act, 20 U.S.C. §7151; 18 U.S.C. §921;
Individuals with Disabilities Education Act, 20 U.S.C. §1401 et seq.;
Rehabilitation Act of 1973, 29 U.S.C. §§705, 794-794b.

APPENDIX B

OKEMOS PUBLIC SCHOOLS
 AUTHORIZATION FOR ADMINISTRATION OF
NON-PRESCRIPTION MEDICATION

Student Name _____	Teacher _____	Date form received _____
Birth Date _____ Grade _____	School _____	

To be completed by a parent

Name of Medication _____

Reason for Medication _____

Instructions (schedule and dose to be given at school) _____

Anticipated Duration _____

The student is both capable and responsible for self-administering this medication:

_____ No _____ Yes, supervised _____ Yes, unsupervised

I give my permission for my child, _____, to carry the above medication with him/her during the school day. It is understood that the medication that is being carried cannot be shared with other students.

Please attach any additional information you feel necessary for the school to know regarding the administration of this medication.


Parent Consent:

I request that _____ receive the above medication at school according to the standard school policy.

APPENDIX C

CAROL A. SIEMON
INGHAM COUNTY PROSECUTING ATTORNEY

MICHAEL S. CHITTENDAM
Chief Assistant Prosecutor



JOHN J. DEWANT
Deputy Chief Assistant Prosecutor

Dear Parents/Guardians:

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

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

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

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

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

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

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

Respectfully,

Carol A. Siemon

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

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

303 West Kalamazoo Street 4R • Lansing, Michigan 48933 • Phone: (517) 485-8108 • Fax: (517) 453-6397
pr.ingham.org

THE OKEMOS HIGH SCHOOL
STUDENT/PARENT HANDBOOK: PROPOSED CHANGES
2024-2025

Dr. Daniel Kemsley, *Principal*

daniel.kemsley@okemosk12.net

Ms. Allison Cironi, *Assistant Principal*

allison.cironi@okemosk12.net

Dr. Joseph Schmidt, *Assistant Principal*

joseph.schmidt@okemosk12.net

Mr. Ken Hintze, *Athletic Director*

ken.hintze@okemosk12.net


Okemos High School
2800 Jolly Road
Okemos, Michigan 48864

Telephone: 706-4900
Fax: 351-9786
Attendance: 706-4916

TABLE OF CONTENTS

Mission Statement.....	5
Introduction.....	6
General Information.....	6
School Hours and Schedule.....	6
Arrival and Departure from School.....	6
Building Hours.....	7
Daily Schedule.....	7
FLEX Schedule.....	7
Unexpected School Closing or Dismissal.....	8
COMMUNICATIONS.....	8
Student Education Records.....	8
Directory Information.....	10
Military Recruiting Representatives.....	10
Telephones.....	10
Identification.....	10
LOCKERS.....	10
TRANSPORTATION.....	10
Bus Policy.....	10
Student Vehicles.....	11
Bicycles.....	11
MISCELLANEOUS.....	11
Fire Drills, Disaster (Tornado) Drills, Lock Down Drills.....	11
Medication.....	11
Accidents – Students.....	13
Lost and Found.....	13
Work Permits.....	13
Cafeteria and Food.....	13
Library Media Center.....	13
CLASSES.....	13
Scheduling.....	13
Drop/Add Policy.....	14
Reduced Schedule.....	16
Graduation.....	16
Graduation Requirements.....	17
Personal Curriculum Option.....	17
Personal Curriculum Modification Procedure.....	17
Courses.....	18
Guided Independent Study.....	18
Wilson Talent Center (WTC).....	19
Testing Out Policy.....	20
Academic Program Options for Advanced High Ability Learners.....	21
Summer Study.....	30
Early College.....	30
Repeating Courses.....	30
Transfer Students.....	31
ACADEMICS.....	31
Student Personal Learning Device (PLD) Policy.....	31
Textbooks.....	34
Grading.....	34

Report Cards and Grading.....	34	
Credit/No Credit.....	34	
Incompletes.....	35	
Grade Change Policy.....	35	
Final Exam Policy.....	36	
Credit Recovery.....	36	
Edgenuity (formerly known as E2020).....	36	
Graduation Alliance.....	37	
Attendance.....	37	
Absence Reporting by Parent/Guardian.....		37
Attendance Rules and Regulations.....		38
Excused Absence.....	38	
Unexcused Absence.....	39	
Permit to Leave School/Closed Campus.....		39
Planned Absence Procedure.....	39	
Additional Information.....	39	
Tardy Rules and Regulations.....	40	
Counseling.....	40	
Student Conduct and Citizenship.....	40	
Student Rights and Responsibilities.....		40
Search and Seizure.....	41	
Backpacks.....	41	
Student Dress Code.....	41	
Public Display of Affection.....	42	
Sexual Harassment.....	42	
Okemos High School Commencement Code of Conduct.....		43
Student Code of Conduct.....	43	
Offenses.....	44	
Penalties.....	52	
Classroom Discipline Procedure.....	52	
Detention.....	53	
Suspension.....	53	
Expulsion.....	55	
Okemos High School Athlete/ Student Leader Code of Conduct.....		56
Student Activities.....	56	
Field Trips and Excursions.....	56	
Extra/Co-Curricular Participation Policy Statement.....		56
Activities.....	57	
Fund Raising.....	57	
Dances.....	57	
Posters.....	58	
Student Government.....	58	
High School Athletics.....	58	
Clubs and Organizations.....	58	
Integrated Communications Network Policy (Voice, Video, Data and Internet Networks.....)		58
Web Accessibility Statement.....	63	
Substance Abuse Policy.....	63	
Assistance and Referral.....	64	
Student Discipline.....	64	
FERPA.....	64	
Regulations on Distribution or Posting of Printed or Written Matter.....		65

 Authorization for Administration of Prescription and Non-Prescription Medicine..... 67

OKEMOS PUBLIC SCHOOLS MISSION STATEMENT

Together...Educating with Excellence, Inspiring
Each Learner for Life.

OKEMOS HIGH SCHOOL MISSION STATEMENT

The mission of Okemos High School is to educate all students in a supportive, challenging, and structured environment to become life-long learners whose performance is a credit to themselves and a benefit to society.

The information in this handbook is intended to serve as a guideline for students and parents/guardians and should not be considered all-inclusive.

This handbook is intended to provide guidance and general information to students and parents/guardians. It is not intended to be all inclusive and is subject to interpretation by the administration and the Board of Education. The handbook may be amended at the sole discretion of the administration and the Board of Education.

More detailed Board of Education policies are available online or at the Superintendent's office.

Citizenship

During the 2003 school year, the Okemos High School students collaborated to develop the following statement:

We, the citizens of OHS, behave honorably. We respect all people, facilities and rules. We strive to be responsible, honest and positive. We have school pride and willingly participate in our school and community.

One of the major purposes of an attendance policy and a student code of conduct is to assist the student in the development of the qualities of responsibility and respect for the rights of others. It is hoped that students will view the regulations as a necessary and desirable means by which the school provides each student with the most favorable atmosphere for learning. Reasonable expectations of student behavior in school complement those of the home and society.

Non-Discrimination

It is the policy of the Okemos Public Schools not to discriminate on the basis of sex, religion, national origin, disability or race in its educational programs, activities or employment policies as required by Title IX and Title IV of the 1972 Education Amendments. Inquiries regarding compliance with Title IX and Title IV may be directed to:

Mr. Mario Martinez
Director of Human Resources
4406 N. Okemos Road
Okemos, Michigan 48864
(Telephone: 706-5010)

or

Director of the Office for Civil Rights
Department of Education
Washington, D.C.

GENERAL INFORMATION

SCHOOL HOURS & SCHEDULE

The safety of our students is of vital importance to the Okemos High School faculty and staff. Supervision is a key component of ensuring safety of all students.

Arrival and Departure from School:

Students who remain on school grounds after regular school hours (7:15 am – 3:00 pm) must be in areas supervised by school personnel. Areas where supervision may take place include, but are not limited to: participation in athletics, conferencing with a teacher in the teacher's room, or being pre-registered to participate in an adult supervised after-school program. **Students, if you are not with a coach, advisor, or other adult after school, you must exit the building by 3:00 pm. It is your family's responsibility to coordinate timely transportation. Safety is paramount, and we cannot allow students to be unsupervised after 3pm.**

Additionally, students are expected to leave school premises after any school-sponsored event (athletic events, dances, etc) in a timely manner.

Arrival after 8:00–7:45 a.m.:

Exterior doors (including the gym lobby and doors next to the band room) will be locked at 7:45 a.m. with the exception

of the main entrance doors. Students who arrive at school grounds after 7:45 a.m. should park in the student lot and walk to the main office-monitored entrance doors located off the visitor lot.

VISITORS/VOLUNTEERS:

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

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

See Board policy [3105 Visitors and Volunteers](#)

Early Release Days:

Students must exit and be off of school grounds by 1:00 p.m. There will be no supervision due to staff participation in professional development activities. Students may only be in the building if accompanied by a coach or parent/guardian.

Building Hours:

The school office is open from 7:00 a.m. until 3:00 p.m. The school building opens at 7:15 a.m. All silo doors and west side entrances are locked at 7:45 a.m. on school days. The counseling office is open from 7:00 a.m. until 3:30 p.m.

Daily Schedule

PERIOD	START	END
1	7:45	8:43
2	8:50	9:48
3	9:55	10:53
A LUNCH	10:53	11:28
4	11:28	12:26
4 ALL IN CLASS	11:28	11:58
4	11:00	11:58
B LUNCH	11:58	12:26
5	12:33	1:30
6	1:37	2:35

FLEX

FLEX is an academic enhancement period of 50 minutes between second and third hours on Thursdays of most school

weeks. FLEX provides students with additional access to their teachers for extra assistance, to make up missed work/tests, pursue quiet study, or sign up for special focus rooms (e.g. writing lab, computer lab, music practice). Students are required to attend and be academically engaged in FLEX.

FLEX Schedule

PERIOD	START	END
1	7:45	8:32
2	8:39	9:26
FLEX	9:33	10:31
3	10:38	11:25
A LUNCH	11:25	11:50
4	11:57	12:45
4 ALL IN CLASS	11:57	12:20
4	11:32	12:20
B LUNCH	12:20	12:45
5	12:52	1:40
6	1:47	2:35

Early Release Schedule

The required professional development time for our teachers has been restructured into two hour blocks. This restructuring of time allows our teachers to meet in “professional learning communities” (PLC) to focus on improving teaching quality contributing to student learning. For safety and supervision reasons, students must not be in the building before or after these hours unless accompanied by a coach or parent/ guardian.

PERIOD	START	END
1	7:45	8:22
2	8:29	9:06
3	9:13	9:50
4	9:57	10:34
A Lunch	10:34	11:04
5	11:11	11:51
5	10:41	11:21
B Lunch	11:21	11:51
6	11:58	12:35

Please access the district website for an updated list of Early Release dates for the 2022-2023 school year.

Unexpected School Closing or Dismissal

Severe inclement weather can cause an unexpected closing or dismissal of school. In such cases, parents/guardians will be informed by an Alert Now phone call and an announcement on local radio and television stations, including the Okemos Schools Channel and the Okemos Public School’s website, (www.okemosk12.net). Severe inclement weather, causing school to be dismissed or canceled, will automatically cancel all scheduled school activities, including athletic practice, games, special events, club meetings, dances, etc. If a snow day occurs on the day when a final exam is scheduled, the exam will be held on the next school day. All other final exams will follow in their scheduled order.

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

COMMUNICATIONS

Student Education Records

Notice of Rights

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians, students over eighteen years of age ("eligible students"), and parents/guardians of dependent students certain rights with respect to education records.

Those rights include the following:

1. **Right to Inspect:** A parent or eligible student has the right to inspect and review the student's education records maintained by the district within forty-five days of the district's receipt of a written request for access. A parent or eligible student should submit to the school principal a written request that clearly identifies the record(s) the student wishes to inspect. The principal will make arrangements for access and notify the parent or eligible student, in writing, of the time and place where the student's records may be inspected. A parent requesting copies of his or her student's records shall be required to reimburse the school district for the costs incurred in granting the request. Reimbursement shall be limited to actual mailing costs, cost of copying at 25 cents per page, and the cost of labor. In calculating the cost of labor incurred in duplication and mailing, the school district will not charge more than the hourly wage of the lowest paid school district employee capable of retrieving the information. A requestor will not be charged when the cost is less than \$20.
2. **Right to Request Amendment:** A parent or eligible student has the right to request the amendment of the student's education record(s) that are believed to be inaccurate or misleading.

A parent or eligible student may submit a written request for amendment to the school principal. This request should clearly identify the part of the record that the parent or eligible student wants changed and specify why it is inaccurate or misleading.

If the record is not amended as requested, the district shall notify the parent or eligible student of the decision in writing and shall advise of the student's right to a hearing on the request for amendment. Additional information on the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. **Right to Consent to Disclosure:** A parent or eligible student has the right to consent to disclosures of personally identifiable information contained in the student's education record, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district in an administrative, supervisory, academic or research, or support staff position, including law enforcement unit personnel and health staff; a person or company with whom the district has contracted to perform a special task, such as an attorney,

auditor,
medical consultant or therapist; a person serving on the school board; or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing the school official's tasks. A school official has a legitimate educational interest if the student needs to review an education record to fulfill professional responsibilities.

Upon request, the district discloses education records without consent to officials of other schools in which students seek or intend to enroll. Disclosure without consent may be made in case of emergency as determined by the district or to report crimes occurring at school or involving the school or its personnel.

4. Right to Complain: A parent or eligible student has the right to file a timely complaint with the U.S. Department of Education concerning alleged failures by the district to comply with FERPA requirements. Complaints should be directed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Directory Information

Under FERPA, the district is authorized to designate certain personally identifiable information contained in education records as "directory" information and to disclose such information without prior consent unless a parent or eligible student objects to such disclosure.

Directory information includes: student's name, parent or guardian, address, telephone number, date of birth, class designation, dates of attendance, extra-curricular activities, achievement awards or honors, weight and height of members of athletic teams, photographs, videos or recordings of performances or events and school or school district previously attended. Public performances and sporting events may be televised on the district's cable channel and cannot be altered to prevent display of a student's identity.

Unless a parent or eligible student advises the district in writing within fourteen days of receipt of this notice that they do not want some or all of this designated directory information released, school officials may release this information without prior consent.

Written objections to the release of directory information should be submitted to:

Dr. Daniel Kemsley, Principal
Okemos High School
2800 Jolly Road
Okemos, Michigan 48864

Military Recruiting Representatives

High school students and their parents/guardians may prevent disclosure of a student's name, address, and telephone number to military recruiting representatives (who can only use that information to provide information to students concerning educational and career opportunities available in the U.S. Armed Forces or service academies) by submitting a signed written request to that effect to:

Dr. Daniel Kemsley, Principal
Okemos High School
2800 Jolly Road
Okemos, Michigan 48864

Telephones

Public telephones are located in the main office. These phones are to be used for after school activities or for important personal calls during the school day. School office phones are to be used for school business only.

Identification

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

LOCKERS

Lockers are issued through the attendance office. Questions or problems relating to lockers should be directed to the main office staff. The school is not responsible for any items stored in a locker. If a student's locker or lock is damaged and the student is found culpable, the student will be charged. Lockers are held jointly by the school and the student. The school reserves the right to inspect a locker anytime and locker privileges can be revoked for abuse of the locker.

Students may not manipulate the locking mechanism of their lockers for the locker to remain unlocked. Please see [Board Policy 5102](#).

TRANSPORTATION

Bus Policy

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

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

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

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

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

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

Student Vehicles

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

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

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

Bicycles

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

MISCELLANEOUS

BEHAVIORAL THREAT ASSESSMENT

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

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

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

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

The Behavioral Threat Assessment process will follow policy established by the Board. See [5714.01 - Behavioral Threat Assessment](#). Additional information about the Okemos Behavioral Threat Assessment program and operations may be found on the Okemos website.

Fire Drills, Disaster (Tornado) Drills, Lockdown Drills

*Fire, disaster, and lockdown drills instruction will be specific to each area in the building. Teachers and administration will review with students the evacuation routes, shelter areas, and lockdown procedures for specific classrooms at the beginning of the year **as outlined in board policy [3402 Drills, Plans, and Reports](#).***

AED Program and MI HEARTSafe Compliance

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

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

AED Locations

Our school has five stationary AEDs and three mobile AEDs to ensure quick access in case of an emergency.

Stationary AED Locations:

- 1. Gym Area: Outside the pool.*
- 2. Main Hallway: Outside the band room, past the storage closet.*
- 3. Attendance Office: Nearby in the main hallway.*
- 4. Intersection of C & D Halls: By the boys' bathroom.*
- 5. Second Floor: Outside the Kiva/Library, across from room four.*

Mobile AED Locations:

1. **Athletic Trainer's Office:** Available during school hours and taken to practices and events afterward.
2. **Field House:** Located in the home locker room during the athletic season and stored in the main building during the off-season.
3. **Baseball Storage Closet:** Available during the baseball season and stored in the main building during the off-season.

All AEDs are inspected monthly by an external company to ensure they are functioning properly.

Managing Communicable Diseases

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

[Communicable Diseases](#)

[Immunizations and Communicable Diseases](#)

[Student Illness and Injury](#)

Medication

An authorization for administration of medication may be obtained and must be returned to the *main* office where it is necessary for prescription and non-prescription medication to be administered during school hours. All needles used for injections must be deposited in the red sharps container, located in the attendance office. For further information, please see [Board Policy 5703](#).

The medication is kept in the clinic and is administered to students by the attendance secretaries. The following are requirements for the school to administer medications to students:

1. All first-time doses must be given by parents/guardians.
2. Administration of over the counter medications (OTC) require a doctor's signature on the non-prescription medication form.
3. Changes in administration from the original prescription will require a new label received from a pharmacy. Staff cannot accept verbal orders from parents/guardians that request changes to the original prescription.
4. The school will not stock OTC medications including antiseptic sprays, or any topical medications.
5. All students that self-carry or have EPI-Pens in the office must have a medical action plan on file with parents and physician's signature. Therefore, students will need to schedule an appointment with their physician before school begins.
6. When new medications are received in the office they should be counted with parents. Controlled medications must be counted with parents and both parties should sign the appropriate form to confirm the count.

SELF-POSSESSED/SELF-ADMINISTERED MEDICATION

Definitions: Medication refers to both prescription and non-prescription medication and includes those taken by mouth, by inhaler, injected (EPI-PEN), eye or nose drops, or applied to the skin.

Self-possession means that under the direction of the student's physician, the student may carry medication on the student's person to allow for immediate and self-determined administration.

Self-administration means that the student is able to consume or apply prescription and non-prescription medication in the manner directed by the physician without additional assistance or direction. **Please see [Board Policy 5703](#) for further information and documentation that needs to be provided.**

Accidents – (Students)

If a student is injured in a classroom, the supervising teacher must immediately notify the main office and seek assistance. A student injured during the school day must be brought to the main office, if it is practical to do so. In all cases, the attendance office must be notified immediately and emergency help/paramedics may be sought if necessary and parents/guardians notified. **Please see [Board Policy 3403](#).**

Lost and Found

Lost and found articles are kept in the main office on the first floor. All found articles, including books, should be turned in to the main office at once.

Work Permits

Students work permits are available in the main office. Before the permit is issued, an "Offer of Employment" signed by an employer must be presented to the main office. Students must present proof of age before obtaining their permit.

Cafeteria and Food

The cafeteria is open during student assigned lunch periods. Lunch must be eaten in the cafeteria or in the designated areas on the school grounds. The library is not available to students during their lunch hour unless an academic reason exists.

There should be no eating or drinking from pop bottles, cans and coffee mugs in the halls or classrooms at any time. Water in clear plastic bottles is permissible. Food refuse must be disposed of in the nearest receptacle.

Students are responsible for cleaning up papers, bags, trays and leftovers and depositing them in the waste containers provided in the cafeteria after finishing lunch.

Library Media Center

Library Rules and Policies:

- Behavior in the Library
 - Everyone is expected to be courteous and to respect their fellow students, the school staff, the library facility, its furnishings and the library materials.
 - Ask for a library hall pass to use the restroom or water fountain.
 - No food, candy or drink
- Circulation
 - Books are checked out for two weeks and may be renewed. There are no overdue fines. We ask that books are returned in a timely manner, so that others might read them.
 - Damaged or lost items must be paid for.
 - If a book or any other library item is not available because it's already checked-out, see the library staff. The item can be placed on reserve. When the item becomes available, it'll be held for you and you'll be notified.
- Print responsibly! Know the number of pages you are printing before printing. Report printing problems immediately.

CLASSES

Scheduling

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

One-half credit is earned by the satisfactory completion of a semester's work in a course which meets daily for one period. The Okemos High School Guide to Curriculum lists all course descriptions and are available to students prior to registration.

SCHEDULE CHANGE REQUESTS

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

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

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

SECOND SEMESTER schedule change requests must be received in the Counseling Office any time during the first semester, prior to the end of the last day of the first semester. The following criteria will be considered for a schedule change:

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

Changes to schedules after the first day of the second semester may be considered for unique student circumstances. Academic level changes (e.g. Honors Algebra 2 to Algebra 2) that are initiated by a teacher, counselor or administrator may be made until the end of the 3rd quarter.

Drop/Add Policy

DROPS AND ADDS IN THE SUMMER

Students may drop and add classes for both semesters according to the summer drop and add procedure, which is outlined in a letter sent home to students and parents/guardians in early June and posted on the OHS website (Back to School folder). Drops and adds will be considered according to the following guidelines:

1. ~~Physical inability to take a class due to accident or illness is reasonable cause for a schedule change.~~
2. ~~Special education caseload students may change their schedules in consultation with their counselors and resource teachers.~~
3. ~~Any student whose schedule reflects an obvious error may change the schedule.~~
4. ~~A change in a student's academic standing as a result of classes taken over the summer may cause a schedule change. A lack of a prerequisite for a course may cause a schedule change, as well.~~
5. ~~Some drops and adds may be considered to accommodate other requests to alter schedules. However, the ability to honor such requests will be limited, based on an effort to balance classes and balance teachers' overall assigned student loads to create an optimal learning environment.~~
6. ~~The disparity in class size between the same course offered the same hour at the high school cannot exceed four (4) students.~~

~~NOTE: In attempting to change a student's schedule, in response to a student request, a disparity that exceeds four (4) students between two sections of the same course in another class hour cannot be created.~~

~~DROPS AND ADDS AFTER THE SCHOOL YEAR HAS BEGUN~~

~~No classes will be added to a student's schedule for either semester once the school year has begun, except:~~

1. ~~For credit to be earned in co-op, work experience, Links, or Independent Study, or for students seeking a Reduced Schedule when this is done within the first twenty (20) days of either semester.~~
2. ~~Requests for schedule changes in cases involving inappropriate placement of a student in an academic area may occur in the first two weeks of school. Any academic level changes after the first two weeks will be effective at the beginning of the second quarter. Emergency situations, and exceptional cases, will be considered by administration on an individual basis throughout the semester.~~

NOTE: In order to maintain continuous athletic eligibility, a student is required to be enrolled in, and successfully complete four credit-bearing courses each semester.

Advanced Placement Policy

~~All application forms for admission to an AP course shall bear the following statement to be signed by both the student and the parent/guardian. No student shall be considered an applicant for an AP course until this statement has been signed and submitted to the AP teacher.~~

Okemos High School offers the Advanced Placement Program of studies for **talented** students who are capable of doing college level work. There is an application/ selection process for admission to each Advanced Placement course. Students who take Advanced Placement courses are required to take the Advanced Placement Examination in that area which is given annually in May. The Advanced Placement exam is an integral part of the Advanced Placement course, and the content of the exam shapes the framework of the course. Students taking Advanced Placement courses are making a commitment to excellence, and the Advanced Placement Examination provides both a unity of purpose and the measure of integrity of the course experience. Fairness to all (the others in the class, the teacher, and the colleges seeing AP on a transcript) decrees that all students complete the requirements of the Advanced Placement course by taking the Advanced Placement Examination.

There is an Advanced Placement Examination fee that the student must pay. However, there is a fee reduction provision for any student who may have difficulty paying it. If a student has difficulty paying the fee, the AP Coordinator should be contacted and arrangements to discuss fee reduction will be made.

On occasion, OHS will administer AP exams to students who do not attend Okemos Public Schools, with the advice and consent of the AP coordinator.

OHS will administer AP exams to the following:

- A. An OHS student who is enrolled in one or more AP courses offered at OHS:
 - 1) The student must have applied by the early February deadline and must have been selected for enrollment for the following school year.
 - 2) The AP course and any related fees must have been paid in full by the stated deadline.
 - 3) The student must be committed to taking the AP exam(s) in May.
- B. An OHS student who is NOT enrolled in one or more AP courses offered at OHS but who desires to take AP exam(s) given in May for one of these AP(s):
 - 1) The student must register for the AP exam(s) before the tests are ordered (typically in October) that he/she wishes to take an AP exam for an AP course currently offered at OHS but in which the student is not enrolled.
 - 2) The student who anticipates taking an AP exam is responsible for his/her own preparation materials independent of Okemos High School.
 - 3) In the case(s) of preparation through an online program and/or colleges, support will not include teacher oversight.
 - 4) The student must pay to the OHS AP coordinator, the AP test and any related fee(s) before the tests are ordered (typically in late October).
 - 5) The student must be committed to taking the AP exam(s) in May or pay penalties charged by ETS (Educational Testing Service) for failure to take the exam.
- C. An OHS student who desires to take the AP exam(s) in AP courses not currently offered in the curriculum at OHS:
 - The student must register for the exam during AP exam registration in the fall.
 - The student who anticipates taking an AP exam is responsible for his/her own preparation materials independent of Okemos High School.
 - In the case(s) of preparation through an online program and/or colleges, support will not include teacher oversight.
 - The student must pay to the OHS AP coordinator, the AP test and any related fee(s) by the posted deadline (typically early November).
 - The student must be committed to taking the AP exam(s) in May or will pay penalties charged by ETS (Educational Testing Service) for failure to take an exam.

Reduced Schedule

Reduced Schedule is the provision of the school program that permits students to either begin their school day later than first period or terminate their school day before the end of sixth period.

Although Michigan law requires students to attend 1,098 hours of instruction in the school year (hours could be changed by the State of Michigan after publication of this handbook), students in good credit standing may request a reduced schedule and waive the State of Michigan requirement based on their ability to provide evidence that their educational needs are best served by a reduced schedule. Permission of parents/guardians and the school administration is required for a reduced schedule.

Once students have been approved for a full or reduced schedule, they must remain on that schedule for the balance of the semester.

A student may not leave campus during the school day and return for classes. Therefore, a student on a reduced schedule must have classes scheduled consecutively in the school day and may only have a reduced hour during 1st or 6th period.

GRADUATION

1. In most cases, students should stay in school the full four years and take enrichment courses to fill out their programs. If the student and parents/guardians have a strong desire for graduation in less than four years, then the student, parents/guardians and counselor must confer on the matter. Early Graduation Intent Forms are available in the Counselor's Office.
2. A student who needs only one-half credit or more needed for graduation, will be expected to take a full load while in attendance. This "full load" will consist of a minimum of six classes or five class hours and an approved reduced schedule.
3. Participation in commencement shall be optional if the student has met all graduation requirements.
4. Students with an IEP who have met all of the graduation requirements but have not met their post-secondary transition goals may participate in the commencement exercises. However, the student will not be issued a diploma or be coded as a graduate until the post-secondary transition goals have been met.
5. Students who are on the Certificate of Completion track may participate in the commencement exercises on time while enrolled at Okemos High School. Participation will be made at the discretion of the student's IEP team and in collaboration with the student's parents/guardians.

6. *Students participating in commencement may decorate their graduation caps and wear school-affiliated medals and cords. No other decoration is permitted.*

Certificate of Completion

The board may issue an alternative certificate known as "certificate of completion" for students who do not meet all of the requirements of the Michigan Merit Curriculum for a high school diploma. A certificate of completion, however, has no legal standing as a substitute for a diploma. Application for a certificate of completion may be made by the student and/or by the student's parents or guardians as outlined in [board policy 6156.2](#) as well as the Okemos High School *Student-Parent Handbook*.

Note: Students who are on the Certificate of Completion track may participate in the commencement exercises one time while enrolled at Okemos High School. Participation will be made at the discretion of the student's IEP team and in collaboration with the student's parents/guardians.

Graduation Requirements

~~Beginning with the graduating class of 2019,~~ each student is required to be enrolled in a full-time schedule until the student reaches a minimum of twenty-two (22) credits to graduate from Okemos High School, of which 18 credits (subject to modification in some areas as provided by statute) will be comprised of:

1. Four (4) credits in English, which must include Literature and Composition 9 as well as Literature and Composition 10, or their approved alternative.
2. Four (4) credits in mathematics, which must include: Algebra I, Geometry, Algebra II, and math in the senior year.
3. Three (3) credits in science, which must include: Physical Science and Biology, along with an additional science credit.
4. Three (3) credits in social studies, which must include: One (1) credit in U. S. History to include Geography, one (1) credit in World History to include Geography, one-half credit (.5) of American Government, and one-half (.5) credit of Economics.

5. One-half (.5) credit in Skills for Health and Life. No personal curriculum modifications.
6. One-half (.5) credit in Foundations of Physical Education.
7. Two (2) credits in World Language: ~~may substitute 1 credit for state-approved CTE program or VPAA credit.~~
8. **One** (1) elective credit, (listed in alphabetical order): Career and Technology Education (Business and Computer Education, Career Center, Life Management Education, Technology Education) or Fine Arts (Art, Drama, Music).
One (1) credit in Visual, Performing, or Applied Arts (VPAA).

To achieve the on-line requirement in the Michigan Merit Curriculum, students will be involved in structured learning activities that utilize technology with intranet/intranet-based tools and resources as the delivery method for instruction, research, assessment and communication. These activities may include one or more of the following: WebQuests, blogs, wikis, podcasts, videocasts, online research, online field trips, online simulations, educational gaming, electronic portfolios, test preparation and career planning tools.

Personal Curriculum Option

Okemos High School students and parents/legal guardians have the right to request a Personal Curriculum (PC) which modifies certain requirements of the Michigan Merit Curriculum as permitted by state law [and as outlined in [board policy 6156.1](#) as well as the Okemos High School Guide to Curriculum for Students and Parents and the Okemos High School *Student-Parent Handbook*.] All requests will be reviewed for eligibility before any modification is executed.

Personal Curriculum Modification Procedure

Under certain circumstances, such as where a student anticipates great difficulty meeting the Michigan Merit Curriculum's Algebra II requirement, a student seeks to increase the rigor of the Michigan Merit Curriculum in a specific subject area, or a student with an active Individualized Educational Plan (IEP) who needs to modify credit requirements based on a documented disability, a Personal Curriculum may be pursued.

To initiate a Personal Curriculum:

1. The student must have a complete Educational Development Plan that reflects the need to modify the curriculum.
2. The Personal Curriculum must be requested by a parent, legal guardian, or emancipated student, by the student with the permission of the parent or legal guardian, or by a teacher.
3. The requested modification must be an allowable Personal Curriculum Modification as determined by the Michigan Department of Education.
4. A Personal Curriculum Development team will review the request. This meeting must include but is not limited to the student, the parent/guardian, and the counselor. Students with an active IEP should also include the school psychologist when appropriate.*
5. If agreed upon, a completed Personal Curriculum request will be forwarded to the superintendent or designee for signature and approval.

*Note: A Personal Curriculum Development team must be separate from the IEP team.

Once a Personal Curriculum has been approved by the superintendent or designee, the parent is responsible to monitor the student's progress toward completion of the Personal Curriculum on a quarterly basis.

For the most current information regarding the Michigan Merit Curriculum and the Personal Curriculum Modifications, please visit www.michigan.gov/mde.

COURSES

Guided Independent Study

1. ~~Guided~~ Independent Study is a program reserved for students doing advanced work in a subject in which they have a firm foundation. Freshmen are not eligible for ~~Guided~~ Independent Study.
2. ~~Guided~~-Independent Study for either semester should be initiated during the registration period.
3. In addition to completion of the application, the student must obtain a ~~Guided~~-Independent Study Program Outline for the course. Goals and projects shall be stated and agreed upon between student and independent study teacher. The Program Outline should be completed during the registration.
4. Both the application and the program outline will be discussed with the student's counselor during registration.
5. Final approval for ~~Guided~~-Independent Study rests with the principal or a designee.
6. Permission will be granted for ~~Guided~~-Independent Study after registration only by approval of the principal. ~~Guided~~-Independent Study will not be offered as a substitute for scheduled courses being offered except where scheduling conflicts arise.
7. All ~~Guided~~-Independent Study course work must be completed daily in a teacher's classroom during a specific class hour, and the course must appear on the student's schedule for credit/letter grade in that specific class.
8. The student is responsible for reporting to the ~~Guided~~-Independent Study teacher daily so that attendance is accurately recorded.
9. No more than one course in ~~Guided~~-Independent Study may be taken per semester.

Wilson Talent Center

The Wilson Talent Center and its off-site programs are extensions of the Okemos High School program. Only Junior and Senior students from Okemos High School can obtain specialized occupational learning experiences in 12 different career clusters. Selected Okemos High School extra-curricular and social activities will still be available to students. Students will graduate and receive a regular diploma from Okemos High School, however, they will also receive a certificate of program completion from the Wilson Talent Center. Programs range from a 1 to 2 year commitment. There are several opportunities to earn college credit within each program.

Offerings through the Wilson Talent Center will permit students to:

- Achieve an employable skill to prepare for the world of work immediately upon graduation from Okemos High School
- Get a head start on a pre-professional career goal with work experience before graduation from high school.
- Prepare for a more interesting, higher paying, part-time job to offset the cost of a college education.
- Prepare learners for the workplace of the future and the pursuit of lifelong learning opportunities.
- Give students advanced college placement and, in some programs, give college credit that is transferable to several different universities.

The Wilson Talent Center is located five miles south of OHS in Mason, MI. Students can earn 3.5 credits per academic year by attending classes at the Wilson Talent Center. Classes at the Wilson Talent Center are offered in two time-block periods: The AM Session begins at 8:00 a.m. and concludes at 10:40 a.m.; the PM Session begins at 11:35 p.m. and concludes at 2:15 p.m. Bussing is provided to and from the Wilson Talent Center for both sessions. Students who attend the Cosmetology program will need to provide their own transportation (which includes Saturday morning sessions and extended daily hours to meet certification requirements). There is the potential for a student to attend a full day schedule at the Wilson Talent Center, and this is determined on a case by case basis. A student must have met all graduation requirements prior to attending a full year at Wilson Talent Center, or they must be fulfilling the necessary credits within the classroom (they cannot be taken through the Wilson Talent Center Edgenuity program).

In order to enroll in a program at the Wilson Talent Center, interested students in their 10th or 11th grade years will attend a mandatory presentation (typically held in late October), and must complete a mandatory program visit (a few dates typically in late November or early December). Applications are due by the end of January, and program

acceptance letters are sent out in March. If a student misses the initial enrollment window, there is an open-enrollment time period, typically in April, where interested students can visit any program that still has openings. Upon completion of an open-enrollment visit, a student would then be eligible to apply to that program.

During any given school year, there may be significant differences between WTC, Okemos and Eaton calendars. Generally, the Okemos Public Schools calendar is adhered to except in the following instances:

- a. Grade marking cut-off dates may necessitate the student receiving a grade of “Incomplete” until grades are issued from the alternate site.
- b. If the alternate site begins earlier in the school year or extends later, the student may be required to attend classes even though Okemos may not be officially in session.
- c. Whenever Okemos is not in session but the alternate site is holding class, the student is encouraged to attend class, and in some instances may be required to attend class.

TESTING OUT POLICY

Consistent with the Michigan School Code, Okemos High School provides the opportunity for eligible students grades 7-12 to “test out” of any high school course. Students may request to “test out” rather than enroll in a course by receiving a qualifying score on one or more assessments selected by the district that measure the student’s understanding of the subject area content expectations or guidelines specified in the Michigan Merit Curriculum as permitted by state law [and as outlined in [board policy 6160](#) as well as the Okemos High School Student-Parent Handbook].

Testing out is also an option for students who have failed a course at OHS. If a student wishes to test out of the course the student has failed, rather than repeat the course, the student must contact the school no later than a week after receiving the end-of-year report card.

In order to earn credit by testing out, students will need to exhibit mastery of the subject matter of the course by attaining a grade of not less than C+ (based on the OHS grading scale as cited in the Okemos High School Student-Parent Handbook) in a final examination-like test or final activity(ies) for the course. Other activities required for a course and by which the student may be asked to demonstrate mastery in the course for the purposes of testing out include but are not limited to portfolios, performances, papers, projects, or presentations. Testing out exams to determine mastery will be organized as follows:

1. A year-long course will employ a single test-out period of up to three hours, and a one semester course will employ a single test-out period of up to one and one-half hours.
2. In world language, two test-out periods will be employed: one for oral testing and one for written testing.

Where other activities are required to demonstrate mastery in a course for the purpose of testing out (in place of or in addition to a testing out exam), the student may be required to complete assignments in advance of the testing out period and submit those assignments at that time of the testing out period.

A student successfully testing out of a course will be awarded credit in that class and a “pass” with no letter grade recorded on the transcript and no effect on the grade point average. The Board of Education has determined that successfully testing out of a course will not count toward the twenty-two (22) credits required for graduation from OHS. Students can only attempt to test out of any specific course once. Students may not attempt to test out of a course in which they have previously earned credit.

Students who wish to test out of a world language course must have either completed the previous course in sequence, or complete the test out for the previous course in sequence, prior to attempting the higher course in sequence. Students may attempt to test out of multiple levels of world language courses in the same testing out window.

If a student possesses competency in a world language, which is not offered by the district as a course, the student may receive high school credit in that world language, if the student demonstrates proficiency in the world language by means of a test out experience and/or competency test or other measure. In these cases, the requesting family may be required to assist in the process of identifying a qualified evaluator.

The procedure for testing out shall include:

1. Students must submit requests to test out of courses in order to be included in the test out opportunity. The Testing Out Registration Form must be completed and returned to the student's school counselor by May 1.

All requests to test out of math courses will be reviewed by the OHS Math Department to identify the next course in sequence. If a student requests to test out after May 1 and there is already another student who has requested that same test, the late student is allowed to sign up, but if they are requesting a test that has not already been requested, they cannot.

~~2. A list of texts along with supplemental resources will be made available mid-June. Students will receive information about the test and information about each course for which they register to test out. The information will include a course description, a course syllabus, and a description of test out requirements.~~

2. Syllabi will be posted for students to view.

3. The dates for testing out will be the week following the last week of school.

4. When a student successfully tests out of a course in June, a schedule change for the next school year will, in most cases, be necessary. A student entering 7th or 8th grade who has successfully tested out is not guaranteed enrollment in the next course in sequence at OHS. In cases when an available class is not compatible with their CMS schedule, students may elect to complete the course through 21f.

5. Most often, admission into an advanced placement course in a particular department requires a certain grade (A or B) in all previously completed prerequisite courses. Therefore, students are advised that the achievement of a C+ grade for testing out of a course that is a prerequisite for an advanced placement course might not be adequate for admission to an advanced placement course to be taken later in the student's high school career. These prerequisite courses for advanced placement courses are listed in the advanced placement course descriptions found in the *Okemos High School Guide to Curriculum for Students and Parents*.

It is strongly recommended that a student not attempt to test out of a course that is an immediate prerequisite for an advanced placement course. Knowledge gained in an immediate prerequisite course is essential for success in advanced placement courses.


Exams given during testing out are not a diagnostic tool. Exams are used for placement purposes only. Therefore, exams will not be distributed to students/families for their review nor will school personnel hold separate meetings to discuss exam scores. Students/families will, however, receive the student's exam score and indication of their pass/fail status.

Academic Program Options for Advanced High Ability Learners

At Okemos Public Schools, we recognize and honor the individual learning needs of each and every student. Our full-time Gifted & Talented Coordinator works with educators and families to identify students' needs, and our high-quality educators provide differentiation and acceleration to support the student's learning. All of our program options are listed in building course offerings. An overall summary is provided below:

OPS Offerings

Okemos High School

- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP Computer Science
- AP Computer Science Principles
- AP Art
- AP Biology
- AP Chemistry
- Honors Physics
- AP World History
- AP United States History
- AP United States Government
- AP Psychology
- AP French
- AP German
- AP Spanish
-  **AP Environmental Science**

Dual Enrollment

Dual Enrollment allows students to begin taking dual enrollment classes in the 9th grade and continue to take up to ten dual enrollment courses overall in grades 9-12. The Michigan Department of Education (MDE) administers the Dual Enrollment Program.

Dual Enrollment Guidelines ([*Board of Education Policy 6160*](#))

Dual Enrollment allows students to begin taking dual enrollment classes in the 9th grade and continue to take up to ten dual enrollment courses overall in grades 9-12. The Michigan Department of Education (MDE) administers the Dual Enrollment Program.

State Mandated Dual Enrollment Program

Effective, April 1, 1996, Public Act 160 created the Postsecondary Enrollment Options Act, which directs school districts to assist students who are in the dual enrollment program in paying tuition and fees for courses at Michigan public or private colleges or universities (the dual enrollment program applies only during the academic school year), if all of the following conditions are met:

1. The student has earned a Michigan Merit Examination (MME) endorsement in the content areas in which he/she intends to dually enroll, if such an endorsement is available. The student is eligible to take courses in subjects for which there are no endorsements such as computer science, vocational education, world language courses not offered by the school, and fine arts programs, as permitted by the district.
2. Public Act 594 of 2004, one of the pieces of legislation that created the MME, requires the Michigan Department of Education to set the passing scores on the readiness exams that are used to determine eligibility for dual

enrollment. These readiness exams are the MME, the PSAT, and the SAT. The MME legislation indicates that the Superintendent of Public Instruction is to:

determine qualifying scores for each subject area component of readiness assessment that indicates readiness to enroll in a postsecondary course in that subject under this act.

For sophomore and junior students who wish to take advantage of dual enrollment, but do not have MME scores (since the MME is not taken until the spring of the junior year), the Office of Educational Assessment and Accountability (OEAA) has established passing scores on two other examinations, the College Board PSAT assessment and SAT. Students seeking dual enrollment in the sophomore year will need a qualifying ACT score, since they will not have had the opportunity to take the PSAT. The PSAT can be used by juniors to qualify for dual enrollment. Once juniors participate in the MME in the spring of their junior year, their MME scores will be used for dual enrollment decisions. Okemos Public Schools will not fund a student's dual enrollment until Okemos High School is in receipt of the qualifying scores.

3. The student is enrolled at Okemos High School in at least one high school class. The student's high school schedule is shortened in proportion to the number of college classes in which the student is dually enrolled.
4. The college course(s) is an academic course not offered at OHS. An exception to this could occur if the Board of Education determines that a scheduling conflict exists which is beyond the student's control.
5. The college course is not a hobby, craft, recreation or physical education course and is not a course in the subject areas of theology, divinity, or religious education.

School districts are required to pay the lesser of: (a) the actual charge for tuition, mandatory course fees, materials fees and registration fees; or (b) the state portion of the student's foundation allowance, adjusted to the proportion of the school year the student attends the post-secondary institution.

If a student meets all of the above conditions, is approved to register at the post-secondary institution, registers for a course and then later decides to drop the course, the student will be responsible for the tuition.

After Okemos Public Schools pays their portion of the dual enrollment fee, be aware that the family's financial obligation to the post-secondary institution might be considerable. Therefore, parents are advised to consult with the post-secondary institution for the actual cost before making a final decision concerning Dual Enrollment.

Dual Enrollment Policies

For eligibility in the Concurrent Dual Enrollment Program:

1. Applicants must be working toward graduation requirements at Okemos High School.
2. Three – four semester hours of credit at an accredited institution (e.g. LCC, MSU) will equal one (1) semester credit at OHS.
3. Credits earned by correspondence, concurrent dual enrollment, extension or online courses (excluding 21f) will not have a grade designation entered on the transcript nor have an effect on the grade point average. Students may elect to apply external credit (correspondence course, dual enrollment, extension, or summer school) to the OHS transcript as credit only, indicated by a "G" on the transcript and having no impact on the grade point average, or as a letter grade, which will impact the grade point average. Students may wait until the grade has been issued before indicating their decision on the External Credit Form. The institution from where the student took the course will also be noted.

Note: Student eligibility ends when a student has: completed high school; or completed ten college courses; or received DE funds in four past academic years.

Dual Enrollment Process

1. Students and parents should begin by reading MSU and LCC's dual enrollment programs and their course catalogs.
2. Students should then talk to their counselor to ensure they have selected approved college courses. Non-approved classes will not be allowed to be taken as a part of the student's OHS schedule nor will the district pay for any portion of these classes.
3. Students will need to request "dual enrollment" in PowerSchool during spring registration (for either one or both semesters of the following school year) and submit a Request to Dual Enroll form.
4. Students are then required to follow directions outlined on MSU or LCC's websites regarding how to apply to the school and enroll in approved courses.
5. Students are encouraged to choose classes that do not interfere with their OHS classes.
6. Parents/guardians will be responsible for tuition and fee payment to the post-secondary institution, minus the amount the law requires the school district to pay. In the event that a student enrolls in a course taught in a post-secondary institution according to the state mandated dual enrollment program and the student subsequently withdraws from the course, the student and a parent/guardian will be responsible for reimbursing the school district for any payments made by the school district to the postsecondary institution.

MSU GATE Programming

Our close proximity to Michigan State University provides additional opportunities for student learning through the Office of Gifted and Talented Education (GATE). Students can enroll in year-long enrichment programs including Cooperative Highly Accelerated Math Program (CHAMP), Intensive Studies in Humanities, Arts, Language, and Literature (ISHALL), Amo Linguam Latinam (ALL), Michigan's Accelerated NihonGo for Americans (M.A.N.G.A), Accelerated Chinese Experience (ACE) and Langue pour Etudiants Avances de Francais (LEAF). Some of these courses are offered on a rotating basis. MSU GATE establishes the academic criteria to determine student eligibility.

The CHAMP program was created for students in districts without advanced math programming. Since the Okemos Public Schools has a strong, full year advanced math program with direct and daily access to our teachers, we generally have fewer students participate in CHAMP.

Note: These courses are NOT paid for by the district, however, some of our families select these programs to meet the needs of their child.

Okemos High School Enrollment:

- Students that are completing courses through MSU-GATE will have an open spot in their schedule. Students can choose to:
 - Enroll in a course of their choice
 - Reduce schedule by one hour
- Students are responsible for OHS content and assignments missed during MSU-GATE classes.
- Absences are marked as "school related" and do not count toward total absences.
- Students earn two credits for each year of enrollment. High School students may elect to apply credit from these programs to their high school transcript as credit only, indicated by a "G", or as a letter grade. Students may wait until the grade has been issued before indicating their decision on the External Credit Form.

Okemos High School Post-MSU GATE

- CHAMP
 - Students who have completed two years of CHAMP should sign up to test out of:
 - Precalculus (score < 77%, recommended for Precalculus; score 77-92% recommended for Calculus; score > 92% allowed in AP Calculus AB)
 - Precalculus Honors (score < 77% recommended for Precalculus Honors; 77-92% allowed in AP Calculus AB; > 92% allowed in AP Calculus BC)
 - If students do not attempt to test out or do not earn a desired score they may take Calculus.
- ISHALL
 - It is highly recommended that students plan to continue taking English credits, as colleges are more likely to require that students take English credits each year of high school.
 - Eligible for AP English, need to contact AP teacher for application
 - Not guaranteed a spot in AP English at Okemos High School if the sections are full with upperclassmen.
 - Could elect to complete AP English on Michigan Virtual University
 - May take senior-level English electives
 - May take Michigan Virtual English electives
- LEAF
 - Eligible for AP French, need to contact AP teacher for application
- ALL
 - Program culminates with AP Latin course
- M.A.N.G.A.
 - Program culminates with AP Japanese course
- ACE: Chinese
 - Program culminates with AP Chinese course

Wilson Talent Center

The Wilson Talent Center (WTC) currently offers 18 program options for high school juniors and seniors. Students attend WTC for half of a day and spend the other half at their local district. Students have the opportunity to earn high school credit (three credits per year), articulated and/or direct college credit as well as numerous state and national certifications. Programs are either one year or two. We also have many students who choose a one-year program their junior year and take another one-year program their senior year.

We offer programs in 12 different career clusters including:

- Agriculture, Food & Natural Resources (BioScience Careers)
- Architecture & Construction (Construction Technology)
- Arts, A/V Technology & Communications (New Media)
- Finance (Business & Risk Management)
- Health Science (Health Foundations, Medical Assistant, CA-Patient Care Technician & Sports Medicine & Rehabilitation)
- Hospitality & Tourism (Culinary Arts)
- Human Services (Career Start & Cosmetology)

- Information Technology (Cybersecurity & Digital Forensics and Programming & Mobile Applications)
- Law, Public Safety, Corrections & Security (Criminal Justice)
- Manufacturing (Precision Machining and Welding Technology)
- Science, Technology, Engineering & Mathematics (Engineering Technologies)
- Transportation, Distribution & Logistics (Automotive Technology)

State School Aid Act – Section 21f: Online Courses

Board of Education Policy 6158

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

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

- Can your child create and maintain a study schedule without face-to-face interaction with a teacher?
- Can your child self-advocate and seek help within a virtual setting?
- Does your child possess the independent study habits and motivation needed to complete an entire course online without direct supervision?
- Does your child have the reading, writing, math, and computer literacy skills to succeed in a class that is completely online?
- Additional information is contained with the parent Guide to Online Learning at: <http://media.mivu.org/institute/pdf/parentguide.pdf>.

This option is limited to online classes the district offers or that are listed within the state online course catalog available at <https://micourses.org>. While all of these classes have been reviewed from each sponsoring local district, in many cases, courses may not meet the rigor of courses for Okemos Public Schools from a credit or our graduation requirements; thus they are subject to administrative approval.

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

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

- It is strongly recommended that students do not plan on taking one semester of a course virtually and then one semester of a course traditionally. Students can miss out on important curriculum topics depending on the order of the units online vs. in school. For example, students should not take Virtual Biology A and then take traditional Biology B in school.

Cost

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

Grades

Okemos High School (9-12) courses taken through 21f will be included on the OHS transcript and designated as such, including the letter grade earned. If a student wishes to take the course for credit only, refer to the Credit/No Credit policy.

Prerequisites for Courses

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

Example: A student passing MVU Algebra I will continue in the math sequence to Geometry.

Courses taken through 21f for which the prerequisite is less than that for a similarly titled OPS course do not qualify as a prerequisite for a later OPS course. In these situations a student must also test out via the testing out procedure.

Example: The prerequisite for OHS Chemistry is Algebra 2, while the prerequisite for MVU Chemistry is Algebra I.

A student seeking enrollment in OHS AP Chemistry and who took MVU Chemistry must earn the testing out score required for OHS Chemistry (90%).

Honors Pathway Prerequisites

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

For that reason, if students on the OPS Honors track choose to take an MVU math course, the student must receive a 92% or higher on the virtual course to stay on the Honors pathway with the next course in sequence.

Example: A student on the OPS Honors track passing MVU Algebra I must receive a 92% or higher on the MVU course to progress to Honors Geometry.

Attendance Requirements

Kinawa School (6) or Chippewa Middle School (7-8): Students enrolled in 21f courses must report to their mentor/teacher of record's classroom daily. In rare circumstances, students may be permitted to complete the course off-site if permission is granted by administration and parent/guardian. It is important to note that the semester/trimester start and end time may differ from the OPS calendar. Days off and holiday breaks may also differ depending on the provider.

Okemos High School (9-12): All students enrolled in 21f courses must report to their mentor/teacher of record's classroom daily. Exception: Okemos High School seniors who are enrolled in a 21f course may only leave the building if their 21f course is scheduled during their last hour of the day and permission is granted by the parent/guardian.

Students are required to take their final exams at Okemos High School with the assigned mentor/teacher of record. It is important to note that the semester/trimester start and end time may differ from the OPS calendar. Days off and holiday breaks may also differ depending on the provider.

Learning Progress

Parents/guardians of students enrolled in 21f must create an account in Michigan Virtual (MV) to monitor their student's progress and receive progress checks from MV instructors. Instructions for doing so are included within the 21f application. At the end of each grading period, 21f grades are posted in PowerSchool and will be recorded on the student's transcript.

Registration

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

Course Denial

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

- The pupil is enrolled in any of grades K to 5.
- The pupil has previously gained the credits that would be provided from the completion of the virtual course.
- The virtual course is not capable of generating academic credit.
- The virtual course is inconsistent with the remaining graduation requirements or career interests of the pupil.
- The pupil has not completed the prerequisite coursework for the requested virtual course or has not demonstrated proficiency in the prerequisite course content.
- The pupil has failed a previous virtual course in the same subject during the 2 most recent academic years.
- The virtual course is of insufficient quality or rigor.
- The cost of the virtual course exceeds the amount identified in subsection (9), unless the pupil or the pupil's parent or legal guardian agrees to pay the cost that exceeds this amount.
- The request for a virtual course enrollment did not occur within the same timelines established by the primary district for enrollment and schedule changes for regular courses.
- The request for a virtual course enrollment was not made in the academic term, semester, trimester, or summer preceding the enrollment. This subdivision does not apply to a request made by a pupil who is newly enrolled in the primary district.

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

Appeal Rights

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

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

External Credit Guidelines

Board of Education Policy 6158

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

1. Coursework that satisfies specific graduation requirements may be taken externally only from an approved accredited educational institution and must align with the Michigan Merit Curriculum and Okemos Board of Education requirements.
2. It is strongly advised that senior students submit external credit documentation to Okemos High School by the Thursday prior to graduation. If documentation of course completion is not received by then, it is unlikely that there will be sufficient time to process the credit to ensure participation in commencement.
3. Approved external credit may be recorded as credit only, indicated by a “G” on the transcript and having no impact on the grade point average, or as a letter grade, which will impact the grade point average. Students may wait until the grade has been issued before indicating their decision. The institution through which the student took the course will be noted on the OHS transcript.
4. External credits not specifically satisfying graduation requirements or necessary to achieve the twenty-two credits required for graduation will not be recorded on the OHS transcript. Students may self-report such credits to post-secondary institutions as desired.
5. External credits may or may not serve as prerequisites for advanced courses, and testing out may be required. It is strongly recommended that any student wishing to complete credits outside of OHS consult with their school counselor to ensure satisfactory progression.
6. Credits earned during previous full or part-time enrollment in a district outside of Okemos Public Schools are considered “transfer credits” and therefore not governed by the External Credit Policy.
7. It is strongly recommended that students in need of credit recovery do so through OHS. In the event that circumstances prevent participation in the OHS program, credits for recovery earned through any Michigan public school or an online program from Michigan’s Online Course Catalog will be accepted.

Summer Study

Students who wish to make up deficiencies in credit or who wish to take courses for enrichment will be granted permission by the student’s counselor to do so in a summer program. The student may take such courses in any approved secondary school summer program. However, all credits earned in an approved summer school program will not have the letter grade designation entered on the transcript, nor will that letter grade have an effect on the student’s grade point average.

Credits and a letter grade earned by correspondence, dual enrollment, extension, or summer school (i.e. credits earned external to Okemos High School) for the purpose of repeating an OHS course in which the student received a grade below “C”, will not have the letter grade designation entered on the transcript, nor will that letter grade have an effect on the student’s grade point average.

The student should check the student’s proposed plan of study with the student’s counselor to make certain that the

summer study will transfer to the OHS transcript.

Early College

Early College Programs are designed for students entering their junior year of high school who are looking for an opportunity to move into a college environment. Students will earn up to sixty college credits or an associate's degree as they are completing their high school requirements. This is a rigorous program for motivated students.

The Early College (TEC) and Capital Region Technical Early College (CRTEC) are partnerships between Ingham Intermediate School District (ISD) and Lansing Community College or Wilson Talent Center. Students can earn up to 60 college credits tuition free.

The Early College at LCC (TEC)

While enrolled with TEC, students will leave Okemos High School and spend grades 11-13 at Lansing Community College.

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

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

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

Repeating Courses

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

Transfer Students

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

1. A letter to document the dates of enrollment, signed by the principal, notarized by the administrative assistant.
2. Copies of report cards, signed by the parent, notarized by the administrative assistant.
3. Copies of standardized testing results, if available.

Diplomas:

1. A minimum of one year's attendance at OHS is required to obtain a diploma. HOWEVER, exceptions may be made for incoming transfer students. If a student meets the OHS requirements and has not attended at least one year in the Okemos district, the student's counselor will review the circumstances and make a recommendation to the principal.
2. In those cases which involve only a few months of attendance in the Okemos district, it may be requested that the sending school grant the diploma if the student so desires it. A diploma may be awarded from the district of

the sending school as long as requirements are met for graduation in the sending school's district.

Exchange Students

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

ACADEMICS

Universal Accommodations*

Okemos High School offers the following Universal Accommodations to every student:

- ***Students may turn in late assignments without penalty until the end of the unit or the next assessment.***
- ***Students will coordinate with their teacher for extended time for assessments when needed.***
- ***Students will receive frequent check-ins to determine understanding of directions and content.***
- ***Students will have access to assistive technology to support reading and writing when available and applicable.***
- ***Students will collaborate with teachers to structure a break if needed.***
- ***Students will be strategically assigned a seat that meets their needs to maximize learning***
- ***Students will have access to a support that will help them prepare for an assessment (e.g., study guides, class notes, rubric with success criteria, etc)***
- ***Students will have access to copies of class notes (if notes are taken in class), after first attempting to take notes.***

****Advanced Placement not included***

Student Personal Learning Devices (PLD)

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

Bringing the Device to School:

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

Student Use in Classrooms:

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

General Care:

- Treat this equipment with as much care as if it were your own property. Students may be assigned the same device for multiple years.
- Do not attempt to alter, modify or upgrade the device in any way. Doing so may void the warranty.
- Any and all support or repair will be handled through the district. PLEASE DO NOT CONTACT ANY OUTSIDE VENDOR

(i.e., Geek Squad, device manufacturer) FOR REPAIR OR SUPPORT ISSUES.

- Do not remove or interfere with the serial number or any identification placed on the device.
- Keep the equipment clean. For example, don't eat or drink while using the device. *It should be noted that liquids cause immediate damage to electronics.
- Do not put stickers or use any type of markers on the device.
- District issued carrying cases and/or device covers must be used at all times.
- Close the device when it is not in use or it is being transported.
- Never use a chemical to clean the screen or keyboard (i.e. Windex, bleach wipes). Use a soft, dry, lint-free cloth when cleaning the device.
- Do not lean on the top of the device or put excessive pressure on the screen.
- Device should always be stored in a safe, secure location. Avoid extreme temperatures.
- Unattended devices found by staff will be moved to a designated location in the building.

Student Printer Use:

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

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

- Locker Rooms
- Bathrooms
- The cafeteria
- Areas used for the purpose of changing clothes
- Any other areas as designated by administration

Device Camera/recording:


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

Device Problems:

- It is the student's responsibility to report device issues as soon as they occur.
- The student must take the device to the Library Media Center (LMC) as soon as possible.
- If the device cannot be fixed immediately, the student may be issued a different device to use on a temporary basis.

Discipline:

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

 Please refer to district [Code of Conduct Policy #5144](#) for further details regarding electronic communications and student expectations.

Device Damages and Care/Loss or Theft of Devices:

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

- Devices that are lost or stolen need to be reported to the school's main office immediately.
- If a device is stolen or vandalized while not at an OPS sponsored event, the parent/or legal guardian shall file a police report and notify the school's main office as soon as possible.
- If a device is lost or stolen, the student may be financially responsible for its replacement. The student may also lose the right to take future devices home.

Lost, damaged, or stolen devices in the care, custody, and control of a student may be covered by the homeowners'/renters' policy of the parent/guardian. Most homeowner/renter policies will provide some limit of coverage for the "damage to the property of others" under the comprehensive personal liability coverage part of the policy and is not normally subject to any deductible. Please consult your insurance agent for details about your homeowners'/renters' coverage.

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

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

Disclaimer:

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

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

Terms and Conditions:

All Terms and Conditions as stated in this document are applicable to the Okemos Public School District. These Terms and Conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. These Terms and Conditions shall be governed and interpreted in accordance with the laws of the State of Michigan, and the United States of America. These Terms and Conditions are subject to change with proper notification to the registered users (Revised 07/14).

Textbooks

Textbooks, paperbacks, library books and other instructional materials are loaned to students for their use. Students will care for these items and return them in sound condition.

When a student withdraws from a class, the student must return the text. If the book is not returned upon withdrawal from the class or at the time of the final exam, and/or if the book is damaged, the teacher will fill out the Unreturned Book and Damage Assessment Form and give a copy to the student.

Grading

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

A	=	4.00	100% - 93%
A-	=	3.80	92 - 90
B+	=	3.50	89 - 87
B	=	3.00	86 - 83
B-	=	2.80	82 - 80
C+	=	2.50	79 - 77
C	=	2.00	76 - 73
C-	=	1.80	72 - 70
D+	=	1.50	69 - 67
D	=	1.00	66 - 63
D-	=	.80	62 - 60
E	=	.00	
W	=	.00	(indicates a failure for attendance reasons)
G	=		Satisfactory -- Credit (used for Credit/No Credit courses)
H	=		No grade/no credit
I	=		Incomplete
S	=		Credit Earned, but no grade given due to excessive absence
U	=		Loss of credit due to excessive absences

Grades will be sent home at the end of the first nine weeks of semester courses. These are indicator grades and will not be entered on transcripts. Only final grades issued at the end of the semester will be transcript grades.

Report Cards and Grading

Final grades will be calculated within one and a half weeks of the completion of the marking period. Only semester grades are on transcripts. The final grade in a course is a composite of the marking periods and the final examination.

Credit/No Credit

Students, after consulting with teachers, and with the approval of their parents/guardians, may request placement on a credit/no credit status for any combination of one credit during the school year. The following conditions must be met:

1. This request must be made within the first twenty (20) full school days of each semester.
2. Forms for requesting the credit/no credit status may be obtained in the Guidance Office.
3. Completed forms must be submitted to the counselor for the counselor's signature no later than within the first twenty (20) full school days of each semester.
4. A passing grade in a course taken credit/no credit will be recorded as a "G" grade and does not impact the grade point average.
5. A failing grade for a course taken credit/no credit is recorded as an "H" grade. (No credit is granted; does not impact the grade point average.)
6. The grading guidelines for credit/no credit will be the same as that for students taking the course for a letter grade.
7. It will be the teacher's option to cancel the credit/no credit status for a student whose performance is counterproductive to the goals of the credit/no credit program and/or inappropriate for the classroom. In this case, the student will be placed on the traditional letter grade status, with the permission of the principal.
8. It is assumed that students enrolled in an advanced placement course are capable of doing college level work for

credit and a letter grade. Requests for credit/no credit in an advanced placement course are contrary to the purposes of the course; therefore, grades in advanced placement courses are not eligible for credit/no credit designations.

9. Credit/no credit is extended at the end of the semester and is reflected on the transcript as "G" or "H" (See points 4 and 5 above). However, a letter grade will be provided at the end of the first and third quarters to indicate a student's progress in a credit/no credit course.

Incompletes

The grade of INCOMPLETE (I) may be issued to students at the discretion of the teacher with administration approval and if a student is absent during final exams. Time periods for converting an INCOMPLETE (I) to an academic grade shall be:

Semester I = ten school days after report card notice of an Incomplete (I).

Semester II = no later than June 30 after the INCOMPLETE was earned.

If a student with an INCOMPLETE (I) does not complete the course work or final exam within the specified time period, a grade of "E" will be assigned and averaged into the final grade in the course.

Grade Change Policy

A grade given to a student by a teacher shall not be changed unless the teacher who gave the grade concurs with the grade change or a review panel recommends a change in the grade to the superintendent.

A student or the student's representative may request a semester grade change from the teacher who gave the grade. The proponent of the grade change must submit the request within thirty (30) days of the start of the semester following the semester in which the contested grade was given.

In the event the teacher does not concur with such a request, the student or student's representative may bring the issue to the building principal for further discussion. After discussion with the principal, the student or student's representative may appeal to a review panel to consider the request. The principal will cause a review panel to be established.

A review panel shall consist of the Superintendent of Schools or designee, a member of the Board of Education selected by the board president, and three teacher representatives selected by the teacher union: one elementary, one middle school, and one high school. The review panel will be convened according to regulations established by the Superintendent of Schools, and the review panel decision will be final.

Final Exam Policy

Teachers are required to assign a final experience (exam, paper, project, presentation or concert*- to name a few) for each semester of their course, a portion must take place in a meaningful way during the 70-90 minutes set aside during final experience week. The entire final experience should represent learning and/or progress in the course and make up 10-15% of the student's semester grade.

*Concerts may take place outside the window of the final experience week.

No semester-end examinations will be administered prior to the formal examination schedule. If extenuating circumstances exist requiring a variance from this policy, an appeal may be made to the principal. The principal will, after conferencing with the teacher, determine whether a compelling reason exists for a variance.

Credit Recovery

Edgenuity

Edgenuity, is an online credit recovery program available to OHS students. Some Edgenuity courses may be modified to more closely reflect OHS courses and may share the same course title. Others may be quite different and cannot easily be modified, and have a unique course title. Edgenuity courses are not approved by the NCAA for the purpose of collegiate athletic eligibility.

Edgenuity courses may be taken during the summer, for which students must register and pay a fee **for which students**

must sign up using a Google Form. Details for summer enrollment are available on the OHS website each spring.

During

the school year students may be enrolled in Edgenuity as part of a Guided Study hour during either semester, for which

no fee is required. **During the School year, students may be enrolled in Edgenuity, which will be completed in the ALC**

after school. The following students are eligible to register for Edgenuity courses:

1. Any student who was previously enrolled, but did not earn credit in a course specifically required by the Michigan Merit Curriculum.
2. Any student lacking credit in a course specifically required by the Michigan Merit Curriculum and unable to include that course in his or her remaining schedule, with administrative approval.
3. Students who need to compete elective credit to achieve the required total of 22 credits for graduation. Strategies for Academic Success may be taken by any OHS student and does not require enrollment in summer school or Guided Study.
4. Any student who completed make up credit and as a result is out of sequence for a course. For example, a student who does not earn credit in the first semester of Algebra 1 may make up that credit during the second semester, then continue the Edgenuity Algebra 1 course during the summer in order to enroll in the next course in the math sequence.
5. Any student with an active Individualized Education Plan (IEP) who receives one class period or more of resource per day and seeks enrollment at the Wilson Talent Center (WTC). ~~These students are eligible to take Edgenuity credit proportional to their daily resource schedule at no charge.~~
6. ~~Any student with an active IEP whom the IEP committee determines will significantly benefit from enrollment in Edgenuity as part of the student's resource services. Students who work on Edgenuity courses in their assigned resource hour must still have their tests "unlocked" by the Guided Study teacher.~~
7. Students unable to attend the regular school day due to prolonged illness or suspension, with administrative approval. These students are eligible to take approved Edgenuity courses **at no charge** and may receive a letter grade.

Credit earned through the Edgenuity credit recovery program will be recorded on the transcript as a "G" and will replace the previous grade if applicable. This indicates that credit was earned and has no impact on the cumulative grade point average, other than the removal of the failing grade.

Students who achieve a grade between a "D-" and a "C-" for a course in their regular OHS schedule are not allowed to repeat the course on Edgenuity for the purpose of raising the grade. Consistent with the Repeating Courses policy, such courses must be repeated as part of the regular OHS schedule.

Credits earned in an Edgenuity program through a school other than OHS are treated as external credits. External Credit and Summer Study policies apply. With administrative approval, students enrolled in Edgenuity due to prolonged illness or as part of an active IEP may be granted letter grades for their Edgenuity courses.

Registration forms for the after-school and summer Edgenuity programs may be obtained from the Counseling Office and require a counselor signature. Program fees and schedules are determined on a yearly basis. A student who withdraws from an Edgenuity course may receive a full refund up to the second day of that session. After the second day of that session, no refund will be issued. Edgenuity courses must be completed by the end of the session or semester in which they were begun. Students who do not complete their Edgenuity course during the assigned session must re-register, pay an additional course fee (if applicable), and start over from the very beginning of that course. Appeals may be submitted to the building principal or director of special education.

Students are allowed to complete more than one Edgenuity course in a semester session but must do so sequentially. That is, a student may register for more than one course at a time, but must complete one course before beginning the next one.

Graduation Alliance

Graduation Alliance provides a research-based approach to alternative education which is holistic in nature, pairing time and place flexibility with the social-emotional supports that many at-risk and non-traditional students require in order to stay on track for graduation and successfully transition to life after high school. Students who attend the program are given technology and internet access, proactive online and in-person mentors, highly-qualified teachers, 24-hour virtual tutoring center, credit monitoring, and a flexible schedule to help promote success. While a student is enrolled through the Graduation Alliance program, they are considered an Okemos High School student.

Students enrolled in Graduation Alliance may participate in athletics if determined eligible according to Michigan High School Athletic Association rules. Students may participate in OHS sponsored extracurricular activities and events with prior approval from the building principal. Students who have successfully met graduation requirements through the Graduation Alliance by the Thursday prior to their original expected date of graduation may participate in commencement ceremonies with their graduating class. All students who complete Graduation Alliance may receive an OHS diploma.

ATTENDANCE

Regular school attendance is an important component of learning for students. Good attendance benefits students academically as well as socially. Group learning assists students to communicate, to gain perspectives and to accept responsibility – all important components of adulthood. Class attendance is necessary for learning and academic achievement, as well as for developing the habits of punctuality, dependability and self-discipline. Days missed from school cannot be completely recovered as the classroom experience is unique and cannot be fully replicated. We must work as a team-parents, students, teachers, and administrators-to ensure that absences are limited to necessities such as illness, family emergencies, funerals, or school-related absences.

Attendance Procedures and Expectations

When a student must be absent, parents or guardians must call the attendance office (706-4916) to excuse the absence. Any absence due to illness, funeral, religious observance, medical absences, or other important business that cannot be accommodated outside the school day, **MUST BE VERIFIED BY A CALL FROM THE PARENT/LEGAL GUARDIAN WITHIN 24 HOURS OF THE ABSENCE.** The parent/legal guardian may call the school at any time; voice mail is available after hours. If a call is not received by 3:00 PM the day of the absence, the absence will be unexcused. If a call is not received by 3:00PM the day following the absence, the absence will remain unexcused. This notice must be made on the day of the absence or by 3:00 p.m. of the following day. The attendance secretary will answer calls during business hours - 7:00 a.m. to 3:00 p.m. An answering machine will receive phone calls after 3:00 p.m.

Illness that occurs during the school day must be reported to the attendance office by the student and every effort will be made at that time to contact the parent/guardians to report the illness. No student may leave campus during the school day without following the Permit To Leave School policy stated below. Okemos High School is a closed campus for the entire school day, including lunch hours. Students leaving school for illness may not return to school grounds/activities for

the remainder of the day without permission from an administrator or designee.

More than 10 unexcused absences will result in an administrative **communication** conference, and may result in a truancy referral or loss of privileges such as attendance at extracurricular events, athletic events, dances, or prom. A combined total of 15 excused and unexcused absences will result in a loss of privileges.

"Parent or guardian" means the mother, father, their designee, or the legally designated guardian of the student. Although 18-year-old students are recognized as adults, school officials are nonetheless committed to the equal treatment in application of school policies and procedures to all students. Eighteen-year-old students are not eligible to excuse their own absences.

"Designee" would indicate an adult, at least 21 years old, whom a parent or legal guardian might leave in charge of the child's attendance if the parent or guardian is out of town. The school must be notified of this arrangement prior to the parent's absence

Attendance Rules and Regulations

A student is absent from class if the student is not present in the classroom ten minutes after the bell marking the beginning of class has rung.

Excused Absence

The following are examples of absences for which a parent or guardian may excuse students by calling the attendance office:

1. Illness/Appointment
2. An appointment that cannot be scheduled outside of school hours
3. Emergency
4. Religious Observance
5. Planned Absences (See Planned Absence Procedures in this policy)
6. Death in the Family
7. 1 or 2 days where parent/guardians or sibling is being deployed or is returning from military service.

The following are excused absences for which no parental call is necessary:

1. Field Trip or School-Related Activity
2. Suspension from School

Students who have excused absences, or are on suspension, will be allowed full make-up privileges - homework assignments, quizzes, and chapter, unit, quarter and final exams.

Unexcused Absence

Unexcused absences occur when a parental phone call excusing the absence has not been received. Students who have unexcused absences will only be allowed to make up quarter and final exams. Make-up privileges may be appealed to an administrator.

The Administration will not excuse students when the students are in the building or on school grounds during class time but not in their assigned classroom. Absences from class to study for another class are not excusable.

Permit to Leave School/Closed Campus

Okemos High School is a closed campus for the entire school day, including lunch. Once students arrive on campus, they may leave only for emergency or an appointment that cannot be made for after school hours. ***If students return to school, they must be accompanied by a doctor's note to verify the appointment.***

A student may only leave campus early after a parent or other approved adult listed in PowerSchool has called to excuse

them before they leave. Students leaving campus must sign out with the attendance secretary.

Failure to sign out before leaving campus or before being called out may result in a detention, in-school Suspension and/or out-of-school suspension under the Student Code of Conduct.

Planned Absences, Personal Convenience Absences, Trips/Vacations

Students are expected to be in classes while school is in session. There are generous vacation periods built into the school calendar, so absences of this type taken during school time are discouraged. Parents must notify the main office at least two days in advance for the absence to be excused. Students will be responsible for making necessary arrangements for missed coursework with their teachers and must notify teachers in advance of the absence. Students must request homework prior to departure and arrange time to make up missed tests or quizzes (if appropriate) at a time that is acceptable with the teacher. On the first day back to school from this type of absence, the work that was due on the day(s) of the absence(s) must be turned in.

Planned Absence Procedures

The planned absence procedure and form is required for an anticipated absence of three or more days. Excused absences for travel will be granted only for family travel up to five (5) school days. Parents/guardians seeking exceptions to this rule must appeal to the administration.

To arrange a planned absence of three (3) or more days:

1. Students must obtain a planned absence form from the attendance office.
2. Students must present the planned absence form to each teacher. The teachers will sign the form, and list the assignments with completion dates, as determined by the teacher for the student.
3. The student must take the completed form home for parental/guardian signature.
4. After the form is completed by all parties, the completed form must be submitted to the attendance clerk in the attendance office before the planned absence commences.

Additional Information

Where there is excessive absence, a physician's note may be required. The school may ask the district nurse to make a home visit, to determine if any help may be needed.

For prolonged illness or absence due to contagious disease, the principal may require a physician's certificate for re-admission to school.

Tardy Rules and Regulations

Students tardy to class delay and/or disrupt the learning process, show disrespect for fellow students and teachers and generally demonstrate a disregard for their commitments.

- A) Passing time will be seven (7) minutes.
- B) A student is deemed tardy to class if that student is not in the classroom by the time the bell has rung marking the beginning of class. A student will be considered absent when the student arrives to class more than ten minutes after the class period has begun.
- C) A student is arriving to class after the bell has rung marking the beginning of class who has a written note or pass from a staff member or an administrator excusing the tardy will not be deemed tardy. Only written notes from a staff member or an administrator will be accepted.
- D) When a student obtains a sixth tardy in a semester, per class, the student will be assigned a detention. When a student has the ninth (9) tardy, the student may be assigned disciplinary consequences (attendance contract, loss of privileges, detention, or in-school suspension).
- E) Attempts will be made to notify parents/guardians by the automated calling system of each tardy. Further, parents or guardians will be informed by email when a student receives the sixth (6) tardy in a class. When a student receives the ninth (9) tardy, parents/guardians will be informed by email of the student's additional

disciplinary consequences as outlined in section D above.

GUIDANCE & COUNSELING

The Guidance and Counseling Department at Okemos High School is designed to be an integral part of the total educational process. Counselors will work with the teachers and administrators to help ensure that each student will have a valuable educational experience.

Most of the counselors' time will be spent in discussion with students. Therefore, a student should not hesitate to see a counselor about any concern that might occur, whether personal, educational or vocational.

Students who wish to see a counselor must make an appointment in the guidance office during change of class, lunch or other free time. The guidance secretary will give the student an appointment pass, which the student shows the teacher before coming to the guidance office. Counselors can help with school, relationships, career planning, the college admissions process, and with life!

COUNSELING

The Counseling Department at Okemos High School is designed to be an integral part of the total educational process. Counselors will work with the teachers and administrators to help ensure that each student will have a valuable educational experience.

Counseling services rely on knowing each student's needs. Therefore, a student should not hesitate to see a counselor about any concern that might occur, whether personal, educational or vocational.

Students who wish to see a counselor mayan appointment in the Counseling Office during change of class, lunch or other free time, or through their counselor's online calendar.

Additionally, students are encouraged to utilize the Zen Den, a quiet, private location within the Counseling Office, whenever needed. The Zen Den provides students with a few moments to self-regulate and the opportunity to speak with a counselor, if desired.

STUDENT CONDUCT & CITIZENSHIP

Student Rights and Responsibilities

The Okemos Public Schools recognize that education is a basic right; that students have certain rights of citizenship as guaranteed in the Constitution of the United States and that citizenship rights must not be deprived without due process of law.

A basic responsibility of those who enjoy the rights of citizenship is to respect and obey the law of the state and federal governments.

Certain standards of student conduct are necessary to assure that individuals seeking to express their rights do not conflict with the rights of others. Student behavior will reflect favorably on the individual student and the school, and will show consideration for fellow students and create a harmonious school atmosphere. To accomplish this, it is the responsibility of students, parents/guardians, teachers, and the community to establish rules and regulations which promote the best possible learning environment. [See Board Policy 5144: Student Code of Conduct.](#)

Search and Seizure

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

2. Student personal property may be seized by school authorities if the items are illegal, stolen, prohibited or are determined to be a threat to the health, safety, or security of others. Items which are used to disrupt or interfere with the educational process may be temporarily removed from student possession.
3. School authorities may also search a student's person or personal property, to enforce school rules, if such authorities have a reasonable suspicion that items that are illegal, stolen, dangerous, prohibited or threaten safety or the educational process, and are likely to be found on a student's person. **See Board Policy [5103 Search and Seizure](#).**

Secure Storage Law.

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

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

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

Backpacks

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

Student Dress Code

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

We Believe . . .

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

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

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

Examples that SUPPORT our basic principle:

- Head coverings must allow the face to be visible to staff and must not interfere with the line of sight of any

- student or staff
- Religious headwear
- Hoodie sweatshirts
- Leggings, yoga pants and “skinny jeans”
- Pajamas
- Ripped jeans
- Tank tops, including spaghetti straps; halter tops
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing

Examples that DO NOT support our basic principle:

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

Dress Code Implementation

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

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

Public Display of Affection

Students’ demonstration of affection for one another must always be in an appropriate manner. Faculty and/or administration will intervene if they determine that a student’s conduct is in conflict with publicly acceptable behavior, obscene, distracting or disruptive to the teaching and/or learning environment.

Sexual Harassment

Sexual harassment is unlawful under both State and federal law and is contrary to an effective learning environment. The district policy prohibits sexual harassment of students, employees, board members, volunteers, contractors or applicants for employment by students, employees, board members, volunteers or contractors.

Sexual harassment is defined as:

- A) Unwelcome sexual advances; or
- B) Unwelcome requests for sexual favors; or
- C) Intimidating, hostile or offensive verbal, non-verbal or physical conduct of a sexual nature when:
 - 1) Submission to such conduct is made either explicitly or implicitly a term or condition of employment or application, or a student’s education status, receipt of educational benefits or services, or participation in school activities; or
 - 2) Submission to or rejection of such conduct by an individual is used, explicitly or implicitly, as a basis for decisions affecting employment, a student’s educational status, receipt of educational benefits or

- services, or participation in school activities; or
- 3) Such conduct has the purpose or effect of unreasonably interfering with employment, a student's education, or creating an intimidating, hostile, or offensive environment.

Sexual harassment does not refer to behavior or occasional compliments of a socially acceptable nature. It refers to behavior which is unwelcome, which is personally offensive, which fails to respect the rights of others, or which otherwise creates a sexually intimidating, hostile, or offensive employment or educational environment.

Copies of the policy are available from the sexual harassment monitor, Mario Martinez, 4406 N. Okemos Road, Okemos, Michigan 48864; telephone: 517-706-5006. **For more information, please refer to Board of Education Policy #3118 Title IX Sexual Harassment Policy**

Okemos High School Commencement Code of Conduct

Okemos High School is proud of the tradition of excellence and decorum that graduating classes have established at commencement exercises for many years. Graduation is seldom an event enjoyed solely by the graduates. Parents/guardians, grandparents, family and friends often come great distances to be a part of this proud day. Therefore, it is incumbent upon all of us associated with commencement to provide a program that will be enjoyed by everyone in attendance. Participation in commencement is a privilege, not a right. To assist in the effort to present a commencement of appropriate decorum, the following requirements must be met:

1. Any student who engages in serious inappropriate behavior in the last few days and weeks of school may be denied participation in the commencement ceremony as per the code of conduct, offenses and consequences, in the *Student/Parent Handbook*. Further, if the inappropriate behavior is determined to be a senior prank, the student(s) will be denied participation in the commencement ceremony.

Student Code of Conduct

Students have the right to an education in a safe and orderly learning environment, free from substantial disruption. Recognizing the importance of maintaining a positive learning environment, an atmosphere of mutual respect will be provided for students and staff. When self-discipline fails, regulations for management of school behavior must be enforced.

The administration, in its discretion, may employ restorative practices involving students, parents/guardians, and administration in an attempt to acquire a firm commitment for cessation of the inappropriate behavior.

In all disciplinary cases, the administration may elect to employ **after-lunch detention**, after school detention, suspension, restorative practices and/or other disciplinary measures deemed appropriate and not specifically outlined here, in lieu of or in addition to other discipline. (See below for description of penalties.)

The severity of the offense, a continuation of misconduct, and/or persistent disobedience, may result in more severe consequences than those outlined here including a recommendation for expulsion.

The following may be considered when applying the Code of Conduct to a student's behavior:

- Cooperation/honesty;
- Level of disruption to the learning environment;
- Prior infractions/ offenses;
- The student's age;
- Responsibility or level of ownership and willingness to make changes;
- Severity of offense;
- Whether restorative practices are a better option;
- Whether lesser interventions would address the behavior; and

- Discipline involving students with disabilities will be applied in a manner consistent with applicable student discipline procedures as well as federal and state laws.

Additionally, per the Statewide School Safety Information Policy, Okemos Public Schools must notify the appropriate law enforcement agency when an adult or student commits any of the following offenses on school property, on school sponsored transportation or at school sponsored activities: armed subject or hostage, suspected armed student, weapons on school property, death or homicide, drive by shooting, physical assault (fights), bomb threat, bomb threat call, explosion, arson, sexual assault (criminal sexual conduct), robbery or extortion, unauthorized removal of student (kidnapping), threat of suicide, suicide attempt, larceny (theft), illegal drug use or overdose, drug possession, drug sale, vandalism or destruction of property, minor in possession of alcohol, bus incident or accident, and stalking **As outlined in board policies [3402 Drills, Plans, and Reports](#) and [5201 Investigations, Arrests, and Other Law Enforcement Contact](#).**

These rules apply to any student who is on school premises, traveling to and from school (public or private transportation), including at a bus stop; on a school vehicle; at a school-sponsored or school related event; or whose conduct at any time or place interferes with the operations, discipline, or general welfare of the school and student body.

The following list of offenses and disciplinary penalties is not all-inclusive. Other misconduct may give rise to discipline. **Violation of any of the following may result in student discipline, up to and including permanent expulsion from school.**

Offenses

1. **Fighting:** This involves two or more individuals who are involved in physical contact with the intent to do bodily harm. (see offense #2)

Conference and Short Term Suspension (3-10 days), Long Term Suspension (11- 59 days) or possible expulsion, based on the degree of violence.

Inform local police in instances where anyone involved in the fight or altercation receives an injury requiring emergency medical attention.

2. **Physical Assault on a Student:** Intentionally causing or attempting to cause physical harm to another through force or violence. The Michigan Revised School Code requires school districts to suspend or expel a student enrolled in grades 6 or above who commits a physical assault against another student. MCL 380.1310

Conference and Short Term Suspension (5-10 days), Long Term Suspension (11- 59 days) or possible expulsion, based on the degree of violence.

Inform local police in instances where anyone involved in the assault or altercation receives an injury requiring emergency medical attention.

3. **Written or Verbal Threats Directed Toward a Student:** Any intentional threat or offer to do bodily harm to another by force, under circumstances which may create a fear of actual harm. Threats made by electronic means, even if sent from off campus may result in discipline.

Conference and Short Term Suspension (1-10 days) or Long Term Suspension (11-59 days). Possible expulsion in serious cases. Inform local police in serious cases.

4. **Assault, Intimidation and/or Verbal Assault Directed Toward an Adult:**

- a. **Intimidation and/or verbal assault directed toward an adult:** The Michigan Revised School Code requires

school districts to suspend or expel a student enrolled in grades 6 or above who commits a verbal assault at school against an employee, volunteer, or contractor, or who makes a bomb threat or similar threat directed at

a school building, other school property, or a school-related event. This includes any intentional threat or offer to do bodily injury to another by force, under circumstances which may create a fear of actual harm. Threats made by electronic means, even if sent from off campus may result in discipline. ("At school" means "in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises." MCL 380.1310 and MCL 380.1311).

Conference and Short Term Suspension (3-10 days) or Long Term Suspension (11-59 days). Possible expulsion in serious cases. Report will be filed with local police.

b. Assault on adult: The Michigan Revised School Code requires school districts to permanently expel a student enrolled in grades 6 and above who commits a physical assault (intentionally causing or attempting to cause physical harm to another through force or violence. MCL 380.1310 and MCL 380.1311a) at school against an employee, volunteer or contractor.

5. Extortion/Blackmail/Coercion: Forcing someone to do something against their will.

Conference and-Short Term Suspension (1-10 days) or Long Term Suspension (11- 59 days). Inform local police in serious cases.

6. Bullying/Harassment/Intimidation: Any gesture or written, verbal, graphic or physical act, or any electronic communication, including cyberbullying* that occurs at school, that a reasonable person, should know may have the effect of harming a student or damaging the student's property, placing a student in reasonable fear of harm to the student's person or damage to the student's property, insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Bullying may also constitute harassment and intimidation. Bullying, harassment or intimidation includes, but is not limited to, such a gesture or written, verbal, or physical act, or electronic communication that is reasonably perceived as motivated by a student's religion, race, color, national origin, age, gender, sexual orientation, gender identity and expression, disability, height, weight, socioeconomic status, or by any other distinguishing characteristic including racial and ethnic slurs. See Okemos Public Schools' Bullying policy, #5143.

**Cyberbullying is defined as the use of information and communications technologies such as, but not limited to, email, cell phone, instant messaging, defamatory personal websites, and defamatory online personal polling websites to support deliberate, repeated and hostile behavior by an individual or group, that is intended to harm others.*

Conference and Short Term Suspension (1-10 days) or Long Term Suspension (11- 59 days). Possible expulsion in serious cases. Inform local police in serious cases.

7. Hazing: An intentional, knowing, or reckless act by a person alone or with others that is directed against an individual and that the person knew or should have known endangers the physical or emotional health or safety of the individual, and that is done for the purpose of pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization (fraternity, sorority, association, corporation, order, society corps, cooperative, club, service group, social group, athletic team or similar group whose members are primarily students at an educational institution.) Hazing includes, but is not limited to, the following:
 - a. Physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
 - b. Physical activity such as sleep deprivation, exposure to the elements, confinement in a small space, or

calisthenics, that subjects the other person to an unreasonable risk of harm or that adversely affects the physical health or safety of the individual.

- c. Activity involving consumption of a food, liquid, alcoholic beverage, drug, or other substance that subjects the individual to an unreasonable risk of harm or that adversely affects the physical health or safety of the individual.
- d. Activity that induces, causes or requires an individual to perform a duty or task that involves the commission of a crime or an act of hazing.

Conference and Short Term Suspension (1-10 days) or Long Term Suspension (11--59 days).
Possible expulsion in serious cases. Inform local police in serious cases.

- 8. Disruptive Behavior: Behaviors or actions that constitute or result in disruption to the school program, including, but not limited to, in the classroom, hallway, and cafeteria. This includes recording and/or encouraging fighting, unauthorized tampering with school property and equipment. This also includes unacceptable public displays of affection, food fights and inappropriate unsportsmanlike behavior or misconduct, at sporting and school events, whether at home or away.

Conference and Detention, or Short-Term Suspension (1-10 days). Possible Long-Term Suspension (11- 59 days) in serious cases.

- 9. Insubordination: Insubordination: Failure to comply with handbook or school regulations; reasonable directions or instructions of school personnel; refusal to identify self to school personnel. This includes being in an unauthorized area; refusal to leave school grounds at the request of authorized personnel; refusal to store backpacks and containers larger than 8x4x3 inches in assigned locker; and/or any failure to cooperate with school personnel in the reasonable exercise of their duties.

Conference and Detention, or Short Term Suspension (1-10 days). Possible Long Term Suspension (11--59 days) in serious cases. Possible contact with local police.

- 10. Dress Code: 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.

- 11. Dangerous Driving: Failure to follow communicated traffic flow (i.e. driving around cones), disruptive parking, dangerous behavior in the parking lot, leaving campus or transporting others off campus without permission.

May result in removal of driving privileges for a period of time. Conference and Detention, or Short Term Suspension (1-10 days). Possible Long Term Suspension (11- 59 days) in serious cases. Possible contact with local police.

- 11. Leaving Campus Without Signing Out: Any area outside the sidewalk which encircles the school building, is considered an unauthorized area unless a student has left school under the school's Attendance Policy.

Conference and/or Short Term Suspension (1-10 days).

- 12. Conspiring With or Assisting Another to Violate Any School Rule: Student will be subject up to and including the same disciplinary penalty associated with the rule violated.

13. Failure to Comply with Discipline Assigned by a Teacher and/or Administrator: Conference and progressive discipline (Detention to In-school Suspension to Out-of-school Suspension).
14. Unauthorized Distribution of Posted or Written Matter: Includes sale of materials on school property. (See Policy Statement Concerning Distribution or Posting of Printed or Written Matter District Policies.)

Conference and Detention,-or Short Term Suspension (1-10 days).

15. Unauthorized Areas/Loitering: OHS is a closed campus and students must remain on or within the sidewalk that surrounds the school building (see pg. 91). Students are not to be in the parking lot during the school day. Loitering anywhere on campus will not be permitted.

Students are to leave the building promptly at the end of their school day and/or of their academic or extracurricular activities.

Students are to be in areas where they are assigned at all times and should take the most direct route to classes. Students may not hinder the flow of traffic anywhere in the building or block entrances and exits. Students are to remain in the cafeteria, tiled floor area outside the cafeteria/gym, and lower A/B common area during lunch. Students must have a pass from a staff member to be in the library or academic wings during lunch.

Conference and Detention, or Short Term Suspension (1–10 days).

16. Use of Personal Electronic Devices (does not apply to school provided devices): Personal Electronic Devices (PEDs) are defined as any student owned laptop, smartphone, cell phone, tablet, music player, personal digital assistant or any other device with inbound/outbound communication capabilities.

Okemos High School recognizes that PEDs can be valuable tools/resources for staff and students. The intent is to allow teacher directed usage of PEDs for educational, time management and communication purposes, while also providing opportunities to educate stakeholders on appropriate use of electronic devices in an educational setting. This policy allows students to bring their own device to school and use it within the educational setting at the teacher’s discretion. Use of PEDs will remain a privilege when used responsibly and properly, and can be revoked at any time per administrative discretion.



[Refer to Board of Education Policy #5209 Student Use of Cell Phone and Electronic Communication Devices](#)

Earbuds/Headphones: Students must be able to hear the intercom and directives from staff at all times to ensure safety. For this reason, students are not allowed to wear both earbuds/headphones outside of the classroom. The teacher may allow the use of both earbuds/headphones in the classroom.

PERMITTED

Classrooms at teacher discretion
 Before or after school hours
 Hallways during passing time
 Cafeteria

NOT PERMITTED

Bathrooms/locker rooms
 Assemblies
 Classrooms with guest teacher
 (unless prior written permission from teacher)

Use of any recording, video or camera functions without consent of subject is strictly prohibited.

Students are responsible for following classroom rules regarding use of PEDs and are subject to discipline handled by the classroom teacher. While in the classroom, cell phone and earbud/headphone use at OHS is at the teacher's discretion.

1st offense: Confiscation of device, detention

2nd offense: Confiscation of device, administrative contact with parents/guardians; possible detention, or in school suspension.

3rd offense: Confiscation of device (parent/guardian may need to pick it up from administrator), progressive discipline

If a student refuses to give the electronic device to the teacher, the teacher will contact an administrator or designee who will confiscate the electronic device from the student and write a referral for insubordination.

Please refer to District Guideline Policy #4214 and 5144 for further details regarding electronic communications and student expectations.

Okemos Public Schools is not responsible for theft of the device or for allocating resources to troubleshoot issues. Students should take precautions to avoid theft and check their user's manual that came with the device for technical support.

17. Sexual Misconduct & Behavior:

a. Criminal Sexual Conduct, as defined by Michigan law (MCL 750.520b,c,d,e,g) including but not limited to unwelcome sexual touching or sexual penetration by force or coercion.

Expulsion. Conviction is not necessary for the district to expel. Inform local police.

b. Sexual Harassment: Including unwelcome sexual advances, unwelcome requests for sexual favors or intimidating, hostile or offensive verbal, non-verbal or physical conduct of a sexual nature. See Sexual Harassment Policy.

Conference and Short Term Suspension (1-10 days), Long Term Suspension (11- 59 days) or possible expulsion. Inform local police as appropriate.

c. Sexual Activity: Inappropriate sexual behavior, even when consensual, on school property or during school related activities.

Conference and Short Term Suspension (5-10 days), Long Term Suspension (11-59 days) or possible expulsion. Inform local police as appropriate.

d. Indecent Exposure: Displaying one's private parts to one or more people in public view, usually with the intent to shock the unsuspecting viewer.

Conference and Short Term Suspension (3-10 days), Long Term Suspension (11- 59 days) or possible expulsion. Inform local police as appropriate.

18. Use or Possession of Obscene/Abusive Materials: Possession, transmission and/or sharing of pornographic or otherwise sexually offensive material, including on electronic devices, such as computers, cameras and cell phones.

Conference and Short Term Suspension (1-10 days).

19. Use of Abusive/Offensive Language: Any gesture or written, verbal, graphic or physical act (including electronically transmitted acts) that includes the use of abusive/offensive language. This includes, but is not limited to, swearing, racial and ethnic slurs, and abusive/offensive comments about one's religion, race, color, national origin, age, gender, sexual orientation, gender identity and expression, disability, height, weight, or socioeconomic status.

Conference and Detention, or Short Term Suspension (1-10 days).
Possible Long Term Suspension (11- 59 days) in serious cases.

20. Forgery: Includes possession of school forms or falsifying phone calls, other than bomb threats.

Conference and or Short Term Suspension (1-10 days).

21. Damage to Property: Including school property or property of school personnel, or other students; vandalism. Damaging or hacking into computer systems. (See offense #31 and Acceptable Use Policy, below) This includes, but is not limited to, replacing the device's operating system (re-imaging), or installing any of the following: hacking tools such as network scanners, spyware, chat groups, advanced port scanner, unauthorized software or games/gaming websites, Virtual Private Networks (VPNs). (See Acceptable Use Policy).

Conference, Short Term Suspension (1-10 days) or Long Term Suspension (11- 59 days). Possible expulsion in serious cases. Inform local police in serious cases. Students will be required to pay all cost of replacement or repair.

22. Theft and/or Possession of Stolen Property:

Conference and Short Term Suspension (1-10 days) or Long Term Suspension (11- 59 days).
Possible expulsion in serious cases. Inform local police in serious cases. Make restitution for stolen property.

23. Breaking and Entering: Including the school building and all school grounds.

Conference and Short Term Suspension (3-10 days) or Long Term Suspension (11- 59 days).
Possible expulsion in serious cases. Inform local police in serious cases. Make restitution for damaged property.

24. False Fire Alarm/False Calls/Alerts to Law Enforcement and 911

Conference and Short Term Suspension (5-10 days) or Long Term Suspension (11--59 days).
Notify Fire Department in all instances. Inform local police.

25. Arson: Intentionally setting a fire, or attempting to set a fire. The Michigan Revised School Code requires school to permanently expel a student who commits arson on school property.

Expulsion as mandated by the Michigan Revised School Code. MCL 380.1311
Inform local police and local fire department.

26. The Possession, Use or Threat to Use Fireworks, Explosives, Bombs, or Bomb-Like Device(s):

Conference and Short Term Suspension (3-10 days) or Long Term Suspension (11-59 days).
Possible expulsion in serious cases. Inform local police and local fire department.

27. Threats of Violence: Including but not limited to, bomb threats, shootings, suggestions of bringing or having weapons on school property, etc. directed at students, staff, a school building, school property, or a school-related event. Includes threats communicated verbally, electronically (such as social media, text, etc.), written,


and all other forms of communication. Threats will be taken seriously and are not considered jokes. See appendix for full statement from the Ingham County Prosecuting Attorney.

Conference and Short Term Suspension (10 days) or Long Term Suspension (11- 59 days). Possible expulsion in serious cases. Inform local police.

28. Substance Abuse: Includes drugs, marijuana, alcohol, inhalants, abuse of prescription drugs, and look-a-likes or intention to do any of the preceding.

Voluntary agreement to undergo alcohol and/or drug assessment could result in having the suspension reduced, in accordance with the Student Assistance Program guidelines. See Substance Abuse Policy.

- a. Possession, concealment, use or under the influence of:
Conference and Short Term Suspension (5-10 days) or Long Term Suspension (11-59 days). Possible expulsion in serious cases. Inform local police.
- b. Sale/purchase, bartering, delivery, or intent to do so:
Conference and Short Term Suspension (10 days) or Long Term Suspension (11- 59 days). Possible expulsion in serious cases. Inform local police.

- 
- c. Possession or use of Tobacco Products including lighters
Confiscation, conference, and Short Term Suspension (1-10 days).
- d. Possession of Devices and/or Apparatuses: Designed for and/or associated with use of controlled substances, e.g. to include but not limited to e-cigarettes/vaporizers and associated chargers and batteries, a marijuana pipe, roach clip, rolling papers, and devices used to inhale controlled substances.
Conference and Short Term Suspension (1-10 days) or Long Term Suspension (11- 59 days). Inform local police in serious cases. Voluntary agreement to undergo alcohol and/or drug assessment could result in having the suspension reduced, in accordance with the Student Assistance Program guidelines. See Substance Abuse Policy.

Substance abuse discipline:

In the discipline of students involved with drugs, the following factors will also be considered: the potential harm of the specific drug itself, the physical hazard posed by it, and its tendency to habituate users; the degree and kind of involvement with drugs by the student; the number of other students affected; possible profit motive; the number of times the student has been disciplined for drug involvement previously; the overall disciplinary record of the student; the student's willingness and desire to participate in an approved substance-abuse program or to seek help from professionals, organizations, or other individuals qualified to provide services as approved by the district.

- a. The administration may determine to suspend and/or expel the student.
b. Notification of law enforcement officials.
c. Notification of county health officials.

The principal or designee will require that provided documentation from school administration be completed by a health care professional to determine the student's successful completion or participation in a treatment program before recommending reinstatement to school.

29. Possession of Devices and/or Apparatuses: Designed for and/or associated with use of controlled substances,

~~e.g. to include but not limited to e-cigarettes/vaporizers and associated chargers and batteries, a marijuana pipe, roach clip, rolling papers, and devices used to inhale controlled substances.~~

~~Conference and Short Term Suspension (1-10 days) or Long Term Suspension (11-59 days).
Inform local police in serious cases.~~

~~Voluntary agreement to undergo alcohol and/or drug assessment could result in having the suspension reduced, in accordance with the Student Assistance Program guidelines. See Substance Abuse Policy.~~

30. Tobacco Products: Including, but not limited to, chewing tobacco, cigars and/or lighters.

a. Possession of tobacco products and/or lighters:

Lighters: Confiscation, Conference and detention.

Tobacco products: Confiscation and in-school suspension or

Short Term Suspension (1-10 days).

b. Use of tobacco products:

Conference and Short Term Suspension (1-10 days).

~~29~~ 31. Possession of Weapons:

a. Michigan law requires expulsion for possession of a dangerous weapon on school property, or a school vehicle or at a school event. A “dangerous” weapon is a firearm, gun, revolver, pistol, dagger, dirk, stiletto, knife with a blade over three inches in length, a knife opened by mechanical device (regardless of blade length), iron bar, or brass knuckles.

Expulsion is mandatory if the weapon constitutes a “dangerous weapon” as defined by Michigan law. Inform local police in all instances.

b. As a matter of School District policy, the Board of Education may expel a student for possession which may be used to cause or threaten harm to others such objects include, but are not limited to: BB gun, pellet gun, airsoft gun, paintball gun, look-alike gun, knife with a blade three inches or less in length, razor blade, box cutter, chains, nunchucks, mace, pepper spray and any item intended for use as a weapon.

Conference and Short Term Suspension (5-10 days) or Long Term Suspension (11- 59 days).

Possible expulsion in serious cases. Inform local police in serious instances.

30. Propping Exterior Doors: Propping open exterior doors is strictly prohibited for the safety and security of all individuals on campus. Exterior doors must remain closed and locked at all times, except when in use for entry or exit.

Conference and Detention, or Short Term Suspension (1-10 days). Possible Long Term Suspension (11- 59 days) or expulsion in serious cases.

~~31~~ 32. Academic Integrity: The Academic Integrity requires high standards of personal achievement, ethical conduct and academic honesty. It creates an academic environment in which a student’s search for knowledge is a true and honest reflection of that effort.

A. Level I – Violation

1. Submitting another’s assignment as one’s own.

2. Knowingly allowing another student to use an assignment or test to submit as his or her own.

3. Looking at another’s test or essay and submitting the work as one’s own.



4. Knowingly assisting another student to misrepresent the content or authorship of the student's school work.
5. Using any type of notes or technology without teacher approval.
6. Plagiarism, including but not limited to:
 - a. quoting or paraphrasing directly all or part of someone else's written or spoken words without documentation within the body of the work.
 - b. presenting an idea, theory, or formula originated by another person as one's own.
 - c. using information, which is not common knowledge, including statistics and demographics, without documenting the source.
 - d. copying or pasting from the Internet or another document material that is not one's own without documentation from the source.
7. Using ChatGPT during any part of the writing process or for any classwork will be considered plagiarism, unless explicitly permitted by a teacher.

Level I violations of the Academic Integrity Policy will be addressed by the classroom teacher and documented. Parents/guardians will be notified.

B. Level II – Violation

Unauthorized possession, use and/or theft of test materials, answer sheets, teacher materials, computer files, grading programs, and/or altering teacher records.

Level II violations of the Academic Integrity Policy will be addressed by the teacher and administration and documentation will occur.

Conference, Suspension (1-10 days)

Board of Education Student Code of Conduct Policies

[#3102 Smoking, Tobacco Products, Drugs, and Alcohol](#)

[#3118 Title IX Sexual Harassment](#)

[#5206E Suspension from Class, Subject, or Activity by Teacher](#)

[#3408 Firearms and Weapons](#)

[#5603 Section 504](#)

[#5601 Special Education](#)

[#5201 Investigations, Arrests, and Other Law Enforcement Contact](#)

[#5202 Unlawful Discrimination, Harassment, and Retaliation Against Students](#)

[#5203 Hazing](#)

[#5204 Student Appearance and Dress Code](#)

[#5205 Student Handbooks](#)

[#5206 Student Discipline](#)

[#5206A Due Process](#)

[#5206B Students with Disabilities](#)

[#5206C Reinstatement Following Expulsion](#)

[#5206D Enrollment Following Misconduct at Another Public or Nonpublic School or Intentionally Left Blank](#)

[#5206E Suspension from Class, Subject, or Activity by Teacher](#)

[#5207 Anti-Bullying Policy](#)

[#5208 Student Acceptable Use and Internet Safety Policy](#)

[#5209 Student Use of Cell Phone and Electronic Communication Devices](#)

ACCEPTABLE USE POLICY OF ARTIFICIAL INTELLIGENCE (AI)

The following guidelines, in alignment with Board of Education policies for code of conduct, outline the acceptable use of artificial intelligence (AI) tools and technologies by students. Violations of these guidelines may be subject to disciplinary action.

1. ***Academic Integrity*** - AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. Students are expected to give credit to the source or acknowledge the AI tool they used to generate content, similar to how they would cite a source in a traditional research paper or project.
2. ***Class Use*** - The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork must align with the teacher's assignment guidelines and/or class syllabus for using AI. If a student is unsure about expectations for appropriate use, communication with the teacher should occur.
3. ***Bullying & Harassment*** - Do not use AI to engage in any form of bullying, harassment, discrimination, or other behavior that may be harmful to others. Examples include, but are not limited to, modification of images, video, audio, or text.
4. ***Bias & Inaccuracy*** - AI results may generate inaccurate or biased results. It is the student's responsibility to check results for relevance and accuracy.
5. ***Privacy*** - Students are expected to protect the privacy and security of personal information.
6. ***Policy Statement: Responsible Use of AI***: Users must use AI technologies in a responsible and ethical manner, respecting the rights and privacy of individuals and ensuring compliance with applicable laws and regulations.
7. ***Data Privacy and Security***: Users must protect the privacy and security of personal and confidential data when using AI tools. It is important to ensure that any data collected or processed by AI technologies are securely stored, transmitted, and used in accordance with relevant data protection laws and district policies.
8. ***Bias and Fairness***: Users must be aware of the potential biases that can exist within AI technologies and take measures to minimize their impact. When using AI tools for decision-making processes, users must ensure fairness and equity, considering the potential implications for diverse student populations.
9. ***Transparency and Explainability***: Users must prioritize the transparency and explainability of AI systems, particularly when they have a significant impact on students or staff. Clear explanations should be provided to help users understand how AI technologies operate and the reasoning behind their outcomes.
10. ***Ethical Considerations***: Users must consider the ethical implications of AI technologies, including issues related to privacy, consent, dignity, and the well-being of individuals. It is important to foster a culture that encourages thoughtful discussions and critical thinking around the ethical dimensions of AI.
11. ***Educational Purpose***: The use of AI technologies should align with the district's educational goals and objectives. Users should prioritize educational outcomes, personalized learning, and pedagogical effectiveness when integrating AI tools into instructional practices.
12. ***Professional Development***: Users should receive ongoing professional development opportunities to enhance their understanding of AI technologies and their effective integration into teaching and administrative practices. These opportunities should address topics such as AI ethics, bias mitigation, and effective instructional strategies.
13. ***Compliance with Existing Policies***: The use of AI technologies must comply with all existing district policies, including but not limited to the AUP, data privacy policies, and student code of conduct. Users are responsible for familiarizing themselves with these policies and ensuring compliance.

By incorporating this AI addendum into the existing AUP, the school district aims to provide a framework that promotes the responsible and ethical use of AI technologies. This addendum seeks to balance the benefits of AI integration with the safeguarding of student privacy, fairness, and transparency. It is essential for all users to understand and adhere to these guidelines to create a safe, inclusive, and responsible AI-enabled learning environment.



PENALTIES

If a student has not completed the student's discipline before the end-of-year semester final exam schedule commences, the student will not be allowed to take final exams.

Classroom Discipline Procedure (Progressive)

Teachers are expected to use progressive discipline which includes:

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

Where a student's behavior is inappropriate and/or disrupts the class, the following procedure will apply:

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

In extreme class misbehavior, an administrator, in consultation with the teacher, may elect to skip progressive steps.

Restorative Practices

In an attempt to change behavior, students who engage in misconduct may be required to participate in restorative practices in lieu of, or in addition to, suspension or expulsion. Restorative practices will typically be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, harassment and cyberbullying. This includes conversations facilitated by an administrator, counselor or teacher that focus on building a common understanding of a conflict/situation through face to face dialogue in order to restore relationships and a sense of community. No person who claims to be the victim of unlawful or unwelcome harassment may be compelled to meet with the alleged perpetrator of the harassment as part of a restorative practice.

Procedures:

- 1) A meeting is established for the students and the adult facilitator. (Depending on the severity of the incident, parents/guardians may or may not be notified.)
- 2) Three (3) key questions that guide the process are:
 - What happened?
 - Who was affected and how?
 - How do we make things right?
- 3) The level of success and personal accountability achieved through steps 1 and 2, as well as the seriousness of the misconduct will determine if further disciplinary action is warranted.

Detention

An administrator may assign a student to an after-school or lunch detention for class misbehavior or other infractions. Detentions must be served by the date specified on the detention notice.

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

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

Short Term Suspension (1-10 school days)

A principal or designee may suspend a student from school or any school function for up to ten (10) school days for violation of the Student Code of Conduct.

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

1. Before the suspension is issued, the student shall be informed of the specific misconduct and have the opportunity to respond. The administrator shall provide written or telephone contact, if possible, to the parent/guardian of the suspension, its cause and its length.
2. Short term suspensions of three to ten (3-10) school days may be appealed.
3. Appeals of three to ten (3-10) day short term suspensions may be appealed following the procedures below:

Level of Review: Principal or designee at (517) 706-4900: The appeal shall be made within two (2) school days of the suspension. A conference will be scheduled with the parent/guardian within two school days of the appeal. Decisions will be rendered within two (2) school days of the conference. The principal or designee may uphold the suspension, establish an alternative suspension of lesser severity, or reverse the suspension in its entirety. The decision of the principal or designee shall be considered final.

Long Term Suspension (11- 59 school days)

The superintendent or assistant superintendent may suspend a student from school or any school function eleven to ninety (11- 59) school days for violation of the Student Code of Conduct.

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

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

1. The principal or the designee may suspend a student pending the long term suspension hearing before the superintendent or assistant superintendent. The reasons for the suspension pending the long term suspension hearing shall be noted in the charges submitted to the student and parent or guardian. Where a suspension is issued pending a long term suspension hearing before the superintendent or assistant superintendent, the hearing shall be held at the earliest possible time.
2. For 11-20 day suspensions the assistant superintendent will conduct a hearing scheduled with the parent/guardian and school administration.
 - a. For 21- 59 day suspensions, the superintendent or assistant superintendent shall conduct a hearing scheduled with the parent/guardian and school administration.
 - b. The student and parent or guardian may, at their own expense, be represented by legal counsel and shall have the right to bring relevant fact or character witnesses.
 - c. At the disciplinary hearing, an opportunity for all sides to be heard in detail shall be provided according to

the following outline:

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

The superintendent or assistant superintendent will deliberate upon the evidence and determine the outcome. The superintendent or assistant superintendent shall make a determination solely upon the evidence presented during the hearing.

3. The superintendent or assistant superintendent shall make a written report to concerned parties within five (5) school days containing the findings and the decision concerning long term suspension. The report shall also include the student's appeal rights.
4. For suspensions greater than twenty (20) days, administration will develop an academic plan to promote the continued education of the student. It is the student's responsibility to participate and engage in the programming set forth in the plan to ensure academic progress.
5. The parent/guardian may, within three (3) school days of receipt of the decision, file a notice to appeal with the superintendent for the appropriate level of review.
6. Long term suspensions of 11-20 school days may be appealed following the procedures below:

Level of Review: The Superintendent. A conference shall be scheduled with parent/guardian within three (3) school days of the request for appeal. Decisions will be rendered within two (2) school days of the conference. For suspensions and/or expulsions between 11 and 20 days, the decision of the superintendent is final.

Long term suspensions of 21-59 school days may be appealed following the procedure below:

Level of Review: The Board of Education. A hearing will be scheduled with the parent/guardian within ten (10) school days following the request for appeal. A decision will be rendered within three (3) school days of the conference. The Board or subcommittee of the Board may uphold the suspension, establish an alternate suspension of lesser severity, or reverse the suspension in its entirety. The decision of the board or subcommittee of the board shall be considered final.

Expulsion

Expulsion is the termination of enrollment for an extended period of time in excess of sixty (60) or more consecutive school days up to permanently. A student may be expelled only by action of the Board of Education following recommendation by the building administrator or designee. The expelled student will not be allowed to enter school property, attend or participate in any school or school-related activities, including but not limited to, athletic, music, drama, club events, dances, prom, award and recognition events, and commencement.

Permanent Expulsion (State Mandated): Termination of enrollment permanently, subject to possible reinstatement as prescribed by the Revised School Code. A student may be permanently expelled only by action of the Board of Education following recommendation by the building principal or designee. Matters which will result in a recommendation for permanent expulsion to the Board of Education include arson (intentional setting of fires), criminal sexual conduct, physical assault against a school employee or student (grade 6 and above), and possession of a dangerous weapon. Reasonable and deliberate decisions will be made cooperatively by the administration and faculty in cases where serious extenuating circumstances exist.

If a student possesses a firearm or dangerous weapon in a weapon free school zone, the board will permanently expel the student unless the student demonstrates, in a clear and convincing manner, at least one of the following:

- The student was not possessing the instrument or object to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon
- The student did not knowingly possess the weapon
- The student did not know or have reason to know that the instrument or object constituted a “dangerous weapon”; or
- The student possessed the weapon at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

If a student demonstrates one of the above circumstances in a clear and convincing manner and the student has not been previously suspended or expelled from school, the Board will not expel the student unless the Board finds that, based on the circumstances, expulsion is warranted.

Resources for Expulsion

Procedures for Expulsion:

1. The principal or designee may suspend a student pending an expulsion hearing by the Board of Education. The reason(s) for the suspension pending the expulsion hearing shall be noted in the charges submitted to the student and parent/guardian. Where a suspension is issued pending a hearing before the Board of Education or Board committee, the hearing shall be held at the earliest possible time.
2. The Board of Education shall conduct a hearing scheduled with the parent/guardian and school administration.
 - The hearing will be conducted as a special meeting of the Board of Education in accordance with the Open Meetings Act.
 - The parent/guardian may request in writing that the hearing be conducted in a closed session meeting of the Board of Education as permitted by Section 8(b) of the Open Meetings Act.
 - The student and parent or guardian may, at their own expense, be represented by legal counsel and shall have the right to bring relevant fact or character witnesses.
3. At the hearing, an opportunity for all sides to be heard in detail shall be provided according to the following outline:
 - Opening statement by the Board
 - Opening statement by the school
 - Opening statement by the student or representative (usually the parent or guardian)
 - Presentation of school’s position
 - Opportunity for student to ask questions, clarify issues brought forth by school and/or Board members
 - Presentation of student’s position

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

The Board will deliberate on the evidence and determine the outcome. The Board shall make its determination solely upon evidence presented during the hearing. In accordance with the Open Meetings Act, the vote on the Board's decision will take place in open session.

4. The Board of Education shall make a written report to concerned parties within five (5) school days containing the findings and the decision concerning expulsion. (Michigan law does provide for possible reinstatement and enrollment in alternative education programs and strict discipline academies.)
5. A record shall be kept of the Board of Education hearing in accordance with the Open Meetings Act; however, in accordance with Michigan law, student name(s) and student personal representatives will not appear in the official minutes of the meeting.

OKEMOS HIGH SCHOOL ATHLETE/STUDENT LEADER CODE OF CONDUCT

Representing OHS in interscholastic athletic competition/a leadership role is a privilege and not a right. Students who participate in interscholastic athletics/leadership roles are expected to **represent the highest ideals of character** by exemplifying good conduct, citizenship, sportsmanship and training. The student's conduct and citizenship reflect on the student athlete/student leader, his or her club/group/team, our school, and our community.

STUDENT ACTIVITIES

Field Trips and Excursions

Students are required to travel with the team coach, the sponsor of the activity, or some other faculty representative to and from the place visited as arranged by the district. Every participant is expected to go and return with the group unless alternative arrangements have been made and approved by the administration or the athletic department.

Parental permission forms for field trips are required. Forms are available in the main office area. Students on authorized field trips are considered in attendance and have full make-up privileges. For field trips of three or more days, the student will be allowed one day for each day of absence to complete missed work. The OHS Student Code of Conduct applies to all students while on field trips.

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

Extra/Co-Curricular Participation Policy Statement

OHS students have a wide range of student activities in which they may become involved. Student Government, clubs, class activities, publications, drama, athletics, and music offer exciting choices. Each student can benefit from involvement in at least one area of interest to supplement the student's fine academic program. Any student wishing to start an activity or become involved with one should contact an administrator.

The opportunity for participation in a wide variety of student selected activities is a vital part of the student's educational experience. A comprehensive and balanced activities program complements the instruction and enables students to take advantage of the student's education. Participation is a privilege that carries with it responsibilities to the school, to the activity, to the student body, to the community and to the student. Participation in these activities will provide students with the opportunity to develop personal values, skills and a positive attitude toward work and leisure time activities.

The athletic and fine arts programs will be available to all students who demonstrate an interest in participating,

regardless of individual abilities. Accordingly, appropriate skill levels will be established within activities, when feasible.

An individual student who attempts to participate in several co-curricular activities simultaneously may find a conflict of obligations. If a student cannot fulfill the obligation of a school activity without repeated scheduling conflicts, the student may have to withdraw from one or more activities.

The student should exercise caution when gaining membership on teams and in activities where conflicts are likely to exist. Students have a responsibility to minimize obligations where obvious conflicts in practice and performance times occur. When a conflict arises THE STUDENT must notify the faculty sponsors/coaches involved immediately.

When a conflict occurs the sponsors/coaches will work out a solution that minimizes pressure on the student. If a solution cannot be found, an appeals committee consisting of the two sponsors/coaches of the activities involved, the athletic director and the assistant principal in charge of student activities will decide based on:

- The relative importance of each event. (Performance vs. Practice)
- The importance of each event to the student.
- The relative contribution the student can make.
- The length of time the events have been scheduled.
- Discussion between the school and the parents/guardians.
- Any other contributing factors.

Once the decision has been made and the student has followed that decision, the student will not be penalized in any way by either faculty sponsor or coach.

Activities

All student-organized activities, such as dances, plays, pep assemblies, concerts, or fundraisers, etc. must be sponsored by either Student Government, one of the four classes along with their advisor and elected leaders, or a school club or organization. All activities must have an adult advisor, prior approval of the advisor and administration, and must be on the school calendar no later than February 15.

Fund Raising

All fundraising activities must have prior approval from class/club advisors, student government, and administration. Sales of candy or other edibles by groups, clubs, and other school organizations are limited to before and after school hours, and the lunch hours, outside the cafeteria. Fundraising sales are not permitted in the hallways during change of class or in classrooms during class time.

Dances

Dances are sponsored by school organizations. No more than two dances per month will be scheduled. All arrangements for dances must be made by the organization's faculty sponsor. Any students who leave the dance will not be allowed to return. Students may bring one guest (student not enrolled at OHS) to a dance. Students bringing a guest to a dance must complete a **Dance Guest Request Form** to be approved by an administrator. Guests of Okemos High School students must be current high school students. Middle school students are not permitted to attend OHS dances.

No bags or containers larger than 8x4x3 inches will be permitted into dances or post prom. Students are not permitted to bring outside beverages or food into dances unless given prior approval by an administrator.

Posters and Bulletins

To streamline communication and to ensure the cleanliness of our building, posters and bulletins that have been approved by school staff will be placed on the bulletin boards across from the attendance office. Advertisements for acceptable school dances and student government campaign materials may be placed throughout the building. Any outside organization that is not a sanctioned school club or activity must submit posters or bulletins to an administrator

for approval. These organizations are limited to one poster. The daily announcements are reserved for school clubs and activities only.

Student Government

Please see the Student Government Handbook located at [OHS Clubs & Groups](#).

HIGH SCHOOL ATHLETICS

See the *Okemos Athletic Department Parent-Athlete Handbook* for information regarding the registration fee, eligibility, etc.

CLUBS AND ORGANIZATIONS

OHS maintains an updated list of clubs and groups, along with descriptions, meeting times, and club advisor contact information, on the high school website. Please visit [OHS Clubs & Groups](#).

Okemos Public Schools

4406 N. Okemos Road
Okemos, MI 48864

District Network Resources and Internet Safety - Regulations

Refer to Board of Education [Policy #3116 District Technology and Acceptable Use](#)

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

1. Computer Network:

- A. A network account is provided for **educational purposes only**.
- B. Acceptable Network use by district students and staff include:
 1. Creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research.
 2. Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, email and web pages that support education and research.
- C. A network account is to be used only by the authorized user. The sharing of logins, passwords or accessing in another user's accounts and/or data is prohibited.
- D. Users are expected to abide by the generally accepted rules of Network Etiquette (Netiquette) including:
 1. Be polite. Do not send abusive messages or ones containing inappropriate language.
 2. Do not reveal your personal information (address, social security number, phone number, etc.) or that of other students/colleagues.
 3. Do not wastefully use finite resources (paper, network/email storage space, etc.)
 4. Do not use the network in such a way that you would disrupt the use of the network by others.
- E. Email/Social Media/Messaging may not be used to spam, advertise/sell personal property, for commercial activities, or for political lobbying for personal gain. Messages relating to or in support of illegal activities will be reported to legal authorities.
- F. Uploading, downloading or transmission of material, information, or software in violation of any district policy or federal, state or local law or regulation is prohibited and may be reported to legal authorities.
- G. Users may access educational materials for school use via the Internet. Compliance with Copyright notices and/or Terms and Conditions pertaining to a Web site is required. Plagiarism, in any form, is prohibited.
- H. Non-educational, inappropriate communication including, but not limited to, instant messaging, network messaging, and chat rooms, is prohibited.
- I. Accessing, transmitting, submitting, posting, publishing, or displaying any inappropriate or illegal material including, but not limited to, defamatory, inaccurate, abusive, obscene, profane, sexually oriented, bullying, threatening, racially

offensive, or harassing is prohibited and may be reported to legal authorities.

- J. Student network files may be purged at the end of the school year. It is the student's responsibility to back up any files the student wants to retain.
- K. The network account, email account and network files of a user who leaves the district may be deleted. It is the student's responsibility to back up any files the student wants to retain.
- L. The Children's Online Protection Privacy Act requires website operators to obtain parental consent before collecting information from children under the age of 13. In certain instances, the District may act as an intermediary and provide the required parental consent on behalf of a student when the website is used for educational purposes
- M. A staff member wishing to design and publish a web site must read and adhere to the district's Web Page Development Guidelines and Policy.

2. Equipment:

- A. The user will utilize district hardware (computers/printers/scanners, etc.) with care. Food, drink and candy must be kept away from any hardware.
- B. To protect logins/files, users must restart or shut down the computer after use or when the computer will be unattended for a period of time.
- C. Users are always responsible for their assigned device. Users must take appropriate security measures at all times such as setting a passcode and/or logging out when necessary.

3. Security:

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

4. Software:

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

5. Tampering:

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

6. Internet Safety

- A. In compliance with CIPA (Children's Internet Protection Act passed by Congress on 12/15/00) Internet filtering is in place for every networked computer to prevent access to inappropriate material on the district network. Internet filtering is provided by the district, both in and outside of the school setting for students. It is impossible to control access to ALL material on the Internet. The OPS firmly believe that the availability of valuable information and the potential for interaction on the Internet far outweigh the possibility that users may be exposed to material not consistent with the educational goals of the Okemos Public Schools. Furthermore, during student Internet use in

school facilities, District staff will make reasonable efforts to supervise student access and use of the Internet.

- B. To help ensure student safety and citizenship in online activities, students and staff will be educated about:
 - 1. Appropriate online behavior.
 - 2. Safety and security while using email, chat rooms, social media, and other forms of electronic communications.
 - 3. The dangers inherent with the online disclosure of personally identifiable information.
 - 4. The consequences of unauthorized access (e.g., "hacking") and other unlawful or inappropriate activities.
 - 5. Cyberbullying awareness and response.

7. Video Network:

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

8. Student Personal Learning Devices (PLD)

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

A. Bringing the Device to School:

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

B. Student Use in Classrooms:

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

C. General Care:

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

12. Unattended devices found by staff will be moved to a designated location in the building.

D. Student Printer Use:

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

E. Prohibited Areas:

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

1. Locker Rooms
2. Bathrooms
3. The cafeteria
4. Areas used for the purpose of changing clothes
5. Any other areas as designated by administration

F. Device Camera/Recording:

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

G. Device Problems:

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

H. Discipline:

1. Violations of the Student Code of Conduct (i.e., cheating, harassment, illegal activity, inappropriate images and content, etc.) that involve the use of any electronic device will be handled by administration as outlined in the Student Handbook. Loss of electronic device privileges up to and including confiscation of the device may accompany discipline for the offense. Failure to surrender and allow access to any electronic device upon request from a staff member is considered insubordination and will be handled by administration as outlined in the Student Handbook.
2. Please refer to district Code of Conduct Policy #5144 for further details regarding electronic communications and student expectations.

I. Device Damages and Care/Loss or Theft of Devices:

1. In the event of damage to the device not covered by the warranty, the student and parent/legal guardian may be billed for the damages.
2. Repeated damage offenses may result in the parent/legal guardian being billed for the damages and/or loss of the device for the remainder of the year (a daily check out device will be provided).
3. The administration has the authority to waive or modify charges if the cause of damage is judged to be beyond the student's control.
 - Devices that are lost or stolen need to be reported to the school's main office immediately.
 - If a device is stolen or vandalized while not at an OPS sponsored event, the parent/or legal guardian shall file a police report and notify the school's main office as soon as possible.
 - If a device is lost or stolen, the student may be financially responsible for its replacement. The student may also lose the right to take future devices home.

Lost, damaged, or stolen devices in the care, custody, and control of a student may be covered by the homeowners'/renters' policy of the parent/guardian. Most homeowner/renter policies will provide some limit of coverage for the "damage to the property of others" under the comprehensive personal liability coverage part of the policy and is not normally subject to any deductible. Please consult your insurance agent for details about your homeowners'/renters' coverage.

J. Checking Out and Returning a Device at the End of the Year:

1. Students will be expected to attend an orientation session to receive their equipment. Each student will receive a device, case and AC charger.

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

Disclaimer:

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

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

Terms and Conditions:

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

Securly Device Management Use

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

Purpose:

Securly Device Management is employed to:

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

User Responsibilities:

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

- 1. Use the devices in accordance with school policies and guidelines.***
- 2. Respect the integrity of the devices and refrain from tampering with or attempting to bypass security measures.***
- 3. Report any issues or concerns regarding device functionality or security to the appropriate school personnel.***

4. **Understand that internet activity on school devices may be monitored and logged for security and accountability purposes.**

Consequences of Misuse:

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

1. **Loss of device privileges.**
2. **Suspension or revocation of technology access.**
3. **Academic penalties.**
4. **Legal consequences for severe breaches of security or illegal activity.**

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

Board Policy: [3116 District Technology and Acceptable Use](#), [5208 Student Acceptable Use and Internet Safety Policy](#)

OKEMOS PUBLIC SCHOOLS- Web Accessibility Statement

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

This website is coded to comply with both the Americans With Disabilities Act and conforms level AA of the World Wide Web Consortium (W3C) Web Content Accessibility Guidelines 2.0. Users who wish to view these specifications can do so at: Web Content Accessibility Guidelines 2.0. These guidelines explain how to make web content more accessible and the District is working to educate our staff so that the content they may post on their classroom websites will be compliant with the guidelines and be accessible to all visitors.

Okemos Public Schools strives to adhere to the accepted guidelines and standards for accessibility and usability as comprehensively as possible on this website

If you cannot fully access the information on the District's website, please communicate specific issues with the District's Web Accessibility Coordinator. We will make every effort to provide the information to you in an alternate format and/or make the necessary improvements to ensure the information is accessible.

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

Section 504 and Title II Coordinator (adults)
Mario Martinez, Director of Human Resources
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864
517-706-5006
mario.martinez@okemosk12.net

Section 504 and Title II Coordinator (students)
Heather Pricco, Director Special Education
Department
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864
517-706-4829
heather.pricco@okemosk12.net

Title IX Coordinator
Mario Martinez, Director of Human Resources
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864
517-706-5006
stephen.keskes@okemosk12.net

Web Accessibility Coordinator
Mikayla Temple
Digital Communications Specialist
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864
517-706-5603
webmaster@okemosk12.net

Permission to Publish

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

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

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

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

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

Substance Abuse Policy

The consumption or possession of mood or mind-altering chemicals, substances, or paraphernalia interferes with a healthy educational environment.

The school strives to prevent drug abuse and help drug abusers through educational programs, rather than exclusively punitive means.

"Drugs" shall mean: all dangerous controlled substances prohibited by Michigan statute; chemicals which release

toxic vapors; alcoholic beverages; "look alikes"; anabolic steroids; inhalants; mind altering substances; and any other illegal substances prohibited by law.

Any employee, student or person(s) shall report to the principal or designee any student suspected of

possessing, selling, using or being under the influence of inappropriate substances while attending school functions.

The principal or designee will investigate the report and determine if a violation has occurred.

Assistance and Referral

If the principal or designee, after an investigation, concludes that chemical dependency or abuse exists, efforts will be made to assist the student and/or parents or guardians.

The need to protect the school community from harm and exposure to drugs shall be balanced against the due process rights of the individual and the opportunity to rehabilitate a student within a wholesome school environment.

The school shall provide a listing of community and private agencies that can offer assistance. Any services or materials rendered or provided by professionals outside the school will be the student's and/or the parents' or guardians' responsibility. The school has no responsibility for payment for such services.

Student Discipline

In the discipline of students involved with drugs, the following factors will be considered: the potential harm of the specific drug itself, the physical hazard posed by it, and its tendency to habituate users; the degree and kind of involvement with drugs by the student; the number of other students affected; the student's possible profit motive; the number of times the student has been disciplined for drug involvement previously; the overall disciplinary record of the student; the student's willingness and desire to participate in an approved substance-abuse program or to seek help from professionals, organizations, or other individuals qualified to provide services as approved by the district.

- a. The administration may determine to suspend and/or expel the student.
- b. Notification of law enforcement officials.
- c. Notification of county health officials.

The principal or designee may require documentation of a student's successful completion or participation in a treatment program before recommending reinstatement to school.

UNDERSTANDING CONCUSSION

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

Some Common Symptoms

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

What is a Concussion?

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

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

If you suspect a concussion:

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

Signs Observed by Parents

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

Concussion Danger Signs

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

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

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

How to Respond to a Report of a Concussion

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

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

Refer to Board of Education Policy [#5712 Concussion Awareness](#)

FERPA Policy

Copies of the district’s FERPA policy may be obtained from:

Mrs. Heather Pricco
 Director of Special Education
 Okemos Public Schools
 4000 N. Okemos Road
 Okemos, Michigan 48864

Regulations – Distribution or Posting of Printed or Written Matter

Approval Process:

An actual or truly representative copy or sample of the printed or written material to be distributed or posted, with an indication of the number of copies that are intended to be distributed or posted, shall be submitted to the building principal or designee.

- 1) The material to be distributed or posted must contain a notation of the person(s) or group distributing/posting the material.
- 2) A request from any person outside the school to distribute or post material must contain contact information of the person(s) or group making the request. This includes name, address, and a telephone number.

Within three (3) school days from receipt of such material, the principal or designee shall review and reasonably determine whether distribution or posting of such material would be foreseeably likely to cause substantial disruption of or material interference with school activities or is otherwise legally prohibited.

- 1) Acceptable items include, but are not limited to, materials or postings announcing school-sponsored activities, school-sponsored clubs, and/or student council activities such as prom, food drives, special events; as well as items such as student art work.
- 2) Unacceptable items include, but are not limited to, any material that could create the following kinds of disruptions and distractions:
 - a) Substantial disruption of normal classroom learning.
 - b) Fights, vandalism, or rampant behavior.
 - c) Rejection of administrative authority.
 - d) Disorderly student demonstrations, student walkouts, or lack of student cooperation.

e) Abusive or vulgar language directed at other students, teachers or administrators.

Examples of unacceptable items include, but are not limited to:

- a) Literature which attacks ethnic, religious, racial or other legally protected groups, publications that may create hostility and violence, pornography, obscenity and similar materials not suitable for distribution in the schools.
 - b) Materials denigrating to specific individuals in or out of school.
 - c) Materials designed for commercial purposes, such as those designed to advertise a product or service for sale or rent.
 - d) Materials advocating illegal activities or the use of illegal substances.
 - e) Materials which are designed to solicit funds, unless approved by the superintendent or designee.
 - f) Any material not consistent with the educational mission of the school district.
- 3) Distribution or posting of materials not prescribed above, which the principal reasonably believes would not materially disrupt class work or involve substantial disorder or the invasion of the rights of others, will be permitted, although such distribution or posting may foster or cause distractions similar to the following:
- a) Orderly group discussion.
 - b) Speech-making.
 - c) Additional distribution of material.
- 4) The distribution or posting of material by computer will be governed by the district's Use of Technology Policies (6300, 6301 and 6302).

The principal or designee will provide the requestor with written approval or disapproval within the above-mentioned three (3) school day period.

- 1) A written notice of disapproval must contain the reasons for the disapproval.
- 2) Should approval or disapproval not be issued within the three (3) school day period, the distribution will be deemed to have been approved.

Distribution/Posting Process:

- A) The distribution or posting of approved material may take place at a time reasonably proximate (considered to be within one-half hour before school begins and after school is out and during lunch periods at areas designated by the principal or designee).
- B) Distribution or posting may not take place in classrooms during classroom sessions.
- C) All distribution or posting must be orderly, with the area kept free of loosely scattered material, and must comply with other facility directives.

Appeal Process:

Any person denied approval may appeal to the superintendent of schools or designee. The superintendent or designee will, within five (5) school days of receipt of such appeal, review the matter and provide a written response. The decision of the superintendent is final.

OKEMOS PUBLIC SCHOOLS
Authorization for Administration of Prescription &
Non-Prescription Medication

Name of Student _____	Teacher _____	Date form Received
Birth Date _____ Grade _____	School _____	
Is this student enrolled in child care? (Please circle) Yes No If Yes, in KEEP ____ or Before/After ____?		

To be completed by a Physician

Diagnosis/Purpose of Medication _____

Name of Medication _____

Dosage _____ Frequency _____ Time _____

Anticipated Duration _____ (if indefinite, so state)

Form of Medication/Treatment Tablet/Capsule Liquid Inhaler Injection Nebulizer

How is medication to be given (schedule and dose to be given at school)? _____

Should the school be aware of any adverse reactions or precaution? _____

The student is both capable and responsible for self-administering this medication: in the office (Elem)

No Yes, supervised

The student is both capable and responsible for self-administering and carrying this medication (KIN & above)

No Yes, unsupervised

Date _____ Physician _____

Address _____ Phone _____

The undersigned parent/guardian authorizes the Okemos Public Schools through its administrators and/or staff to administer medication or to supervise the taking of medication by my child.

It is understood that the undersigned parent/guardian shall immediately notify the school personnel in writing in the event the prescription shall be discontinued or modified.

The medication must be brought to school in a container appropriately labeled by a physician or pharmacy. Refills of the prescription shall be the responsibility of the parent/guardian.

Further, the undersigned shall release and indemnify the school district and its employees from any liability or damage which may result to the student from the administration of said medication as prescribed by the physician.

Signature of Parent/Guardian _____	Date _____
Home Phone: _____	Cell Phone: _____
Emergency Phone: _____	
Name of Doctor: _____	Doctor's Phone: _____

Request for Annual Delegation of School Plan Review and Inspection Authority to a Local Unit of Government Enforcing Agency
Michigan Department of Licensing and Regulatory Affairs
Bureau of Construction Codes
P.O. Box 30254, Lansing, MI 48909
Phone: 517-241-9313 / E-Mail: lara-bcc-buildingtrades@michigan.gov
www.michigan.gov/bcc

Authority: 2016 PA 407 Penalty: Failure to provide information may result in the denial of your request.	LARA is an equal opportunity employer/program. Auxillary aids, services and other reasonable accomodations are available upon request to individuals with disabilities.
---	---

SCHOOL DISTRICT				
NAME OF SCHOOL DISTRICT				COUNTY
ADDRESS				
CITY	STATE MI	ZIP CODE	TELEPHONE NUMBER (Include Area Code)	FAX NUMBER (Include Area Code)
PRIMARY CONTACT PERSON		TITLE	E-MAIL ADDRESS	

Each local government enforcing agency in which facilities of the school district are located must complete this application attesting to the agreement with the information contained in this application. (Attach additional sheets if necessary)

LOCAL UNIT OF GOVERNMENT / CODE ENFORCING AGENCY				
NAME OF LOCAL UNIT OF GOVERNMENT				COUNTY
ADDRESS				
CITY	STATE MI	ZIP CODE	TELEPHONE NUMBER (Include Area Code)	FAX NUMBER (Include Area Code)
PRIMARY CONTACT PERSON		TITLE	E-MAIL ADDRESS	

By checking the boxes below you are certifying the following:

- The governmental subdivision and the enforcing agency are qualified by experience or training to administer and enforce this act and the code and all related acts and rules
- Pursuant to MCL 338.851(b)(5) this form is to certify that full-time code officials, inspectors and plan reviewers registered under the skilled trades regulation act, 2016 PA 407, MCL339.5101 to 339.6133, will conduct plan reviews and inspections of school buildings.
- Agency personnel are provided as necessary
- Administrative services are provided
- Timely field inspection services will be provided
- Plan review services are provided

Certification by School District and Local Government Enforcing Agency - In the sections below, provide the signature of the school board and the local government authorized to enforce construction codes in which school facilities are located. **Note:** A local government not authorized to enforce the state construction codes does not qualify for delegation of school plan review and inspection authority.

SIGNATURE AND CERTIFICATION OF SCHOOL BOARD PRESIDENT	
I hereby certify the information contained in this application is accurate and that I am duly authorized to sign on behalf of the parties listed in this application. I further certify adherence to all applicable laws and rules under the delegation of authority.	
NAME OF SCHOOL BOARD OFFICIAL (Please Print)	NAME OF LOCAL SCHOOL DISTRICT
SIGNATURE OF SCHOOL BOARD OFFICIAL	DATE

SIGNATURE AND CERTIFICATION OF LOCAL UNIT OF GOVERNMENT	
I hereby certify the information contained in this application is accurate and that I am duly authorized to sign on behalf of the parties listed in this application. I further certify adherence to all applicable laws and rules under the delegation of authority.	
NAME AND TITLE OF LOCAL UNIT OF GOVERNMENT OFFICIAL (Please Print)	NAME OF LOCAL UNIT OF GOVERNMENT (enforcing agency)
SIGNATURE OF LOCAL UNIT OF GOVERNMENT OFFICIAL	DATE

Okemos Public Schools - SEL Site License (Grades K-4) 3 YEARS

Okemos Public Schools

4406 N. Okemos Rd.

Okemos, MI 48864

United States

Reference: 20240515-195255308

Quote created: May 15, 2024

Quote expires: August 31, 2024

Quote created by: Brittany Johnson

"Customer Success Specialist"

brittany.johnson@everydayspeech.com

Lara Slee

lara.slee@okemosk12.net

517-706-5011

Comments from Brittany Johnson

Price per year: \$10,250.33

Access to the Social Emotional Learning (SEL) Curriculum for between 1,750-2,000 students:

- All educators providing instruction to students in K-4th Grade receive personalized access via individual email address
- CASEL-aligned PreK-12th grade curriculum.
Support bundles ideal for Tier 2 and Tier 3 support.
- Teacher lesson plans, pre/post assessments and observational checklists, and shareable family resources.
Brand new live action videos, mindfulness videos, interactive activities, and games to support a wider range of learners and fill the gaps in their social and emotional needs.

- Base pricing: \$10/student per year
- Bulk volume discount of 41%
- Your pricing: \$5.37/student per year

Included in your purchase you receive a designated Success Specialist for you and your team:

- Leadership Implementation
- User List Management and Engagement Tracking
- Personalized Onboarding & Training Webinar(s)
- 24/7 Access to On-Demand Teacher Training Tools

Products & Services

Item & Description	Quantity	Unit Price	Total
Social Emotional Learning Curriculum (Site License) - 3 Years (Enterprise)	1	\$38,439.00 / 3 years	\$38,439.00 / 3 years for 3 years
	Per three years subtotal		\$38,439.00
	Multi-Year Discount (20%)		(\$7,687.80) 20.0% discount
	Total		\$30,751.20

Purchase terms

Purchasing Terms and Instructions:

For fastest service, please upload your purchase order via <https://everydayspeech.com/po/>.

If you are required to mail or fax your quote, please also send an electronic version via <https://everydayspeech.com/po/>.

All mail should be sent to:
Everyday Speech LLC
DEPT CH 17439
Palatine, IL 60055-7439, USA

These quotes are exclusive of sales tax, but your purchase might be subject to sales tax. Please see, everydayspeech.com/sales-tax to see if you would be subject to sales tax or how to claim an exemption

This quote is valid only until the date indicated.

Our licenses are valid for one user per account. In a professional setting, a "user" is defined as any therapists, educators, or other professionals running independent sessions.

Questions? Contact me



Brittany Johnson
"Customer Success Specialist"
brittany.johnson@everydayspeech.com

Everyday Speech
DEPT CH 17439
Palatine, IL 60055-7439
US

OKEMOS PUBLIC SCHOOLS BOARD OF EDUCATION



OPERATING PROCEDURES

2024

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES



OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

Mission Statement:

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

Vision Statements:

Leading in Educational Equity

Educating Students to Care and Positively Impact their Community

Value Statements

In pursuit of excellence, we value:

- **EQUITY** - Understanding, acknowledging, and responding to the diverse needs and strengths of all individuals.
- **RELATIONSHIP** - Engaging in intentional interactions to nurture respect, trust, and open communication among all.
- **CULTURE** - Creating a safe and inclusive environment that encourages kindness, empathy, wellbeing, and individuality.
- **INTEGRITY** - Maintaining exceptional ethical standards rooted in honesty and transparency.
- **INNOVATION** - Inspiring creativity and change to adapt to an ever-changing world.

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

Table of Contents

ROLES AND RESPONSIBILITIES6

Responsibility and Ethics

- Governance Resolution6
- Oath of Office6
- Code of Ethics7

Monitoring and Oversight

- Establishment of the District’s Vision, Mission and Annual Goals7
- Board’s Review of the District’s Progress Toward Goals Accomplishments7
- Board’s Review of Instructional Programs7
- Board’s Review of Programs Other than Instructional Programs8

Policy Review, Development, and Adoption

- Development and Review of Board Policy8
- Adoption of Policies8
- Development and Review of Board Operating Procedures8

Budget Development and Approval

- Adoption of the District Budget (Full Cycle)8

Superintendent As Sole Employee

- Evaluation of the Superintendent8
- Employment of the Superintendent9
- Board Members Concerns about the Superintendent’s Professional Performance10
- Incapacity of the Superintendent10
- Superintendent’s Planned Departure10
- Unplanned Departure: Emergency Superintendent Succession Procedure11
- Hiring of Personnel Other Than the Superintendent12

ELECTIONS AND DEVELOPMENT12

Becoming a Trustee

- Candidates12
- Procedures for Filling a Board Vacancy12
- New Members13
- Compensation15

Board Member Learning and Development

- Certification/Continuing Education15
- Procedures for Board Travel and Training Opportunities15
- Board Member Site Visits16
- Self-Assessment16

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

COMMUNICATION AND ORGANIZATION	16
<u>Internal and External Communication</u>	
• Board Member Communication with Each Other	16
• Board Member Responses to Employee Contacts	16
• Board Member Communication with the Media	16
• Board Member Responses to the Community	17
• Concerns About Another Board Member’s Performance.....	17
• Administration Communications with Board Members.....	17
• Community Electronic Communications with the Board.....	18
• Community Communications Directly to a Board Member.....	18
• Community Member Request for Privacy in Communications.....	18
• Board Member Protocol with Administration and District Personnel.....	18
<u>Leadership and Organization</u>	
• Selection and Operation of Board Committees	19
• Election of Officers.....	19
• Role and Authority of Officers	19
• Board Officer Transition Process.....	20
MEETINGS	
• Open Meetings Act	20
<u>Regular Meetings</u>	
• Developing the Board Meeting Agenda	20
• Consent Agenda.....	21
• Regular Board Meeting Agenda Items	21
• Annual Calendar of the Board Agenda Items	22
• Broadcasting and Taping	22
<u>Special Meetings</u>	
• Annual Organizational Meeting.....	23
• Work Sessions	23
• Discussion of Employee/Student Issues	23
• Staff Grievances and Student/Employee Discipline Hearings.....	23
• Closed Sessions	23
• Board Member Responses to Inquiries about Closed Sessions	23
• Participation by People Other Than Board Members in Closed Session.....	23
<u>Meeting Protocols</u>	
• Guidelines for Board Members.....	24
• Meeting Procedures [reference Roberts Rules]	24
• Board Member Preparation for Meetings	24
• Board Member Protocol.....	24
• Discussion of Motions	25
• Board Member Participation in Discussion, Debate and Voting.....	25

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

- **Public Comment**.....26
- Persons Addressing the Board26
- Board Response to Persons Addressing the Board26

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

ROLES AND RESPONSIBILITIES

Responsibility and Ethics

Governance Resolution

In effective school districts, the Superintendent and the Board function as a Team. A structured approach to developing a shared vision for the district and setting meaningful goals is enhanced by a system of standard operating procedures. The School Board is the corporate policy making body for the District and the Superintendent is responsible for implementation. Therefore, the Okemos Board of Education and Superintendent function as a Team to provide open communication to the staff and community. The Okemos Board of Education commits to the following governance standards developed by the Michigan Association of School Boards:

- The Board of Education, in cooperation with the superintendent and stakeholders, establishes and commits to a vision for the school district that emphasizes high expectations for achievement of all students and high expectations for performance for all district employees.
- The Board of Education governs in a manner that is dignified and worthy of trust.
- The Board of Education is accountable to the school district community.
- The Board of Education holds the Superintendent accountable for creating the outcomes identified in the strategic plan.

The Okemos Board of Education adopts the following to effectively guide our work on behalf of the students we are elected to serve.

Oath of Office

I do solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution of this State and that I will faithfully discharge the duties of the office of Member of the Board of Education of the Okemos Public Schools, Michigan, according to the best of my ability.

Code of Ethics (Policy 2302)

The Okemos Board of Education will maintain the education and well-being of students are their primary focus, operate in a transparent manner, and adhere to the following ethical standards and principles:

1. Board Members will bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, administrative rules and regulations, court orders pertaining to schools and Okemos Public Schools policies and procedures.
2. Board Members will make decisions in terms of the educational welfare of all children in the School District, regardless of ability, race, creed, sex, sexual orientation, national origin, disability, or social standing.
3. Board Members will represent all School District constituents honestly and equally and refuse to surrender their responsibilities to any partisan group or interest.
4. Board Members will avoid any conflict of interest prohibited by law or appearance of such that could result from their position and will not use their membership on the Board for personal gain.

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

5. Board Members will recognize that individually they have no legal authority and that decisions can be made only by a majority vote at a public meeting of the Board.
6. Board Members will take no private action that might compromise the Okemos Board of Education or administration and will respect the confidentiality of privileged information.
7. Board Members will abide by majority decisions of the Board, while retaining the right to pursue future board discussion on ~~seek changes in such decisions~~ through ethical and constructive channels.
8. Board Members will encourage and respect the free expression of opinion by fellow Board members and will participate in Board discussions in an open, honest, and respectful manner, honoring differences of opinion and/or perspective.
9. Board Members will prepare for, attend, and actively participate in School Board meetings.
10. Board Members will become sufficiently informed about and prepared to act on the specific issues before the Board.
11. Board Members will respectfully listen to those who communicate with the Board, seeking to understand their views, while recognizing their responsibility to represent the interests of the entire school community.
12. Board Members will strive for a positive working relationship with the Superintendent, respecting the Superintendent's authority to advise the Board, implement Board policy, and administer the School District.
13. ~~The~~ Board Members will model continuous learning and work to ensure good governance by taking advantage of leadership and professional development opportunities, including those sponsored by state and national school board associations, and encourage their fellow Board members to do the same.
14. Board Members will strive to focus on its primary work of supporting the district's vision, mission, and goals, through the allocation of resources, establishing policy, supervising the Superintendent, and advocating for students.

Monitoring and Oversight

Establishment of the District's Vision, Mission and Strategic Goals

The Board and the Superintendent shall develop a collaborative process to develop and revise, as needed, the district vision, mission statement, and District goals.

Board's Review of the District's Progress Toward Goals & Accomplishments

- A. The Board will review progress towards the district goals at least on a semi-annual basis.
- B. Each Board member will be given access to a copy of the district's progress towards goals by the administration prior to the review meeting.

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

Board's Review of Instructional Programs

- A. The Board will review instructional programs on an annual basis.
- B. Each Board member will be given a copy of the instructional program prior to the meeting.

Board's Review of Programs Other than Instructional Programs

The Board will receive updates on non-instructional programs (i.e. Athletics, Clubs...) on an annual basis.

Policy

Development and Review of Board Policy

- A. The Board has retained a third-party vendor specializing in school policy to provide new and updated Board policies.
- B. New Board policies can be developed in response to District or administration needs or changes in federal or state regulations.
- C. The Board shall ensure policies are reviewed and evaluated at least every three (3) years or as needed by the Board Policy Committee.
- D. Administrative Guidelines are developed by the administration and reviewed by the Board. These procedures shall be available to the Board thirty days prior to implementation, whenever possible.
- E. Board Policies shall be available for public review comment at least 30 days prior to Board action on implementation of the policy.

Adoption of Policies

- A. Unless a specific motion is made to waive the reading, the Board will present and discuss district policies 30 days before implementation.
- B. After the 30-day posting period, the Board may formally adopt or approve policies.

Development and Review of Board Operating Procedures

- A. Board Operating Procedures will be developed and revised in response to Board need.
- B. Board Operating procedures will be adopted via consensus of the Board.
- C. Board Operating procedures shall be reviewed yearly as part of the Board's Annual January Organization meeting.

Budget

Development and Adoption of the District Budget (Full Cycle)

- A. The Board shall be involved in the development of the district budget.
- B. The Board shall meet with the administration as needed during the year to review the school budget and recommend changes as necessary to meet the district goals within the expected revenues and expenses.
- C. The administration shall present to the Board an annual budget for consideration every spring. Pursuant to State law, the budget shall be approved prior to June 30.
The Executive Director of Finance shall report to the Board regularly as to the budget status and any recommended changes.

Superintendent As Sole Employee

Evaluation of the Superintendent (Board Policy 4603)

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

The Superintendent is the sole employee of the Board of Trustees. As such the Board is responsible for hiring, supporting, supervising, and evaluating the Superintendent.

- A. The Board will adopt a state-approved evaluation process.
- B. The Board shall evaluate the Superintendent's performance annually in June.
- C. In June, the Superintendent shall give the Board a self-evaluation including supporting documentation.
- D. The Superintendent may choose to have their review during a Closed or Open Session of the Board.
- E. The Board will approve the Superintendent evaluation in open session.
- F. The Board will review and recommend contract provisions, if needed, for the Superintendent, on an annual basis.

Employment of the Superintendent (Board Policy 4602)

Whenever the position of Superintendent shall be vacant, the Board shall appoint a Superintendent of Schools as chief executive officer and fix their salary and term of office which shall be no more than five (5) years.

The Board shall actively seek the best qualified and most capable candidate for the position of Superintendent.

It is the responsibility of the BOE to assess the long-term leadership needs of the District to help ensure the selection of a qualified and capable leader who is representative of the community, a good fit for the District's mission, vision, goals, and objectives, and who has the necessary skills to lead and manage the District.

It may be aided in this task by:

- An ad hoc committee of Board members
- The services of professional consultants
- The counsel of the out-going Superintendent
- The participation of members of the community

Recruitment procedures may be prepared in advance of the search and may include:

- A. Preparation of a written job specification for the position of Superintendent
- B. Preparation of written specification of qualification in addition to proper State certification
- C. Preparation of informative material describing this District and its education goals
- D. Where feasible, the opportunity for applicants to visit the schools of the district.
- E. The requirement that each selected candidate for the position be interviewed by Board members in a format that encourages them to express their educational and leadership philosophies.
- F. Solicitation of applications from a wide geographical area
- G. Consideration of all applicants fairly without discrimination on the basis of race, color, gender, age, religion, national origin or ancestry, marital status, disability, height, weight, and/or any other legally protected characteristic unrelated to the position of Superintendent.

All interviews of applicants by the Board or a committee of the Board shall be done in open meetings. At the time of application, the Board President shall see that each applicant has been informed that Michigan law may not permit the Board to protect their application from disclosure, and any interview must be open to the public.

[AP: Add language about hybrid standardized questions]

The Superintendent must submit to a criminal history record check from the Michigan State Police.

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

This succession procedure defines how the BOE will replace the Superintendent whether their departure is planned or unplanned as defined below.

Board Member Concerns about the Superintendent's Professional Performance

The Board values the Superintendent role in the community and how the district is represented. If this representation is less than favorable and witnessed by a Board member, the Board member shall:

- A. Communicate their concerns directly to the Superintendent.
- B. Communicate with the Board President to address questions and/or concerns.

Incapacity of the Superintendent (Board Policy 4604)

It is the legal duty of the Board of Education to appoint a Superintendent 'pro tempore' by a majority vote of the Board upon determination that the Superintendent is incapacitated in such a manner that they are unable to perform the duties of the office.

The Board shall fix the compensation of the Superintendent 'pro tempore' who shall serve until the Superintendent's incapacity is removed or until the expiration of the Superintendent's contract or term of office, whichever is sooner. They shall perform all of the duties and functions of the Superintendent and may be removed at any time by a majority vote of the members of the Board.

The Board will exercise its authority under law to determine the incapacity of the Superintendent at the request of the Superintendent and with medical documentation, or upon certification of a physician selected and compensated by the Board.

If the Board determines that the Superintendent is unable to perform the duties of the office, they may:

- A. At the Superintendent's request, be placed on sick leave, with pay, not to exceed the amount of their accumulated but unused sick leave and any advancement of such sick leave which may be authorized by Board policy.
- B. At the request of the Board be placed on sick leave with such pay to which they may be entitled, or which may be authorized by Board policy.
- C. At their request, be placed on a leave without pay.

The foregoing leave shall not extend beyond the contract or term of office of the Superintendent.

The Superintendent shall, upon request to the President of the Board, be returned to active-duty status, unless the Board denies the request within ten (10) days of receipt of the request. The Board may require the Superintendent to establish to its satisfaction that they are capable of resuming such duties on a full-time basis.

The Board may demand that the Superintendent return to active service, and upon medical documentation that the Superintendent is able to resume their duties, the Superintendent shall return to active service.

The Superintendent may request a hearing before the Board on any action taken.

Superintendent's Planned Departure

Circumstances that trigger the implementation of this Succession Procedure:

- Superintendent announces retirement or departure.

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

The following are key activities that need to occur:

- A. The Board will meet to determine the process and schedule/timeline to be followed to replace the Superintendent.
- B. Until the new Superintendent assumes the position, the BOE shall:
 - Regularly update staff and other key stakeholders on progress; and
 - Announce public meetings as appropriate.

Unplanned Departure: Emergency Superintendent Succession Procedure

If circumstances trigger the implementation of the Emergency Succession Procedure, then the responsibility for the day-to-day operations of the district will fall to the Assistant Superintendent for Curriculum & Instruction until the Board can determine a more permanent course of action. **[BOARD DISCUSSION]**

Circumstances that trigger implementation of the Emergency Succession Procedure:

- Death of the Superintendent
 - Superintendent becomes permanently incapacitated.
 - Superintendent's employment is terminated.
 - Superintendent leaves unexpectedly
- A. The Board will meet within 10 business days to determine the process and schedule/timeline to be followed to replace the Superintendent.
 - B. If appropriate based on the circumstances, the Director of Human Resources shall work with and direct others to work with the appropriate authorities on any questions or concerns regarding any potential legal issues.
 - C. If the Superintendent's employment was terminated for cause and it is deemed necessary, have the interim leadership team immediately begin taking steps to:
 - Secure cash and checks
 - Secure employee files
 - Secure contracts
 - Secure key fob and other building keys
 - Change security codes, passwords and combinations.
 - Change locks.
 - Safeguard personal property of the departing Superintendent.
 - Cancel or change credit cards and authorization.
 - Change signature cards.
 - D. Until the new Superintendent assumes the position, the BOE shall:
 1. Regularly update staff and other key stakeholders on progress
 2. Publish a written memo to staff, District parents and other key stakeholders explaining the event and anticipated actions.

The Superintendent must be employed pursuant to a signed contract. Such contract shall include:

- A. The term for which employment is contracted, including beginning and ending dates.
- B. That tenure in a position shall not be granted.
- C. The salary which the Superintendent shall be paid and the intervals at which they shall be paid.
- D. The benefits to which they are entitled.
- E. Such other matters as may be necessary to a full and complete understanding of the employment contract.

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

The Superintendent so appointed shall devote themselves to the duties of the office.

Any candidate's intentional misstatement of fact material to their qualification for employment or the determination of their salary shall be considered by this Board to constitute grounds for their dismissal.

The person selected for the position of Superintendent may be required to undergo a physical examination reasonably related to the duties they will be required to perform, the cost of which shall be borne by the district.

M.C.L. 15.601, et seq., 380.1229, 380.1230, 380.1246, 380.1536

Hiring of Personnel Other Than the Superintendent

- A. The Board does not directly hire any personnel other than the Superintendent.
 1. In accordance with Michigan State Law, the Board, based upon the recommendations from the Superintendent, will have final approval of applicable personnel recommendations. The Superintendent will select professional staff and support staff.
- B. After the selection is completed, the Superintendent will:
 1. Provide the name of the recommended candidate in the Board packet before the upcoming Board meeting.
 2. Provide the number of applicants, the number of interviews conducted, and the number of finalists.
 3. Provide the rationale for why the candidate is recommended.
- C. The Superintendent, upon request of a Board member, will provide feedback on the process gathered from the interview committee after the position has been filled.

ELECTIONS AND DEVELOPMENT

Becoming a Trustee

Candidates

The Board President and Superintendent will host an informal meeting for all candidates. Topics to be covered:

- District Overview
- Overview of the Roles and Responsibilities of School Board Members
- MASB Get On Board - Candidate's Guide to School Board Elections
- MASB Recruiting School Board Candidates

Procedures for Filling a Board Vacancy (Policy 2404)

- A. As soon as a vacancy occurs, the Board has 30 calendar days to fill that vacancy. This procedure applies to filling a vacancy created by one of the circumstances cited in Section 301 of the Election Code (resignation, death, loss of residency, etc.)
 1. A Special meeting date will be set to interview and appoint a new Board member.
 2. The vacancy will be announced via the district website and appropriate media outlets and will supply all potential candidates with the information needed (application, resume, etc.) in order to be considered for the vacant seat.
 3. All Board members will review candidate information prior to the Special meeting.
 4. The Board President, with input from other Board members, will create a list of questions to

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

- be answered by all applicants during the interview process.
5. Based on the candidate information that was reviewed, and the number of applicants, the Board may limit the number of interviews conducted.
 6. All applicants who will be interviewed must be present at the start of the Board's Special meeting.
 7. Each applicant will draw a number to determine the order of the interview.
 8. Applicants who are not being interviewed will be sequestered in a room outside of the Board room.
 9. Applicants who are sequestered are not to use any electronic devices. This ensures that no one has an advantage by getting the questions from a friend or family member who may be in the audience.
 10. Any candidate that uses an electronic device will forfeit their application.
 11. Once interviewed, applicants may stay in the Boardroom to hear the answers of the other applicants.
 12. The Board will ask each applicant the same questions.
 13. Each applicant will have up to 30 minutes to answer the questions asked by Board members. An applicant who answers one question to a fuller extent may not be able to answer all the questions if their allotted time has elapsed. In addition, applicants can *only* answer the questions asked by Board members, even if time remains.
- B. After each applicant has been interviewed, the Board will narrow the list of candidates through the following process:
1. Each applicant's name will be announced separately with a question of support asked.
 2. All Board members will narrow their support to their top 2 or 3 candidates.
 3. After each name is called and a tally of the number of Board members who support each candidate is announced, the top 2 candidates will then be announced.
 4. The Board will then discuss the top 2 candidates. After discussing both candidates, a Board member may make a motion to name a candidate as the new Board member.
 5. If a candidate's name is placed in nomination and supported, Board members should have another opportunity to discuss the candidate nominated.
 6. After the discussion is over, a vote on the motion is taken. (no written votes)
 7. If the candidate earns a minimum of 4 votes, they will be appointed as the new Board member.
 8. If the nominated candidate does not receive 4 votes, we then proceed back to 4 above, until either of the 2 candidates receives 4 votes.
 9. The Superintendent is not to be involved in discussion, voting, or making of the selection.

New Members

The following items shall be part of the agenda during new Board member orientation by the Board President with the assistance of the Superintendent.

- Orientation to the Board/Board responsibilities
- Access and use of the Board Policies, Board Operating Procedures
- Orientation to Board/Superintendent Roles and Relationship. The following items are generally shared areas of expertise between the Board and the Superintendent, and therefore should be a joint responsibility in the orientation process.
 - Clarification of roles and responsibilities including a discussion about "who decides" particular types of issues.

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

- Explanation of the Open Meetings Act, and the Freedom of Information Act (FOIA)
- Explanation of how authority is delegated to the Superintendent.
- Explanation of the District's Administrative Guidelines manual.
- A copy of the Superintendent's job description and contract and discussion of how it evolved.
A copy the current Superintendent evaluation, current materials, and discussion of how and when they are used. Additionally, Board Members will be notified of legally required Superintendent Evaluation Training.
- An explanation of how communication flows between Board members and the Superintendent and how to use the chain of command, and access to the concerns flowchart.
- A review of written Board policies governing the Board/Superintendent relationship.
- School Finance:
 - Access to the District's budget. Explanation of how, when and by whom it is prepared; how the district's mission and goals are translated into a dollar and cents plan; where the money comes from, where it goes and how it is spent. Other points may include:
 - Fund Balance
 - Grants
 - Past, Current, and Future Budget Priorities
 - An explanation of financial accountability processes: how funds are accounted for; how expenditures are authorized; what financial reports are provided and how to interpret them, including summary of the last audit, etc.
 - An explanation of the funding process for the school District.
 - A description of the district's student enrollment trends and projections.
 - Data on district per pupil cost and expenditures.
 - An explanation of the assessed valuation and tax structure of the district.
 - Data on the existing bond indebtedness of the district and when various building debts will expire.
 - Information on federal and state aid to your District's education program.
- School District Facilities:
 - Summary showing the number, location, condition, and anticipated maintenance and repair costs for each building owned/operated by the district. This list shall be updated January 1st of every year.
 - An explanation of construction projects contemplated and in process.
 - A description of the district's building maintenance program, including the third-party custodial agreement.
 - A description of the geographic boundaries and attendance zones for each of the schools within the district.
- School Curriculum and Instruction
 - An explanation of curriculum standards required by state law and implemented by the State Board of Education and District's process for reviewing and selecting curriculum materials.
 - An explanation of district-wide and local school improvement initiatives (areas of strength, areas for growth)
 - An explanation of the educational offerings of the district, including Montessori, Wilson Talent Center, Michigan Virtual, etc.
 - Information on state standardized testing, information on the District's MTSS and growth data, recent results, and the utilization of those results.

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

- Data on the percentages of student who go on to various other post-graduations options (four-year college, two-year college, military, trade school, etc.)
- Explanation of teacher-pupil ratio and median class size, by grade level, for the district.
- An explanation of the district's involvement with the Ingham ISD, other collaborative educational facilities/programs, and Schools of Choice.
The district's special education programs/courses offered for students. (PRICCO)
- A description of libraries, technological tools and other instructional materials in use now or planned for the future.
- A listing of extra and co-curricular activities (Schedule B of OEA Contract) in the district.
- Explanation of Board Policies on Library and Textbooks
- Explanation of curriculum review process
- Explanation of the District's policies related to reproductive health.
- Administration and Staff
 - A copy of the job description of the Superintendent, Board Secretary and top administrators. (MARIO)
 - An organizational chart of the school district's management structure. (MARIO)
 - An explanation of personnel recruitment and hiring procedures. (MARIO)
 - Data on average and median salaries of teachers and administrators. (MARIO)
 - Data on staff/administrator ratios. (MARIO)
 - A copy of the district's collective bargaining agreement(s), and a brief history of the recent collective bargaining activities in the district. (MARIO)
 - An explanation of the district's evaluation criteria and procedures for administrators, teachers and support staff. (STACY – teachers, MARIO – everyone else)
 - An explanation of the district's orientation and mentoring program for new teachers.
 - An explanation of the district's staff development program.
- School-Community Relations
 - An explanation of programs, activities and interest of education-oriented groups and associations (e.g., PTO/A, family councils, booster clubs, Okemos Education Foundation, Okemos Music Patrons, Okemos Athletic Boosters, advisory committees, sports clubs etc.).
 - An explanation of the district's public relations program, the district "Brand", how it is coordinated, and what activities regularly take place (e.g. Homecoming, Fun Run, Trunk or Treat, Woof Pack).
 - An explanation of the District's internal and external communication plan.

Compensation (Board Policy 2306)

Board members receive no compensation per District policy.

Reimbursement of Expenses (Board Policy 2305)

Vacancies

Elected/Appointed

Board Learning and Development

Certification/Continuing Education

- A. New Board members are required to participate in MASB Superintendent evaluation training prior to evaluating the Superintendent.

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

- B. All Board members are strongly encouraged to participate in additional professional development activity such as county and state level conferences and workshops offered through educational or legal organizations and additional MASB classes and offerings.

Procedures for Board Travel and Training Opportunities

- A. Board members should arrange travel, accommodations and classes through the Superintendent's office.
- B. All Board members are to comply with the Board Policy on travel expenditures and submitting travel/training expenses.
- C. Board members should report on their conference attendance at the next Board meeting.
- D. Any discrepancy will go to the whole Board for approval.

Board Members Site Visits

- A. All Board members are encouraged to attend District events.
- B. All Board members must notify the principal or designee and Superintendent of visits to campuses when they are not attending a scheduled or normal parental activity, during school hours.
- C. Board members will check in at the office.
- D. Site visits are intended to help Board members learn about the relationship between district policy, leadership, and budgetary investments and school operations. Board members will not engage in any activity related to the employee evaluation

Self-Assessment

- A. The Board self-assessment is done annually in June.
- B. Self-assessments are done as a team (Board and Superintendent), facilitated by an independent third party.

COMMUNICATION AND FUNCTION

Internal and External Communication

Board Member Communication with Each Other

- A. All Board members shall have an understanding and comply with the Open Meetings Act.
- B. Electronic Communications:
 - 1. In order to avoid potential OMA violations, all communication regarding Board business intended for the entire Board shall go through the Superintendent's Executive Assistant. Board members will not "Reply All" to electronic communications sent to all Trustees.

Board Member Responses to Employee Contacts

The Board recognizes that as elected officials there will be requests and contacts from employees, therefore strict adherence to this procedure is required.

- A. Explain to the employee that any information shared will be dealt with appropriately.
- B. Listen with empathy and understanding.
- C. Refer them to use every tool available as an employee and encourage them to follow the chain of command.

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

Board Member Communication with the Media

- A. The Superintendent or their designee is the spokesperson for the district.
- B. The Board President shall be the official spokesperson for the entire Board to the media/press.
- C. All Board members who receive calls from the media should direct them to the Board President or designee.
- D. Board members who receive calls that they believe requires their response will confer with the Board President before making any formal response.

Board Member Responses to the Community

The Board communicates formally with the community through public hearings, regular Board meetings, and community forums.

The Board recognizes that as elected officials there will be interactions, requests, and less formal contact from the public, therefore strict adherence to this procedure is require.

- A. Explain to the community member that any information shared will be dealt with according to District policy.
- B. Listen with empathy and understanding.
- C. Refer to the Point of Contact Flowchart and inform the Board President and Superintendent where appropriate.

Concerns about Another Board Member's Performance

- A. If a Board member has a concern about another board member's performance, they should first discuss it with the other member.
- B. If concerns are unresolved, then they should discuss it with the Board President or other Board officers.
- C. The Superintendent is not to be involved.

Administration Communications with Board Members

- A. The Superintendent will exercise their best judgment and discretion to determine when information should be shared with Board Members based on the specific situation.
- B. Three types of communication with Board members:
 - 1. Not urgent or not in the media – Updates in the Yellow Sheets
 - 2. Very important, but not a crisis – Email to each Board member
 - 3. Crisis/Emergency situation – Phone call to each Board member
 - a. In the case of an emergency or crisis, when safe to so do, the Superintendent or their designee will provide the following six pieces of information: What, Where, When, Who, Action taken and a public statement for the Board members.
 - b. Phone calls will be placed in the following order: President, Vice-President, Secretary, Treasurer, and Trustees.
 - c. The Superintendent or their designee will provide updates as appropriate.

Community Electronic Communications with the Board

- A. The Board will have a contact link or form on the district website to allow community members to email their issues to the entire Board.
 - 10. The website and/or form will state in a conspicuous place the following: “the school Board members are trustees primarily charged with the vision, budget, goals, and policy for the

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

district. Any operational or staffing issues should go through the building principal first, then to the administration.”

11. Any community email inquiries should be shared through the Superintendent’s Office with other Board members.
12. An automated email response will acknowledge the receipt of the citizen’s inquiry containing the text:

“Thank you for your inquiry to the Okemos Board of Education. It will be shared with all the Board members. Please remember that individual Board members cannot address your inquiry individually and that Board members are charged with the visions, budget, goals, and policies for all children in the district.

As a reminder, community members are highly encouraged to utilize the Point of Contact Flowchart to have issues address and resolved at the most efficient and appropriate level. Classroom issues should always be first addressed with the classroom teacher.

- B. Individual Board members that receive an email to their school email address, should forward the email to the Board President and the Superintendent, but may respond with discretion to the individual of the appropriate chain of command and /or notification that the information has been passed along in order to facilitate an appropriate response.

Community Communications Directly to a Board Member

The Board recognizes that as elected official there will be requests and contact from the public, therefore strict adherence to this procedure is required.

- This does not apply to casual conversations with community members.
- The Board member should inform the Board President and the Superintendent about the issue.
- Listen with empathy and understanding.
- Direct the community member(s) to the Point of Contact Flowchart
- Should the complaint rise to the Superintendent, information regarding the issue will be included in the Friday update as appropriate.

Any community email inquiries should be shared through the Superintendent’s Office with other Board members.

Community Member Request for Privacy in Communications

- A. The Board encourages openness in all community communications.
- B. Any community member who requests privacy in communications should not expect a response.
- C. Any inquiry/response may be subject to public disclosure per FOIA.

Board Member Protocol with Administration and District Personnel

- A. Board members hold no individual authority to direct the Superintendent.
- B. No single Board member should endeavor to deliver direction or make requests to District personnel without the express permission of the Superintendent. The Superintendent is held responsible through his evaluation for the effectiveness of all staff.
- C. Communications are, at times, necessary to gather information, express gratitude, or ask for clarifications. These are completely appropriate and would not undermine the authority of the Superintendent.

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

- D. Board members should not involve themselves in issues that may arise during casual conversations but may wish to convey such issues to the Superintendent via email or phone in order that they may respond or at a minimum be aware of the issue. If the issue involves Board policy, the Board President should also be informed.
- E. Concerns about an administrator's actions/decisions should be shared with the Superintendent and the Board President and can be communicated via email. Additional dialogue with administration may be warranted as determined by the Superintendent.

Leadership and Organization (Board Policy 2505)

Selection and Operation of Board Committees

- A. Committee members are appointed by the Board President.
- B. Responsibilities of each standing committee:
 - 1. LET'S DISCUSS COMMITTEES [BOARD DISCUSSION]
 - 2. Policy – To review and recommend revisions to Board policies and Board Operating Procedures.
 - 3. Advocacy – To review new legislation, its impact on the district, and recommend resolutions for adoption. Additionally, shall promote appropriate board engagement in advocacy activities and engage the community to identify areas where they may wish to advocate for issues that would serve to advance the educational opportunities of Okemos students.
- C. Ad Hoc committees may be assigned for a specific need or purpose but will be time limited. They will meet on an as needed basis.
- D. Minutes and notes of committee meetings will be posted in BoardBook.

Election of Officers (Board Policy 2401)

The Board shall elect a President, Vice-President, Secretary, Treasurer and Parliamentarian.

There will be a nominating committee of the whole that will meet in January for the election of officers.

Election of officers shall be by a majority of the full Board. Where no such majority exists on the first ballot vote, a second vote shall be cast for the two (2) candidates who received the greatest number of ballot votes.

Except for those appointed to fill a vacancy, officers shall serve for one (1) year and until their respective successors are elected and shall qualify. An officer may be removed for cause by a majority vote of the full Board. The Board shall fill a vacancy in any Board officer position within thirty (30) days of the occurrence of the vacancy.

- A. Removal from consideration: An individual Board member may, by simple announcement, remove themselves from consideration for any or all offices of the Board.
- B. The Officers shall be President, Vice-President, Treasurer, and Secretary who shall be members of the Board. The Board may assign a district employee to provide clerical assistance to the Board. Board officers shall serve for a term of one year, or until a successor is elected. Officers may succeed themselves in office. Each officer shall perform any legal duties of the office and other duties, as required by the Board.
- C. At the first eligible public meeting of the Board after the Trustee and the term begins, the current

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

Board President will ask for any Board officer nominations. Each office will be voted on separately by the Board.

D. A vacancy among officers of the Board shall be filled by majority action of the Board.

Role and Authority of Officers

- A. No Board member or officer has the authority outside the Board Meeting.
- B. No Board member can direct employees in regard to performance of their duties.
- C. Duties of Officers – Refer to Board Policy 1001 – Organization and Functioning of the Board, President, Vice President, Treasurer, and Secretary.

Board Officer Transition Process

- A. The current officers shall relate their duties and responsibilities of the position to their replacement officers.
- B. The new officers shall review written descriptions of the position before taking office.

MEETINGS

Open Meetings Act (Board Policy 2501)

All regular and special meetings of the Board at which the Board is authorized to perform business shall be conducted in public. No act shall be valid unless approved at a meeting of the Board by a majority vote of the members elected or appointed to and serving on the Board and a proper record made of the vote. Meetings of the Board shall be public, and no person shall be excluded therefrom.

M.C.L. 380.1201

- A. Any time four or more Board members are gathered together to discuss school business, it is considered a meeting (quorum).
- B. In addition to the following procedures, at all times Board member shall adhere to the Board Code of Ethics.

Regular Meetings (Board Policy 2501)

Developing the Board Meeting Agenda

The Board President and the Superintendent shall prepare and submit to each Board member a written agenda prior to each regular meeting and each special meeting, unless otherwise directed by the Board. The agenda shall list the various matters to come before the Board and shall serve as a guide for the order of procedure for the meeting. **[BOARD DISCUSSION]**

The agenda of the regular monthly meeting or special meetings shall be accompanied by a report from the Superintendent on information relating to the district with such recommendations as they shall make.

Each agenda may contain the following statement:

"This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in agenda item."

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

The agenda for each regular meeting shall be posted to BoardBook, or if BoardBook is unavailable, mailed or delivered to each Board member so as to provide proper time for the member to study the agenda. Generally, the agenda should be received no later than seventy-two (72) hours prior to the meeting so as to provide time for the study of the agenda by the member. The agenda for a special meeting shall be delivered at least twenty-four (24) hours before the meeting, consistent with provisions calling for special meetings.

- It is the preference of the Board that action items are not added after this time.
- Discussion items may be added if there are time constraints that need to be accounted for.
- Action items should not be added unless timing is critical.

The Board shall transact business according to the agenda prepared by the Superintendent and Board President and submitted to all Board members in advance of the meeting. The order of business may be altered, and items added at any meeting by a majority vote of the members present.

Consent Agenda

The Board of Education may use a consent agenda to keep routine matters within a reasonable time frame.

When the agenda is prepared, the Board President and the Superintendent shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of the consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

Consent items typically include, but are not limited to:

- Minutes of prior meeting(s)
- Bills for payment
- Items that require annual adoption, such as bank signatories, memberships in associations, etc.
- Other items deemed appropriate.

A member of the Board may request any item to be removed from the consent resolution and defer it for a specific action and more discussion. No vote of the Board will be required to remove an item from the consent agenda. A single member's request shall cause it to be relocated as an action item eligible for discussion. Any item on the consent agenda may be removed and discussed as a non-action item or be deferred for further study and discussion at a subsequent Board meeting if the Superintendent or any Board member thinks the item requires further discussion.

Regular Board Meeting Agenda Items

- A. Meeting Location
- B. Opening Items:
 1. Call to Order
 2. Welcome and Meeting Format
- C. Presentations
- D. Citizens Address Agenda and Non-Agenda Items
- E. High School Student Reports/Requests
- F. Superintendent Reports/Requests
- G. Board Reports/Requests

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

- H. Consent Agenda
- I. Other Action Items
- J. Discussion Items
- J. Comments from the Public
- M. Other Matters
- N. Adjournment

Annual Calendar of the Board Agenda Items

In addition to monthly agenda items listed above, the items below may be presented as scheduled in the following annual outline: ADD GROWTH DATA THREE TIMES A YEAR)

Month	Agenda Items
July	Superintendent Evaluation Superintendent Objectives
August	Identify Board Priorities for Upcoming School Year
September	MASB Delegate Appointment(s) Winter Tax Levy
October	Resolution of the Board – National Principals’ Month
November	Audit Report – Action Summer Tax Collection – Info & Disc, then Action NEA, Administrative, Executive Council Contract Renewal
December	
January	Organizational Meeting Items Overview of FOIA, FERPA, and Open Meeting Act Read Code of Ethics Election of Officers Committee Assignments Installation of new Board members (Every other year) Resolution of the Board – National School Board Month
February	Michigan School Scorecard Report
March	Administrative Contracts
April	Approval of Summer School Plans
May	Staff Appreciation Week Proclamation Ingham School Budget – Info & Disc., then Action Ingham Schools Biennial Election Resolution Association Membership Info & Disc.: MASB, NSBA, OCSBA, MHSAA membership renewal
June	Board of Education Meeting Dates – Info & disc., then Action District Budget – Info & Disc., then Action Association Membership – Action Fiscal organization meeting: MASB, NSBA, OCSBA, MHSAA membership renewal Student Accident, Catastrophic Insurance renewal Pass balanced budget for subsequent school year

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

	Board Self-Assessment
--	-----------------------

Broadcasting and Taping

All meetings for the conduct of the affairs of and the transaction of business by the Board, including work sessions, community meetings, and retreats shall be open to the public.

All regular meetings shall be recorded and archived. Special meetings may be stream and/or recorded at the discretion of the Superintendent in consultation with the Board President/Executive Committee. **[BOARD DISCUSSION]**

Special Meetings

Annual Organizational Meeting (Board Policy 2506)

The Board of Education shall organize annually not earlier than January 1st immediately following an election held on a November regular election date and not later than the first meeting in January at a meeting held for that purpose. The meeting shall be called to order by the ranking officer of the preceding Board who shall serve as presiding officer until the election of a President.

Organizational Meeting Items:

- Overview of FOIA, FERPA, and Open Meeting Act
- Read Code of Ethics
- Election of Officers
- Committee Assignments
- Installation of new Board members (Every other year)
- Resolution of the Board – National School Board Month

Work Sessions Language?

Discussion of Employee/Student Issues

The Board will not encourage or actively participate with negative comments on individual employees or students in a public session.

Staff Grievances and Student/Employee Discipline Hearings (Board Policy 5206, 5206A)

- A. The Board will conduct all hearings in accordance with the applicable Board policies.
- B. During hearings, Board members will seek legal counsel as deemed necessary.
- C. The Board shall not use a student's or staff member's name in any open discussion.

Board Member Responses to Inquiries about Closed Sessions

- A. Board members are to refer any inquiries about Executive Sessions to the Superintendent and/or the Board President.
- B. Any information from an Executive Session is confidential and shall not be discussed outside of the Closed Session.

Participation by People Other Than Board Members in Closed Session

Participants are limited to:

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

- A. The person requesting the Executive Session, their council, a union representative, their parent(s) or guardian(s) where applicable.
- B. Representatives of the administration that have pertinent information.
- C. Additional person that the Board approves.

Meeting Protocols

Guidelines for Board Members (BOARD POLICY 2502)

- A. Board members wishing to have something placed on the agenda will:
 1. Make the request to the Board President, after gaining the support of another Board member.
 2. The request will be reviewed by both the Board President and the Superintendent.
 3. The Board President shall do one of more of the following:
 - a. notify the Board member when it will be placed on the agenda or when it may already be scheduled for discussion.,
 - b. refer it out to appropriate committee for initial discussion or recommendation, or
 - c. place on agenda to be discussed at the table no later than two months from the initial request, add to the Board Planning Calendar, and notifying all Board members during the Board Members Reports and Request portion of the agenda.
- B. Board members wishing to remove something from the agenda will:
 1. Make the request to the Board President.
 2. The request will be reviewed by both the Board President and the Superintendent.
 3. The Board President will make the final decision on the request.

Meeting Procedures refer to Roberts Rules/insert handout from MASB Language?

Board Member Preparation for Meetings

- A. Board members will come to Board meetings prepared to discuss and/or take action on all agenda items.
 1. Study the material posted online in BoardBook.
 2. Requests for additional information may be made before a meeting and addressed through the Superintendent prior to or at the Board meeting.
- B. Board member questions on agenda items:
 1. Should be sent directly to the Superintendent. Whenever possible, all board members should be included in any response to questions.
 2. Should be submitted a minimum of 48 hours prior to a scheduled board meeting where items are to be discussed, whenever possible. (MASB)
- C. The Superintendent shall provide updated presentation materials in BoardBook at least 3 hours prior to the start of the Board meeting.

Board Meeting Protocol

- A. We, as a Board, must function as a team and at all times treat each other and the people we serve with the utmost courtesy, dignity, respect, and professionalism.
- B. Board members will demonstrate respect to fellow Board members, staff, and public participants through the following behavior:
 - Listen and treat each other respectfully.
 - Be cordial when disagreeing.
 - Say what needs to be said as briefly and clearly as possible.

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

- Direct comments solely to the business under deliberation
- Address each other, staff, and public by title (Dr., Mr., Mrs., Ms., Trustee, etc.) and last name.
- Only speak after acknowledgment from the Board President/Chair.
- Support hearing the voice of all Board members on each agenda item that is being discussed and refrain from dominating the conversation.
- Focus on issues, not people or personalities.
- Courteously accept other viewpoints and Board votes, which were not personally supported.
- Seek solutions and reasonable compromises or consensus when there are differences of opinion.
- Make decisions in the context of what is best for all students in the district.
- Be willing to accept responsibility for personal behavior and communications.
- Promote dialogue (multiple perspectives) rather than simple discussions (yes or no decisions).
- As a courtesy to others, electronic devices will be set in a non-audible mode during Board meetings. Emergency situations warrant exceptions.

Discussion of Motions

- A. The Board President or Presiding Officer shall offer the opportunity for Board Members to discuss all motions. All discussions shall be directed solely to the business currently under deliberation.
- B. The Board President or Presiding Officer has the responsibility to keep the discussion to the motion at hand and shall halt discussions that do not apply to the business currently before the Board.
- C. A Board member prior to giving their comments shall ask for and receive recognition by the presiding officer.

Board Member Participation in Discussion, Debate and Voting (Board Policy 2503)

Unless specifically authorized by Michigan conflict of interest laws, any Board member's decision to abstain shall be recorded and be deemed to acquiesce in the action taken by the majority. Failure to vote, absent a statutory exception, constitutes a breach of the Board member's duty as a public official. In situations in which there is a tie vote, and the abstention represents the deciding vote, the motion shall fail for lack of a majority.

184ch App 681, 684 (1990)

- A. All Board members shall vote on all action items unless a conflict of interest applies. This conflict must be disclosed prior to discussion.
 - Familial
 - Financial
- B. All Board members may make motions, second motions and enter into discussion on all agenda items.
- C. In case of a tie, the action item fails.
- D. In case of a less than unanimous vote, the Board will support the majority decision and go forward in harmony.
- E. A majority of entire Board is needed to pass an action item.

OKEMOS BOARD OF EDUCATION OPERATING PROCEDURES

All actions requiring a vote may be conducted by voice or roll call provided that the vote of each member be recorded. All votes shall be by roll call when members of the Board participate from a remote location via electronic means. Proxy voting shall not be permitted. Any member may request that the Board be polled.

Public Comment (Board Policy 2504)

Language?

Persons Addressing the Board

- A. Audience participation at board meetings is limited to the portion of the meeting designated as Public Comments. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless recognized by the presiding officer. The board will designate a portion of the agenda for Public Comments.
- B. A person may address the Board on an agenda or non-agenda item by completing a note card located inside the Boardroom and giving the card to the Administrative Secretary/ or designee prior to the Public Comments period. Each speaker will be given a time limit of no more than 3 minutes. Delegations of more than five persons addressing the same issue shall be encouraged to appoint one person to present their views before the Board. The Board Secretary shall make an effort to group public topics together. Online Participants who wish to give Public Comment shall provide their name and address to the district's facilitator.

Board Response to Persons Addressing the Board

- A. Board members will listen to comments during Public Comments.
- B. Board members cannot respond or enter into discussion with the audience during the meeting as:
 1. Items on the agenda will be discussed as appropriate and scheduled on the agenda.
 2. Items not on the agenda do not permit Board members to respond or discuss except to make factual statements or refer to Board Policy.
 3. All public comments may be followed up by the Superintendent or designee within three business days.
- C. The Board President may direct administration to investigate item(s) and report back to the Board and/or the individual citizen and/or to contact the citizen to have further dialogue.

[BOARD DISCUSSION]