Board of Education Tom Buffett President, 2025-2026	**Okemos Public Schools** board@okemosk12.net http://okemosk12.net	4406 Okemos Road Okemos, Michigan 48864 Phone: 517-706-5010

This agenda is for general informational purposes only. Based on board policy, the board of education may revise this agenda and may take up other issues at the meeting.

7:00 PM **MEETING AGENDA** **Community Conference Rm**
Monday, June 8, 2026

CALL TO ORDER

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

WELCOME AND MEETING FORMAT *(2 Min)*

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

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

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

SUPERINTENDENT REPORTS/REQUESTS *(10 Min)*

The superintendent will highlight events and issues of interest and take questions from the board. The annual athletic report submitted by Athletic Director Ken Hintze will be presented.

BOARD REPORTS/REQUESTS *(10 Min)*

The board will acknowledge receipt of correspondence.
Individual board members may request follow-up on other matters of concern.
Board sub-committees may present their reports or deliver updates.

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.

MISSION MINUTE/AROUND THE PACK *(5 Min)*

An opportunity for individual board members to highlight events, activities, and other items of interest.

ACTION ITEMS

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

CONSENT AGENDA *(5 Min)*

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

That the board approve items 1 through 2 for immediate implementation and appropriate action. Item 1: Approval of the Minutes of the Special Meeting of May 26, 2026; Item 2: Approval of the Minutes of the Executive Session Meeting of May 26, 2026.

OTHER ACTION ITEMS

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

DISTRICT HANDBOOK RECOMMENDED REVISIONS *(5 mins)*

Assistant Superintendent Bailey will present the proposed changes to the Okemos Public School District Student & Family Handbook for 2026-2027.

That the board approve the 2026-2027 District Handbook for distribution to students and parents.

CURRICULUM RECOMMENDATIONS *(5 Min.)*

The Board of Education has reviewed the recommended new curriculum for adoption beginning with the 2026-2027 school year. The curriculum has been approved by the district's Advisory Council. The board is being asked to approve the use of this curriculum even if it is not purchased in 2026–2027.

That the board adopt the new curriculum for use at Okemos Public School beginning with the 2026-2027 school year: Elementary & Middle School Textbook Adoption Proposals K-5th Grade Math; 7th-8th Grade ELA and High School Textbook Adoption Proposals: Sports Literature; AP Calculus; Biology; and AP Microeconomics.

CERTIFICATION OF SUMMER TAX *(5 min)*

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

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

MSHAA IN MEMBERSHIP *(5 min)*

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

That the board waive the reading and adopt the resolution permitting Okemos Public Schools to continue membership in the Michigan High School Athletic Association for the year August 1, 2026 through July 31, 2027.

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.

BUDGET CONVERSATION

Executive Director of Finance Elizabeth Lentz and Superintendent Matt Olson will lead discussion for the 2026-27 Budget Planning Conversation.

PHASE ADVISORY BOARD

Assistant Superintendent Stacy Bailey provided information regarding a recommendation from the district's Parent Council for an appointment to the district's Personal Health and Sexuality

Education Advisory (PHASE) Board. The board will take action at the next meeting. Parent for a 3-year term

HIGH SCHOOL ACADEMIC HANDBOOK RECOMMENDED REVISIONS *(5 mins)*

OHS Assistant Principals Allison Cironi and Joe Schmidt will present the proposed changes to the Okemos Public School Academic Handbook for 2026-2027.

COMMENTS FROM THE PUBLIC

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

OTHER MATTERS *(5 Min)*

ADJOURN

2025–26 Okemos High School Athletics Annual Report

Athletic Success • Academic Excellence • Student Engagement

Athletic Success

Team Accomplishments

5 CAAC League Championships

- Baseball
- Girls Golf
- Boys Tennis
- Boys Soccer
- Girls Swimming & Diving

1 MHSAA District Championship

- Boys Soccer

MHSAA State Finals

- Girls Golf — **3rd Place Team Finish**

Individual State Accomplishments

(Top-3 State Finishes)

- **Isabelle Hult** – MHSAA State Runner-Up, No. 2 Singles (Girls Tennis)
- **Saisha Patil** – 3rd Place Individual Finish (Girls Golf)

Academic Achievement

Fall Sports

Average Team GPA: 3.63

Top Team GPAs:

1. Girls Golf – 3.95
2. Boys Tennis – 3.90
3. Boys Cross Country – 3.82

Winter Sports

Average Team GPA: 3.54

Top Team GPAs:

1. Gymnastics – 3.96
2. Boys Ski – 3.84 (tie)
3. Girls Ski – 3.84 (tie)

Spring Sports

Average Team GPA: 3.61

Top Team GPAs:

1. Girls Soccer – 3.90
2. Girls Track & Field – 3.78
3. Girls Tennis – 3.75

Department-Wide Academic Performance

The average GPA across all varsity athletic programs during the 2025–26 school year was **3.59**.

Sports Opportunities

Okemos High School sponsors **34 varsity sports**, including:

MHSAA-Sanctioned Sports

- 30 Varsity Sports

Non-MHSAA Varsity Sports

- Sideline Cheer

- Dance
- Boys Water Polo
- Girls Water Polo

Across all programs, the Athletic Department offers **65 total teams** at the Varsity, Junior Varsity, and Freshman levels.

Student Participation

Overall Participation

- **665 student-athletes** participated in at least one varsity sport.
- Total High School Enrollment: **1,498 students**
- **44.4%** of Okemos High School students participated in athletics.

Multi-Sport Participation

- **260 student-athletes** participated in two or more sports.
- **405 student-athletes** participated in one sport.

Approximately **39%** of Okemos student-athletes were multi-sport participants, reflecting a strong culture of broad athletic involvement.

Ticket Sales Growth

School Year	Tickets Sold	Revenue
2024–25	15,025	$86,060
2025–26	17,294	$119,494

Year-Over-Year Growth

- **2,269 additional tickets sold** (+15.1%)
- **$33,434 increase in revenue** (+38.8%)

Athletic Department Snapshot

Metric	Total
Varsity Sports	34
Total Teams	65
Student-Athletes	665
Student Participation Rate	44.4%
Multi-Sport Athletes	260
CAAC Championships	5
District Championships	1
Top-3 Team State Finishes	1
Top-3 Individual State Finishes	2
Department GPA	3.59
Tickets Sold	17,294
Ticket Revenue	$119,494

Yours in Sportsmanship, Academics, and Athletics,

Ken Hintze
Athletic Director
Okemos High School



Okemos Public Schools

District Student and Family

Handbook

2026-2027

DRAFT

CONTENTS

ACADEMIC INFORMATION

- Artificial Intelligence (A.I.)
- Dress Code
- High School Academic Student Handbook
- Homeless Children and Youth
- Placement
- PowerSchool
- Report Cards
- Rights of Custodial and Non-Custodial Parents
- Schedule/Class Changes
- Universal Accommodations
- Video/Film Viewing

BEHAVIOR EXPECTATIONS

- Positive Behavioral Interventions & Supports (PBIS)
- Student Conduct and Discipline
- Student Code of Conduct
- Prohibited Conduct
- Forms of School Discipline & Applicable Due Process

BUILDING/DISTRICT INFORMATION

- Animals/Pets
- Birthdays
- Bulletin Boards
- Closing/Delay of School
- Early Release Procedures
- Field Trips
- Fines
- Lockers and Backpacks
- Lost and Found
- Permission to Publish
- Personal Property
- Recess
- School Entrance and Exit Times
- Telephone Use
- Transportation

HEALTH AND SAFETY

- Accident Care
- AED Program and MI HEARTSafe Compliance
- Medication
- Sunscreen
- Head Lice
- Health
- Infectious Diseases
- Toilet Training
- Understanding of Concussion

HOME/SCHOOL CONNECTIONS

- Communication
- Visitations

REGISTRATION AND RECORDS

- Attendance
- Enrollment
- Student Education Records

SAFETY AND SECURITY

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

TECHNOLOGY

- Acceptable Use Policy
- Personal Electronic Devices
- Personal Learning Device (PED)
- Screen Time/Technology Use
- Securly 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- Authorization for Self-Administer of Medication
- Appendix D - Letter from Prosecuting Attorney

WELCOME

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

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

Okemos Public Schools Leadership Team

Mission Statement

Together, educating with excellence, empowering each learner FO.

Vision Statement

Every learner. Every day. STRONGER TOGETHER.

Beliefs

Together we value:

- Every learner's individuality, experience and growth
- Communities that are safe, empathetic, and engaged
- A culture of innovation, integrity, and excellence FOR ALL.

POLICY STATEMENT

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

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
matthew.olson@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
Jennifer Emmendorfer, Director of Human Resources
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864
517-706-5006
jennifer.emmendorfer@okemosk12.net

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

ACADEMIC INFORMATION

USE of GENERATIVE ARTIFICIAL INTELLIGENCE (A.I.)

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

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

For additional information, see District Acceptable Use Policy & Board Policy 5208.01.

		
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.	**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.	**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.

DRESS CODE

Dress Code Philosophy

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

We Believe . . .

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

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

Students MUST wear while following the *basic principle*:

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

Examples that SUPPORT our *basic principle*:

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

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

Examples that DO NOT support our *basic principle*:

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

Dress Code Implementation

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

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

For additional information, see Board Policy 5204.

HIGH SCHOOL ACADEMIC STUDENT HANDBOOK

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

Dual Enrollment

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

Eligibility and Requirements

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

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

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

By March 1 annually, Okemos will provide students and parents with information about eligibility, costs, course options, support services, and potential consequences of enrolling in postsecondary courses. Students are required to enroll in a full schedule of OHS classes until they have secured enrollment in their college course,

at which time their OHS schedule will be adjusted. If a scheduled dual enrollment class spans two OHS hours, both OHS hours will be dedicated to the dual enrollment class.

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

Additional Dual Enrollment Notes

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

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

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

HOMELESS CHILDREN AND YOUTH

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

A student or parent in a homeless situation who requires assistance should contact the District's homeless liaison: Director of Human Resources, 517-706-5006 or hr@okemosk12.net

For additional information, see Board Policy 5307.

PLACEMENT

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

POWERSCHOOL

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

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

REPORT CARDS

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

RIGHTS OF CUSTODIAL AND NON-CUSTODIAL PARENTS

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

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

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

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

SCHEDULE/CLASS CHANGES

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

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

UNIVERSAL ACCOMMODATIONS

The following Universal Accommodations are available to EVERY student*:

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

*Advanced Placement courses not included.

The following Universal Accommodations are building specific:

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

VIDEO AND FILM VIEWING

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

BEHAVIOR EXPECTATIONS

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)

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

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

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

STUDENT CONDUCT AND DISCIPLINE

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

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

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

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

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

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

STUDENT CODE OF CONDUCT

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

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

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

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

For additional information, please see Board Policy 5206.

PROHIBITED CONDUCT

Prohibited Conduct	Potential Consequence(s)
Illegal Substances or Paraphernalia, including Alcohol Possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of drugs, alcohol, fake drugs, illegal steroids, illegal inhalants, or look-alike drugs (Board Policy 3102, 3107)	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral • Substance Abuse Referral
Abusive/Obscene Language or Materials Any gesture or written, verbal, graphic or physical act (including electronically transmitted acts) that includes the use of abusive/offensive language. This includes, but is not limited to, swearing, racial and ethnic slurs, and abusive/offensive comments about one's religion, race, color, national origin, age, gender, sexual orientation, gender identity and expression, disability, height, weight, or socioeconomic status.	• Restorative Practices • Parent Notification • Detention • Suspension or Expulsion
Blackmail, Coercion or Extortion Forcing someone to do something against her or his will.	• Restorative Practices • Parent Notification • Detention • Suspension or Expulsion
Unauthorized Areas/Loitering School buildings are closed campuses. Students must remain with the building and school grounds. Students are not to be in the parking lot during the school day. Loitering anywhere on campus will not be permitted.	• Parent Notification • Loss of Privilege • Detention • Suspension • Police Referral

Bullying 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. *Cyberbullying is defined as the use of information and communications technologies such as, but not limited to, email, cell phone, instant messaging, defamatory personal websites, and defamatory online personal polling websites to support deliberate, repeated and hostile behavior by an individual or group, that is intended to harm others. (Anti-Bullying Board Policy 5207)	• Restorative Practices • Parent Notification • Detention • Suspension or Expulsion
Tobacco/Nicotine Possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of any form of tobacco, including vaping devices or supplies. (Board Policy 3102, 3107)	• Restorative Practices • Parent Notification • Detention • Suspension or Expulsion • Police Referral • Substance Abuse Referral
Disruptive Behavior or Insubordination Disrupting the learning environment or school activity or violating a school rule or directive.	• Restorative Practices • Parent Notification • Detention • Suspension or Expulsion

Dangerous Weapon Possession Firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles. (Board Policy 3408, 5206)	• Parent Notification • Suspension or Permanent Expulsion (from all Michigan public schools) • Police Referral
Other Weapons and Look-Alike Weapons Possession An object that is not a "dangerous weapon," including but not limited to a pellet or air-soft gun, a knife with a blade of 3 inches or less, items intended to look like a dangerous weapon, or similar items.	• Restorative Practices • Loss of Privilege • Parent Notification • Suspension or Permanent Expulsion (from all Michigan public schools) • Police Referral
Use of an Object as a Weapon Any object used to threaten or harm another, regardless of whether injury results.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion (from all Michigan public schools) • Police Referral
Arson Purposefully, intentionally, or maliciously setting a fire on school property, or doing any act that results in the starting of a fire, or aiding, counseling, inducing, persuading, or procuring another to do such an act. (Board Policy 5206)	• Parent Notification • Suspension or Permanent Expulsion (from all Michigan public schools) • Police Referral

Physical Assault (Student to Student) Causing or attempting to cause physical harm to another through intentional use of force or violence.(Board Policy 5206)	• Restorative Practices • Parent Notification • Suspension or Expulsion up to 180 school days • Police Referral
Physical Assault (Student to Employee, Volunteer, or Contractor) Causing or attempting to cause physical harm to another through intentional use of force or violence. (Board Policy 5206)	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion (from all Michigan public schools) • Police Referral
Verbal or Written Threat, including Bomb or Similar Threat Statement that constitutes a threat against a student, employee, other person, or school property. Including but not limited to, bomb threats, shootings, suggestions of bringing or having weapons on school property, etc. directed at students, staff, a school building, school property, or a school-related event. Includes threats communicated verbally, electronically (such as social media, text, etc.), written, and all other forms of communication. (Appendix D, Board Policy 5206)	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
Plagiarism, Cheating, or other Falsification of Schoolwork Submitting work that is not your own, including copying from others' work, or unauthorized use of AI.	• Restorative Practices • Credit Loss or Grade Reduction • Parent Notification • Suspension or Expulsion
Discrimination, Harassment (including Sexual Harassment), and Bullying Violating Board Policy addressing anti-discrimination, anti-harassment, and anti-bullying. (Board policy 5202**)**	• Restorative Practices • Parent Notification • Suspension or Expulsion

Criminal Sexual Conduct Commits criminal sexual conduct in a school building or on school grounds; or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the same school district; or commits criminal sexual conduct against another student enrolled in the same school district.(Board policy 5202, Board Policy 5206)	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion (from all Michigan public schools) • Police Referral
Fighting, Inciting Violence, Filming a Fight or Assault, Distributing or Publishing a Fight or Assault Video	• Restorative Practices • Parent Notification • Suspension or Expulsion
Sexting Distribution or publication of lewd, pornographic, or sexually suggestive videos or photographs of students or staff.	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
Misuse of District Technology Violating the District's acceptable use policies and agreement. (District Acceptable Use Policy, Board Policy 3116)	• Restorative Practices • Detention • Loss of Privilege • Parent Notification • Suspension or Expulsion • Police Referral

CELL PHONEUse 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. Use of any recording, video or camera functions without consent of subject is strictly prohibited. (Acceptable Use Policy, Board Policy 5209)	• Confiscation of Device • Loss of Privilege • Detention • Parent Notification
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.	• Confiscation of Device • Loss of Privilege • Detention • Parent Notification
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.	• Restorative Practice • Detention • Loss of Privilege • Parent Notification • Suspension
False Alarm Intentionally setting a false alarm/making false emergency calls or alerts to Law Enforcement and 911.	• Loss of Privilege • Parent Notification • Suspension or Expulsion • Police Referral
Theft Theft of or damage to an individual's property or school property.	• Restorative Practices • Financial Restitution • Loss of Privilege • Parent Notification • Suspension

Explosives Possession, use or threat to use fireworks, explosives, bombs or bomb-like devices.	• Parent Notification • Suspension or Expulsion • Police Referral
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. (Board Policy 5203)	• Parent Notification • Suspension or Expulsion • Police Referral
Skipping Class: Skipping is an unexcused absence from class.	• Parent Notification • Restorative Practices • Detention • Suspension
Trespassing. Trespassing - being in an unauthorized area and/or refusing to leave school property at the request of authorized personnel. (See also “Insubordination.”)	• Parent Notification • Restorative Practices • Detention • Suspension • Police Referral
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. (Board Policy 3308).	• Parent Notification • Restorative Practices • Detention • Suspension

Unlawful Behavior Unlawful behavior of any kind at a school activity or on school property	• Parent Notification • Restorative Practices • Detention • Suspension or Expulsion • Police Referral
Propping Exterior Doors. The propping or opening of exterior building doors to allow unauthorized persons to enter the building during the school day.	• Parent Notification • Detention • Suspension or Expulsion
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.	• Parent Notification • Loss of Privilege • Detention • Suspension or Expulsion • Police Referral
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.	• Parent Notification • Loss of Privilege • Detention • Suspension • Police Referral

FORMS OF SCHOOL DISCIPLINE & APPLICABLE DUE PROCESS

Classroom Discipline

Teachers are expected to use progressive discipline which includes:

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

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

- Teacher will speak to the student regarding inappropriate behavior and notify their parent/guardian. If

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

For additional information, see Board Policy 5206A.

Restorative Practices

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

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

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

For additional information, see Board Policy 5206.

Loss of Privilege

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

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

Detention

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

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

A student and his or her parent/guardian(s) will be presented with an electronic or hard copy, if necessary, of the detention notice with the offense and the number of detentions assigned. A copy will be sent to the student's parents/guardians.
Students who ride the bus home from school will be given a 24-hour notice so that parents may make transportation arrangements for the student the following day.

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

In-School Suspension

Definition: Disciplinary removal from class

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

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

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

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

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

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

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

For additional information, see Board Policy 5206E.

Out of School Suspension

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

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

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

If a student is suspended early in the school day, the student can be sent home once parent/guardian contact is made and that day will be counted as a day of suspension.
A student on suspension is not allowed on campus, including extra-curricular participation or activities from the time the suspension is imposed until midnight of the final day of suspension. A suspended student is allowed full make up privileges - homework assignments, quizzes, chapter, unit, quarter, and final exams.

Suspension - Removal for 10 or Fewer School Days

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

Suspension - Removal for 11-59 School Days

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

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

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

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

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

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

Opportunity for Appeal

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

Educational Programming During Suspension or Expulsion

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

Expulsion - Removal for 60 or More School Days

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

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

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

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

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

The Board of Education shall conduct a hearing scheduled with the parent/guardian and school administration.

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

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

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

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

In accordance with the Open Meetings Act, the vote on the Board's decision will take place in open session. The Board of Education shall make a written report to concerned parties within five (5) school days containing the findings and the decision concerning expulsion. (Michigan law does provide for possible reinstatement and enrollment in alternative education programs and strict discipline academies.)

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

Discipline of Students with Disabilities

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

For additional information, see Appendix A and Board Policy 5206B.

Reinstatement Procedures Following Expulsion

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

For additional information, see Board Policy 5206C.

Reinstatement Following Mandatory Permanent Expulsion

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

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

The parent/guardian (or student if emancipated or at least 18 years old) of a student who was in grade 6 or above at the time of expulsion and who was expelled for (1) possessing a dangerous weapon; (2) committing arson; (3) committing criminal sexual conduct; or (4) physically assaulting an employee, volunteer, or contractor, may file a petition for reinstatement 150 school days or later from the date of the expulsion. The

Board, in its discretion, may reinstate a student who was in grade 6 or above at the time of expulsion and who was expelled for (1) possessing a dangerous weapon; (2) committing arson; (3) committing criminal sexual conduct; or (4) physically assaulting an employee, volunteer, or contractor, no sooner than 180 school days after the date of the expulsion.

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

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

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

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

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

At or before its next regularly scheduled meeting following receipt of the reinstatement committee's recommendation, the Board will consider the recommendation and make a final decision to unconditionally

reinstate the student, conditionally reinstate the student, or deny reinstatement. The Board may require a student, and if the petition was filed by a parent/guardian, the parent/guardian, to agree in writing to specific conditions to reinstatement, including, without limitation, a behavior contract, completion of an anger management program, a “last-chance” agreement, counseling, drug treatment, or a psychological evaluation. The Board’s decision to unconditionally grant, conditionally grant, or deny the reinstatement petition is final. Unless otherwise expressly authorized by the Board at the time of denial, if the Board denies reinstatement, the parent, guardian, or student may not file another petition for reinstatement until 180 school days after the date of the denial. For additional information, see Board Policy 5206C.

Reinstatement Following Discretionary Permanent Expulsion

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

For additional information, see Board Policy 5206C.

BUILDING/DISTRICT INFORMATION

ANIMALS/PETS

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

BIRTHDAYS

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

BULLETIN BOARDS

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

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

For additional information, see Board Policy 5503.

CLOSING/DELAY OF SCHOOL

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

- **Phone Notification System**: The district uses the Alert Now system (via BrightArrow) to call all phone numbers listed on student emergency cards. The message will begin as soon as you say "hello." If

background noise is detected, the system may pause and restart the message. To avoid interruptions, mute your phone or cover the microphone during the call. You can restart the message at any time by pressing the Star (*) key.

- **Website Updates**: The district website (www.okemosk12.net) will post up-to-date information on school closures, delays, and other emergencies.

- **Media Announcements**: School closing information will also be announced on local radio stations (WJIM, WVIC, WITL, WKAR, WILS, WFMK, WHMI, WIBM, Q106) and television channels (WILX-TV, WLNS-TV), including the Okemos Schools Channel.

Severe Weather Closings

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

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

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

EARLY RELEASE PROCEDURES

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

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

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

FIELD TRIPS

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

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

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

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

FINES

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

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

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

LOCKERS AND BACKPACKS

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

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

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

Students may not manipulate the lock to prevent it from locking correctly. Students are responsible for the content in their lockers. Locker clean out and periodic inspections will occur.

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

The school retains joint custody and control over student lockers.

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

For additional information, see Board Policy 5102.

LOST AND FOUND

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

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

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

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

PERMISSION TO PUBLISH

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

> Students who attend Okemos Public Schools may occasionally be asked to participate in District publicity, publications, and public relations activities. By signing this form, I grant the District permission to publish, display, reproduce, and distribute my Child's name, image, likeness, and work at school or school-related events in print and digital media for the purpose of advertising, marketing, and promoting

the District's educational services. I waive any rights to compensation, ownership, inspection, and approval of such use. I, on behalf of myself and my Child, release, indemnify, and hold harmless the District from any demands, claims, and liability resulting therefrom, and waive any causes of action based on copyright infringement, defamation, disparagement, slander, false light, or invasion of privacy or publicity. I understand that I may withdraw this consent at any time by notifying the District in writing.

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

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

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

PERSONAL PROPERTY

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

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

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

RECESS

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

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

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

See MHSAA guidelines for heat here. See MHSAA guidelines for cold here.

SCHOOL ENTRANCE AND EXIT TIMES

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

TELEPHONE USE

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

For additional information, see Board Policy 5209.

TRANSPORTATION

Student Walkers (Bikes, Scooters, Rollerblades, and Skateboards)

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

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

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

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

Bus Riders

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

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

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

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

Appropriate discipline shall be instituted including after school detention or suspension from school. Students may also be subject to school discipline, including suspensions and expulsions.
Students are encouraged to walk down the side of the street or on the sidewalks to and from the bus stop.

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

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

Bus Behavior

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

Bus Riders Rules and Regulations

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

Bus Pass District Policy

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

1. A note must be written by the parent/guardian (indicating the name of the student their child is riding with and the bus #) and sent to school with the student. The school office will also accept a phone request for alternate transportation arrangements, if done in advance.

2. For students within Kindergarten through 8th grade, the office will write an official Bus Pass and return it to the student. Students will be responsible for giving the Bus Pass to the bus driver.

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

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

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

Student Vehicles

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

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

All vehicles must have a parking sticker by the end of the seventh full school day after the school year begins.

HEALTH AND SAFETY

ACCIDENT CARE

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

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

For additional information, see Board Policy 3403.

AED PROGRAM and MI HEARTSafe COMPLIANCE

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

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

HEAD LICE

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

Dandruff or scalp flakes move very easily. Nits do not. If there are lice, notify the attendance office and start treatment immediately.

For additional information, see Board Policy 5709.

HEALTH

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

INFECTIOUS DISEASES

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

Disease	Incubation Period	Communicable Period	Board Policy
Chicken Pox	10-21 days, average 14-16 days	5 days before rash to 5 days after rash starts	Communicable Diseases (Board Policy 3404) Immunizations and Communicable Diseases (Board Policy 5713) Student Illness and Injury (Board Policy 5702)
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	
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 (Board Policy 5709)

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

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

For additional information, see Board Policy 3404, Board Policy 5713, Board Policy 5702.

MEDICATION

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

- The student's parent must annually submit a written request and consent form located in Appendix B.

- A building principal or designee must request that the parent supply medications in the exact dosage required whenever feasible.
- The building principal or designee will notify the student's parent of any observed adverse reaction to medication.
- All medications must be in the original container.

For additional information, see Appendix B and Board Policy 5703.

Asthma Inhalers and Epinephrine Auto-Injectors/Inhalers

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

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

For additional information, see Appendix C Board Policy 5703.

SUNSCREEN

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

TOILET TRAINING

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

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

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

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

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

For additional information, see Board Policy 5711.

UNDERSTANDING CONCUSSION

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

Some Common Symptoms

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

What is a Concussion?

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

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

If you suspect a concussion:

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

Signs Observed by Parents

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

Concussion Danger Signs

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

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that gets worse
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speechConvulsions or seizures
- Cannot recognize people/places

- Becomes increasingly confused, restless or agitated
- Has unusual behavior
- Loses consciousness (even a brief loss of consciousness should be taken seriously.)

How to Respond to a Report of a Concussion

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

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

For additional information, see Board Policy 5712.

HOME/SCHOOL CONNECTIONS

COMMUNICATION

BrightArrow Messages

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

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

VISITATIONS

Parents/Community Members

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

Students

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

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

Visitor Management

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

- **Name and Reason:** At the main entrance, each visitor will ring the video doorbell and will be asked for their name and reason for visiting before entering the vestibule.
- **One at a time:** Each visitor must individually be verified through the video doorbell before entering the vestibule. After verification, we ask that visitors do not hold the door open for anyone behind them. Each person should be verified before entering.

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

For additional information, see Board Policy 3105.

REGISTRATION AND RECORDS

ATTENDANCE

Attendance Expectations

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

Attendance Process & Protocol

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

Types of Absences

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

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

Early Dismissal

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

Make-up School Work

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

Tardies/Late Arrivals

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

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

ELEMENTARY	
Tardies	• Students are expected to be in the classroom when the bell rings. • Students arriving at school when the bell rings will be marked tardy. • Principals will schedule a meeting with the parent/guardian of a student with excessive tardies.

KINAWA 5-6 SCHOOL

1st Hour Tardy	• Parents/guardians may request to excuse a 1st hour tardy only in the case of an emergency. • A request to excuse a 1st hour tardy must be made within 24 hours of the student having received the tardy.
Third Tardy	• Student warning note • Parent notification via email that lunch detention may be assigned at 5th tardy
Fifth Tardy	• Parents notified via email. • Lunch detention • Tardies "reset" back to zero
All tardies will "reset" at the end of each six-week period.	

CHIPPEWA MIDDLE SCHOOL	
1st Hour Tardy	• Parents/guardians may request to excuse a 1st hour tardy only in the case of an emergency. • A request to excuse a 1st hour tardy must be made within 24 hours of the student having received the tardy.
Fourth Tardy	• Parents/guardians notified. • Students warned that a fifth tardy will result in a lunch detention via written communication.
Fifth Tardy	• Parents/guardians notified. • Lunch detention

Sixth Tardy and Beyond	• Parents/guardians are notified.
	• A forty-minute detention will be served either before or after school.
	• Additional consequences may include any or all of the following:
	  ○ Behavior Improvement Plan
	  ○ Hall restriction (leave class early, no passes, hall support, etc.)
	  ○ Additional lunch detentions
	  ○ Parent/student conference

All tardies will "reset" at the end of each trimester.	

OKEMOS HIGH SCHOOL	
Tardies	• Tardies may not be excused by parents/guardians. The only exception is with a medical note upon return from an appointment. • Parents/guardians notified of each tardy via automated calling system from guardian enrollment in BrightArrow
Third Tardy	• Parents/guardians receive a warning notification with a review of the tardy policy.
Fifth Tardy per class	• Parents/guardians notified via email of student's additional consequences ○ Student is issued a 1-hour detention
Seventh Tardy per class	• Parents/guardians notified via email of student's additional consequences ○ Additional 1-hour detentions
Ninth Tardy per class	• Parents/guardians notified via email of student's additional consequences ○ In-school suspension

Tenth Tardy per class and beyond	• Parents/guardians notified via email of student's additional consequences (see below)
	• Additional consequences may include any or all of the following:
	  ○ Loss of extracurricular attendance privileges
	  ○ In-school suspension
	  ○ Additional detentions
	  ○ Hall restriction (leave class early, no passes, hall support, etc.)

All tardies will "reset" at the end of each semester.	

ENROLLMENT

- Register online through the Okemos Public Schools website or at the school building.

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

For additional information, see Board Policy 5302, 5303.

STUDENT EDUCATION RECORDS

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

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

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

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

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

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

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. 2022202-4605

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

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

Directory Information

The District designates the following information as directory information:

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

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

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

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

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 Board Policy 5714.01

EMERGENCY PROCEDURES

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

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

In case of an emergency, students are expected to:

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

- Listen and remain alert.

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

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

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

For additional information, see Board Policy 3402.

IDENTIFICATION

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

SEARCH AND SEIZURE

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

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

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

For additional information, see Board Policy 5103.

SECURE STORAGE LAW

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

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

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

TECHNOLOGY

ACCEPTABLE USE POLICY

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

Artificial Intelligence (AI)

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

- **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.
- **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.
- **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.
- **Bias & Inaccuracy** - AI results may generate inaccurate or biased results. It is the student's responsibility to check results for relevance and accuracy.
- **Privacy** - Students are expected to protect the privacy and security of personal information.
- **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.
- **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.
- **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.
- **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.
- **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.
- **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.
- **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.
- **Compliance with Existing Policies:** The use of AI technologies must comply with all existing district policies, including but not limited to the AUP, data privacy policies, and student code of conduct. Users are responsible for familiarizing themselves with these policies and ensuring compliance.

Computer Network

A network account is provided for **educational purposes only**. Acceptable Network use by district students and staff include:

- Creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research.
- 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.

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.

Users are expected to abide by the generally accepted rules of Network Etiquette (Netiquette). This includes:

- Be polite. Do not send abusive messages or ones containing inappropriate language.
- Do not reveal your personal information (address, social security number, phone number, etc.) or that of other students/colleagues.
- Do not wastefully use finite resources (paper, network/email storage space, etc.)
- Do not use the network in such a way that you would disrupt the use of the network by others.
- 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.
- 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.

- 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.
- Non-educational, inappropriate communication including, but not limited to, instant messaging, network messaging, and chat rooms, is prohibited.
- 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.

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.

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 backup any files the student wants to retain.

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.

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

- The user will utilize district hardware (computers/printers/scanners, etc.) with care. Food, drink and candy must be kept away from any hardware.
- 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.
- Users are always responsible for their assigned device. Users must take appropriate security measures at all times such as setting a passcode and/or logging out when necessary.

Internet Safety

- 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.

- To help ensure student safety and citizenship in online activities, students and staff will be educated about:
    - Appropriate online behavior.
    - Safety and security while using email, chat rooms, social media, and other forms of electronic communications.
    - The dangers inherent with the online disclosure of personally identifiable information.
    - The consequences of unauthorized access (e.g., “hacking”) and other unlawful or inappropriate activities.
    - Cyberbullying awareness and response.

Security

- 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.
- Attempting to login to the network as any other user or disclosing another user’s login and password is prohibited.
- Any user identified as a security risk or having a history of technology violations may be denied access to the District Network Resources.

Software

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

Tampering

- 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.
- 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).

Video Network

- All programming to be aired over the district's broadcasting system must be approved by the Department of Media & Technology.
- 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.
- Inappropriate language or behavior is prohibited from Okemos Channel programming.
- Student programming and use of equipment must be adult supervised at all times.
- Copyrighted materials or programming must be used in accordance with district policy and applicable laws.

For additional information, see Board Policy 3116, Board Policy 5208 & Board Policy 5208.01

PERSONAL ELECTRONIC DEVICES

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

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

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

Cell phones and other communication devices are to be turned off and placed in the locker upon entering the building. They are not to be used during the school day unless a teacher has given permission for use in their classroom. They may be used after school for purposes of contacting parents for pick up. During emergency situations, as described in the school's emergency operations plan developed under section 1303b; use of a wireless communication device, however, must not interfere with the school's emergency protocols or the actions of first responders, and must not endanger students or faculty.

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

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

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

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

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

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

PERSONAL LEARNING DEVICE (PLD)

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

Bringing the Device to School

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

Student Use in the Classrooms

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

General Care

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

Student Printer Use

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

Prohibited Areas

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

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

Device Camera/Recording

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

Device Problems

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

Discipline

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

Device Damages and Care/Loss or Theft of Devices

1. In the event of damage to the device not covered by the warranty, the student and parent/legal guardian may be billed for the damages.
2. Repeated damage offenses may result in the parent/legal guardian being billed for the damages and/or loss of the device for the remainder of the year (a daily check out device will be provided).
3. The administration has the authority to waive or modify charges if the cause of damage is judged to be beyond the student's control.
4. Devices that are lost or stolen need to be reported to the school's main office immediately.
5. If a device is stolen or vandalized while not at an OPS sponsored event, the parent/or legal guardian shall file a police report and notify the school's main office as soon as possible.
6. If a device is lost or stolen, the student may be financially responsible for its replacement.
7. The student may also lose the right to take future devices home.

8. Lost, damaged, or stolen devices in the care, custody, and control of a student may be covered by the homeowners'/renters' policy of the parent/guardian. Most homeowner/renter policies will provide some limit of coverage for the "damage to the property of others" under the comprehensive personal liability coverage part of the policy and is not normally subject to any deductible. Please consult your insurance agent for details about your homeowners'/renters' coverage.

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

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

Disclaimer

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

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

Terms and Conditions

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

Regulations: July 29, 2014

SCREEN TIME/TECHNOLOGY USE

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

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

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

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

SECURLY DEVICE MANAGEMENT USE

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

Purpose

Securly Device Management is employed to:

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

User Responsibilities

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

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

Consequences of Misuse

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

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

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

For additional information, see Board Policy 3116 and Board Policy 5208.

ADDITIONAL RESOURCES

NON-DISCRIMINATION POLICY

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

Ms. Jennifer Emmendorfer
Okemos Public Schools
4406 N. Okemos Road
Okemos, MI 48864

Title IX Coordinator

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

Section 504 Coordinator

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

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

For additional information, see Board Policy 3115.

OKEMOS SCHOOL BOARD

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

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

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

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

WEBSITE

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

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

http://www.okemosk12.net

APPENDIX A

Students with Disabilities

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

Procedures for Discipline

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

parent/guardian and relevant members of the student's IEP team, to determine whether the student's conduct was a manifestation of his or her disability.

4. If the team concludes that the conduct was a manifestation of the student's disability, the district may not continue the suspension or expulsion. For a student with an IEP, if the team finds the conduct to be a manifestation of the student's disability, the district must either: (1) conduct a functional behavioral assessment (unless one was previously conducted) and implement a behavior intervention plan or (2) if a behavior intervention plan was already developed, review and modify the behavior intervention plan to address the conduct at issue.
5. If the team concludes that the conduct was a manifestation of the student's disability, the student must be returned to the placement from which the student was removed unless the parent and the district agree to change the placement or unless the student may be placed in a 45-school day interim alternative educational setting (explained below).
6. If the team concludes that the conduct was not a manifestation of the student's disability, the district may proceed with the suspension or expulsion by observing the due process requirements discussed above and, if the student has and 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

5703-F-2 Consent for District Administered Medication Form

Student Information

Student's Name: _____

Date of Birth: _____ Grade: _____

Healthcare Provider Information

Name/Title: _____

Address: _____

Telephone: _____ Fax: _____

Provider Signature: _____ Date: _____

Medication Information

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

Medication Name: _____ Dose: _____

Administration Method: _____ Administration Time/frequency: _____

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

_____

Relevant side effects: _____

_____

Parent/Guardian Consent

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

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

Home Phone: _____ Cell Phone: _____

Work Phone: _____ Email: _____

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

APPENDIX C

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

Student Information

Student's Name: _____

Date of Birth: _____ Grade: _____

Medication Name: _____ Dose: _____

Administration Method: _____ Administration Time/frequency: _____

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

_____

Relevant side effects: _____

_____

Healthcare Provider Information

Name/Title: _____

Address: _____

Telephone: _____ Fax: _____

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

Parent/Guardian Consent

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

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

Home Phone: _____ Cell Phone: _____

Work Phone: _____ Email: _____

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

APPENDIX D

JOHN J. DEWANE
INGHAM COUNTY PROSECUTING ATTORNEY

NICOLE R. MATUSKO
Chief Assistant Prosecutor

WILLIAM O. CRINO
Deputy Chief Assistant Prosecutor

Dear Parents and/ or Caregivers,

August 1, 2024

School safety is a paramount concern for us all, whether we are law enforcement officers, prosecutors, school officials, parents or students. We take student safety very seriously and will respond to any threat against our schools appropriately.
That is why the Sheriff, local law enforcement chiefs, school superintendents and I are reaching out to you. Threats of violence against our schools, whether real or fake, are crimes with serious consequences. These include threats made by social media, text messaging, and all other types of communication.
Potential criminal charges one could face if they make a threat of violence against a school may include:

- False report or threat of terrorism, a 20-year felony
- Intentional threat to commit act of violence against school, a 10-year felony
- Making a bomb threat, a 4-year felony
- Threating violence against school employee or student, a 1-year misdemeanor
- Malicious use of a telecommunications device, a 6-month misdemeanor

Students may also face additional consequences: The loss of scholarships and federal aid; denied college admission; a criminal history that follows them into adulthood and prevents them from a potential career; being denied the chance to serve in the military.

Please talk to your children about the appropriate use of social media and the lasting consequences of making threats against our schools, employees, or students. In particular, that there is nothing funny about school threats and it's not a "joke" to talk about hurting others. Students are encouraged to use the "Okay2Say App", if they see something that threatens their fellow students.

Lastly, please remember that if you chose to keep a firearm in your home, that it must be unloaded and locked with a locking device or stored in a locked box or container if a minor is present on the premises.

Let's have a safe and productive school year building a better future for our children.

Respectfully,

John J. Dewane
Ingham County Prosecuting Attorney

Law Enforcement:
Sheriff Scott Wriggelsworth (Ingham County Sheriff's Office), Chief Robert Backus (Lansing Police Department), Interim Chief Chad Pride (East Lansing Police Department), Chief Daryl Gaines (Lansing Community College and Public Safety), Chief John Joseph (Lansing Township Police Department), Chief Evan Bennehoff (Leslie Police Department), Chief Matthew Shutes (Mason Police Department), Chief Rick Grillo (Meridian Township Police Department), Chief Matthew Bartus (Stockbridge Police Department) Chief Jeff Weiss (Williamston Police Department), Chief Chris Rozman (Michigan State University Police Department) Lt. Brian Oleksyk (Michigan State Police 1st District)
Superintendents:
Jennifer Wonnell (Dansville Schools), Scott Powers (Leslie Public Schools), Andrew Smith (Webberville Community Schools), Dori Leyko (East Lansing Public Schools), Gary Kinzer (Mason Public Schools), Adam Spina (Williamston Community Schools), Patrick Malley (Haslett Public Schools), John Hood (Okemos Public Schools), Jason Mellema (Ingham Intermediate School District), David Hornak (Holt Public Schools), Brian Friddle (Stockbridge Community Schools) Ben Shuldiner (Lansing School District), Kelly Blake (Waverly Community Schools)

303 WEST KALAMAZOO STREET 4R • LANSING, MICHIGAN 48933 • PHONE: (517) 483-6108 • FAX: (517) 483-6397
pa.ingham.org

Memo to the Okemos Public Schools Board of Education: Proposed Recommendation & Changes for an Okemos Public Schools District Student/Parent Handbook 2026-2027

The OPS instructional leadership team has reviewed the District K-12 Handbook and the following items are being presented as additions/deletions/revisions:

- **Dual Enrollment (p. 9-10)**
  - **ADDITION**: Reflects language from the Academic Handbook, but added to the Student and Family Handbook for reinforcement of Dual Enrollment policy and practice

- **Use of Personal Electronic Devices (p. 21)**
  - **ADDITION**: Reference to Michigan cell phone legislation (SB 495, HB 4141)
  - **DELETION** - Removing language allowing use of PED with building administrator permission for an aligned district approach and to reflect Michigan law

- **Field Trips (p. 35)**
  - **ADDITION**: Reference of the student authorization response within PowerSchool as district permission for field trip/district transportation participation

- **Transportation - Bus Riders (p. 40)**
  - **REVISION**: Students are to be at the bus stop 10 minutes (instead of 5) prior to bus arrival time

- **Tardies/Late Arrivals - Elementary (p. 52)**
  - **ADDITION**: Language for students to be signed in to school by a parent/guardian when arriving late to support safety and assure students remain accounted for at the elementary level

- **Safe Storage Law (p. 59-60)**
  - **REVISION -** Updated “Secure” to “Safe” for accurate language and include additional information relating to Michigan firearms/storage laws

- **Acceptable Use Policy - Artificial Intelligence (p. 61)**
  - **ADDITION -** Language and expectations related to safe and appropriate use of AI

- **Personal Electronic Devices (p. 65-66)**
  - **ADDITIONS -** Clarification of policy relating to the use of personally owned devices and district network implications
  - **DELETION** - Removing language allowing use of PED with teacher permission for an aligned and safe/secure district approach

- **Vape Sensors (p. 16)**
  - **ADDITIONS -** Update to reflect sensors being added to school facilities.

- **Absence Notification (p. 52)**
    - **REVISION -** Time adjusted to support families and offer a more equitable approach.

- **Make-Up Work (p. 53)**
    - **REVISION -** Clarification to reference potential impact for unexcused absences rather than excused

Additional Notes: The handbook was reviewed for formatting requirements and corrections were made as necessary. Changes to personnel, event dates, and grammar (without altering content) were also updated.

Textbook Recommendations 2026-2027

May 18 , 2026

Strategic Plan- Academics & Programs

OPS will ensure that every learner experiences challenging, relevant, and supportive instruction that results in academic growth and achievement.

Elementary & Middle School Textbook Adoption Proposals

- K-5th Grade Math
- 7th-8th Grade ELA

High School Textbook Adoption Proposals

- Sports Literature
- AP Calculus
- Biology
- AP Microeconomics



OPS Textbook Adoption Process

1. Teachers review multiple textbooks using the following criteria and tools:
    a. Readability
    b. Standards Alignment
    c. Design, Layout, Visual Appeal
    d. Textbook Features
    e. Guidelines for Identifying Bias in Curriculum and Materials

1. Approval process by Committee (Elementary), Department Chairs (KMS, CMS) or Area Coordinators (OHS).

1. Presentation & approval by District Advisory Council.

1. Presentation to Board of Education.

K-5 Math Curriculum:
Math Expressions (2025)

CURRENT REALITY



- Math Expressions was implemented in Okemos during 2018-2019
- The online component, Think Central, is sunsetting. An updated platform was piloted.
- Early Math Essential Practices released since last curriculum selection
- Implementation of NWEA
- Implementation of MTSS Diamond

Feedback on current Math Expressions



The majority of teachers agreed/strongly agreed it was:

- Aligned to standards
- Easy to understand materials for students and teachers
- Engaged students in learning
- Offered a variety of assessments
- Direct instruction

Feedback on current Math Expressions



Teachers also noted:

- The online platform was not easy to navigate or utilize data
- Minimal project and inquiry based instructional opportunities
- Lack of initial training for the program due to COVID timing

REVIEW PROCESS



- District K-5 Math Curriculum Review Team in Fall 2025
  - 28 educators representing all K-5 grade levels and schools (not OPM)

- Partnered with ISD Math Consultant, Jen Bricarell

- Identified top 5 criteria look-fors:
  - Balance of direct and inquiry instruction
  - Real-world application
  - Math talks
  - Hands-on
  - High student engagement

REVIEW PROCESS



Used the Equip Rubric to review the top three programs below:

- enVision Math (Savvas)
- Reveal Math (McGraw Hill)
- Bridges (Math Learning Center)

If the committee did not want to move two of those programs forward, they would consider reviewing the following:

- Math Expressions 2025 (Heinemann)

REVIEW PROCESS



- After review, the committee recommended moving forward with a pilot for Reveal Math and the updated Math Expressions (2025).

- Teachers received pilot training on both programs. They received print and online materials. Program support was provided throughout the 6 week pilot.

- Pilot Cohorts:
  - Math Expressions- 8 teachers
  - Reveal Math- 9 teachers



PILOT RESULTS

Teacher Feedback- What did you like MOST?

High Student Engagement: Digital platforms (Adventure Island, Matific, and Flight) turned math practice into something students actively looked forward to.

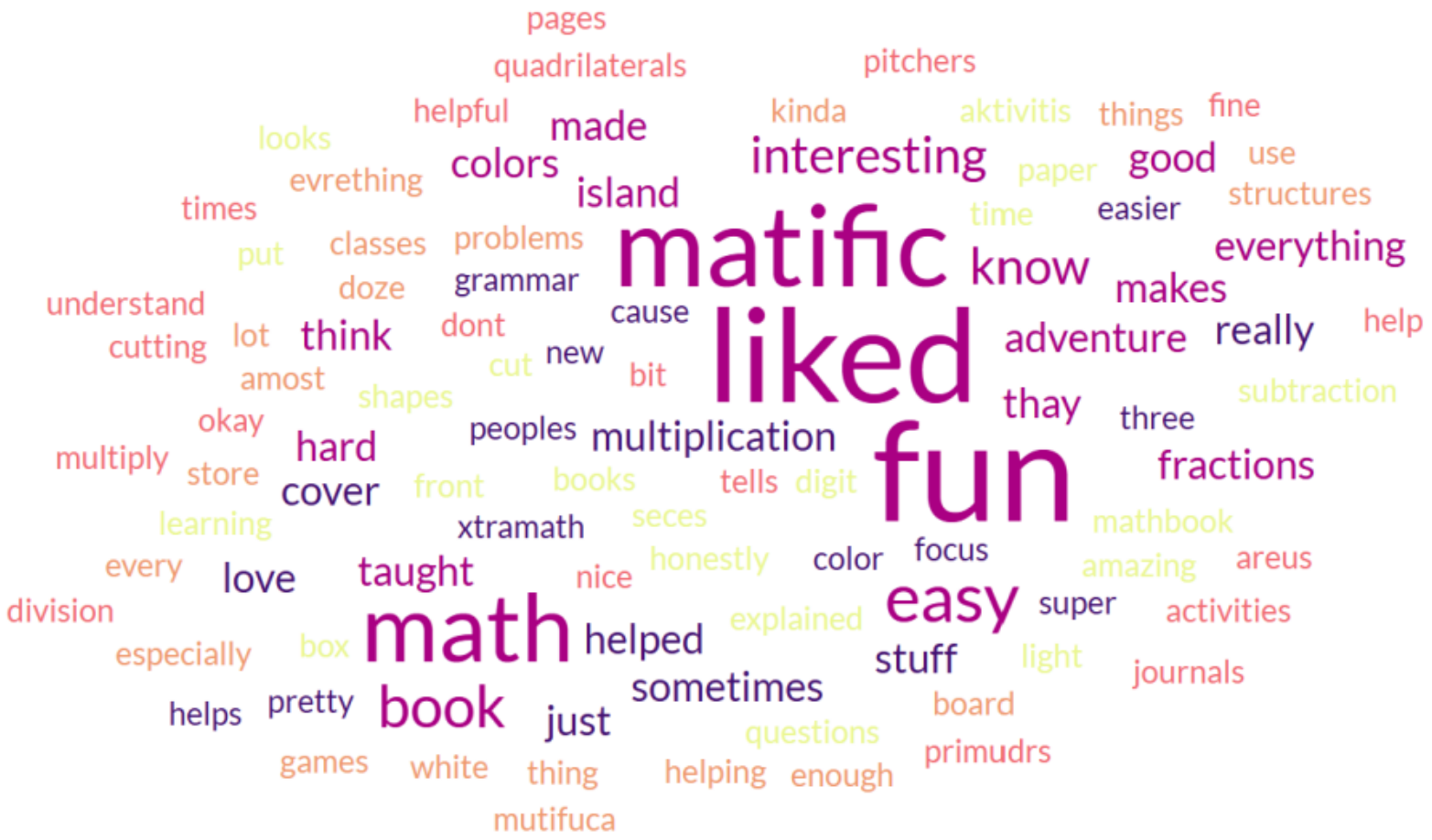
Intuitive Navigation: Teachers found the online resources and Teacher Edition (TE) easy to navigate and visually clean, reducing "resource overwhelm."

Seamless Transition: Lessons felt familiar and aligned with current practices, making the pilot easy for both teachers and students to adopt.

Quality Materials: Ample workspace in student workbooks and durable, "heavy-duty" math mats/manipulatives were a major plus.

Data-Driven Insights: Assessment tools provided clear breakdowns of student performance by standard, making it easy to identify and target specific needs.

Student Feedback- What did you like MOST?



7th & 8th Grade ELA
Last Approved: 2019

Course Information:
Required courses for all students.

Current Reality:
MyPerspectives (2017) is outdated and lacks technology components.

Recommendation:
- *HMH Into Literature (2025)*

Rationale for selection:
- Strong mix of reading, writing, speaking and listening
- Selections emphasize inquiry and analysis
- Text provides multiple perspectives, including selections where marginalized groups are contributors, leaders, and historical influencers.
- Online platform offers range of materials to meet students needs

7th & 8th Grade ELA

OHS ELA

Sports Literature

Course Information:
Elective semester course.

Current Reality:
This new text is aligned with continued curriculum development in the course and designed to complement the current text, Gym Candy. The current text features a male character playing football.

Recommendation:
- *Michigan vs. The Boys by Carrie S Allen (2023)*

Rationale for selection:
- The text features a female hockey player joining the boys' team after her girls' team is cut due to budget constraints.
- Goal to have more gender diverse main characters and a less mainstream sport.

OHS Math

Calculus

Last Approved: 2020

Current Reality:

The online access for staff & students with the current text is set to expire and cannot be renewed any further.

Recommendation:

Calculus for the AP Course (2024)

Rationale for selection:

- Overall organization and availability of materials
- Text is inclusive and includes representation for diverse groups and cultures.
- Scaffolded questions
- Range of difficulty on problems
- Supplemental materials

OHS Science

Biology Last Approved: 2019

Course Information:
Required course for all students.

Current Reality:
There are usable textbooks available when needed. Majority of content is delivered through a variety of digital resources, mostly the free version.

Recommendation:

- *Quizziz/Wayground- Linked to NGSS, interactive videos*
- *Kahoot- vocabulary, formative assessment*
- *Nearpod- interactive experiences & videos, VR field trips*
- *Gimkit- interactive games, formative assessment*
- *Quia- interactive activities, quizzes, and assessments*
- *Edpuzzle- Interactive video creation, formative assessment*

Rationale for selection:

- Teachers will collaborate to create and share content using these instructional resources in addition to the current textbooks available in the classroom.
- Increased flexibility to build units and lessons to engage students in learning process

AP Microeconomics Last Approved: NA

Course Information:
AP Microeconomics is an introductory college-level course that focuses on the "small picture" of the economy. While Macroeconomics looks at national systems (like inflation and GDP), Microeconomics zooms in on how individuals and businesses make decisions and how they interact in specific markets.

Current Reality:
This is a new course at the high school.

Recommendation:
- *Krugman's Economic for the AP course, 4th Edition (2023)*

Rationale for selection:
- Accessible to high school students with a narrative style text.
- Includes extension materials, such as test taking tips, videos for each module, a personal finance section, and practice assessment materials
- Case studies consistently use names and photos representing diverse racial and ethnic backgrounds
- Digital platform, "Achieve" offers adaptive quizzing and immediate feedback for differentiated instruction

OHS Social Studies

In Conclusion

- These textbooks and materials will maintain and enhance the instructional excellence and learning at all levels. These materials will help to meet learners needs' academically, provide diverse perspectives and cultures, and utilize the district's 1:1 initiative.
- The materials will position us well for the future, both in person and online.
- All of these proposed textbooks have been reviewed by the District Advisory Council.
- Materials are available for parent review at Central Office for the next two weeks.
- District textbook review calendars will be reviewed and updated to ensure timely review and implementation of instructional resources.

Questions?

2026 SUMMARY OF SUMMER DEBT LEVY *

OKEMOS PUBLIC SCHOOLS

Assessing Unit	2026 Total Taxable Valuation	OKEMOS DEBT LEVY (One-half year rate) 2023 0.0900	2024 1.4350	2026 1.9750	Total Summer Debt 3.5000
Alaiedon Township	100,179,313	$9,016.14	$143,757.31	$197,854.14	$350,627.59
Meridian Township	1,583,060,300	$142,475.43	$2,271,691.53	$3,126,544.09	$5,540,711.05
City of Lansing - Ingham	96,011,305	$8,641.02	$137,776.22	$189,622.33	$336,039.57
TOTAL SUMMER DEBT	1,779,250,918	$160,132.59	$2,553,225.06	$3,514,020.56	$6,227,378.21

* Note: This property tax levy information is for Debt ONLY. Refer to L-4029 for operating and sinking fund levy.

2026 SUMMARY OF SUMMER SINKING FUND LEVY

OKEMOS PUBLIC SCHOOLS

Assessing Unit	2026 Total Taxable Valuation	OKEMOS SINKING FUND (One-half year rate) 2021 0.4920
Alaiedon Township	100,179,313	$49,288.22
Meridian Township	1,583,060,300	$778,865.67
City of Lansing - Ingham	96,011,305	47,237.56
TOTAL SUMMER SINKING FUND	1,779,250,918	$875,391.45

Michigan Department of Treasury
614 (Rev. 07-25)

ORIGINAL TO: County Clerk(s)
COPY TO: Equalization Department(s)
COPY TO: Each township and city clerk

L-4029

2026 Tax Rate Request (This form must be completed and submitted on or before September 30, 2026)

MILLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS

Carefully read the instructions on page 2.

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

County(ies) Where the Local Government Unit Levies Taxes	2026 Taxable Value of ALL Properties in the Unit as of 05-26-2026
Ingham County - Alaiedon Township	100,179,313
Local Government Unit Requesting Millage Levy	**For LOCAL School Districts: 2026 Taxable Value excluding Principal Residence, Qualified Agricultural, Qualified Forest, Industrial**
Okemos Public Schools	Personal and Commercial Personal Properties. "Not yet known"

This form must be completed for each unit of government for which a property tax is levied. Penalty for non-filing is provided under MCL Sec 211.119. The following tax rates have been authorized for levy on the 2026 tax roll.

(1) Source	(2) Purpose of Millage	(3) Date of Election	(4) Original Millage Authorized by Election, Charter, etc.	(5)** 2025 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(6) 2026 Current Year "Headlee" Millage Reduction Fraction	(7) 2026 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(8) Sec. 211.34 Truth in Assessing or Equalization Millage Rollback Fraction	(9) Maximum Allowable Millage Levy *	(10) Millage Requested to be Levied July 1	(11) Millage Requested to be Levied Dec. 1	(12) Expiration Date of Millage Authorized
Extra Voted	Operating NON-HOME	05/2021	17.8795	17.8795	1.0000	17.8795	1.0000	17.8795	8.9397		12/2031
Extra Voted	Operating NON-HOME	05/2021	1.9866	1.9866	1.0000	1.9866	1.0000	1.9866	0.0603		12/2031
Extra Voted	Sinking Fund ALL	05/2021	0.9861	0.9850	0.9991	0.9841	1.0000	0.9841	0.4920		12/2031
Extra Voted	Debt-ALL	2023 11/2022	N/A	N/A	1.0000	N/A	1.0000	0.1800	0.0900		N/A
Extra Voted	Debt-ALL	2024 11/2022	N/A	N/A	1.0000	N/A	1.0000	2.8700	1.4350		N/A
Extra Voted	Debt-ALL	2026 11/2022	N/A	N/A	1.0000	N/A	1.0000	3.9500	1.9750		N/A

Prepared by	Telephone Number	Title of Preparer	Date
Justin Hill	517-244-1480	Accountant	5/19/2026

CERTIFICATION: As the representatives for the local government unit named above, we certify that these requested tax levy rates have been reduced, if necessary to comply with the state constitution (Article 9, Section 31), and that the requested levy rates have also been reduced, if necessary, to comply with MCL Sections 211.24e, 211.34 and, for LOCAL school districts which levy a Supplemental (Hold Harmless) Millage, 380.1211(3).

		Signature	Print Name	Date
☐	Clerk			
☒	Secretary			

		Signature	Print Name	Date
☐	Chairperson			
☒	President			

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

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

Local School District Use Only. Complete if requesting millage to be levied. See STC Bulletin 2 of 2026 for instructions on completing this section.

Total School District Operating Rates to be Levied (HH/Supp and NH Oper ONLY	**Rate *****
For Principal Residence, Qualified Ag, Qualified Forest and Industrial Personal	0.0000
For Commercial Personal	3.0000
For all Other	9.0000

***** FOR JULY 1 LEVY**

Michigan Department of Treasury
614 (Rev. 07-25)

ORIGINAL TO: County Clerk(s)
COPY TO: Equalization Department(s)
COPY TO: Each township and city clerk

L-4029

2026 Tax Rate Request (This form must be completed and submitted on or before September 30, 2026)

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County(ies) Where the Local Government Unit Levies Taxes	2026 Taxable Value of ALL Properties in the Unit as of 05-26-2026
Ingham County - City of Lansing	96,011,305
Local Government Unit Requesting Millage Levy	**For LOCAL School Districts: 2026 Taxable Value excluding Principal Residence, Qualified Agricultural, Qualified Forest, Industrial**
Okemos Public Schools	Personal and Commercial Personal Properties. "Not yet known"

This form must be completed for each unit of government for which a property tax is levied. Penalty for non-filing is provided under MCL Sec 211.119. The following tax rates have been authorized for levy on the 2026 tax roll.

(1) Source	(2) Purpose of Millage	(3) Date of Election	(4) Original Millage Authorized by Election, Charter, etc.	(5)** 2025 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(6) 2026 Current Year "Headlee" Millage Reduction Fraction	(7) 2026 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(8) Sec. 211.34 Truth in Assessing or Equalization Millage Rollback Fraction	(9) Maximum Allowable Millage Levy *	(10) Millage Requested to be Levied July 1	(11) Millage Requested to be Levied Dec. 1	(12) Expiration Date of Millage Authorized
Extra Voted	Operating NON-HOME	05/2021	17.8795	17.8795	1.0000	17.8795	1.0000	17.8795	8.9397		12/2031
Extra Voted	Operating NON-HOME	05/2021	1.9866	1.9866	1.0000	1.9866	1.0000	1.9866	0.0603		12/2031
Extra Voted	Sinking Fund ALL	05/2021	0.9861	0.9850	0.9991	0.9841	1.0000	0.9841	0.4920		12/2031
Extra Voted	Debt-ALL	2023 11/2022	N/A	N/A	1.0000	N/A	1.0000	0.1800	0.0900		N/A
Extra Voted	Debt-ALL	2024 11/2022	N/A	N/A	1.0000	N/A	1.0000	2.8700	1.4350		N/A
Extra Voted	Debt-ALL	2026 11/2022	N/A	N/A	1.0000	N/A	1.0000	3.9500	1.9750		N/A

Prepared by	Telephone Number	Title of Preparer	Date
Justin Hill	517-244-1480	Accountant	5/19/2026

CERTIFICATION: As the representatives for the local government unit named above, we certify that these requested tax levy rates have been reduced, if necessary to comply with the state constitution (Article 9, Section 31), and that the requested levy rates have also been reduced, if necessary, to comply with MCL Sections 211.24e, 211.34 and, for LOCAL school districts which levy a Supplemental (Hold Harmless) Millage, 380.1211(3).

		Signature	Print Name	Date
☐	Clerk			
☒	Secretary			

		Signature	Print Name	Date
☐	Chairperson			
☒	President			

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

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

Local School District Use Only. Complete if requesting millage to be levied. See STC Bulletin 2 of 2026 for instructions on completing this section.

Total School District Operating Rates to be Levied (HH/Supp and NH Oper ONLY	**Rate *****
For Principal Residence, Qualified Ag, Qualified Forest and Industrial Personal	0.0000
For Commercial Personal	3.0000
For all Other	9.0000

***** FOR JULY 1 LEVY**

Michigan Department of Treasury
614 (Rev. 07-25)

ORIGINAL TO: County Clerk(s)
COPY TO: Equalization Department(s)
COPY TO: Each township and city clerk

L-4029

2026 Tax Rate Request (This form must be completed and submitted on or before September 30, 2026)

MILLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS

Carefully read the instructions on page 2.

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

County(ies) Where the Local Government Unit Levies Taxes	2026 Taxable Value of ALL Properties in the Unit as of 05-26-2026
Ingham County - Meridian Township	1,583,060,300
Local Government Unit Requesting Millage Levy	**For LOCAL School Districts: 2026 Taxable Value excluding Principal Residence, Qualified Agricultural, Qualified Forest, Industrial**
Okemos Public Schools	Personal and Commercial Personal Properties. "Not yet known"

This form must be completed for each unit of government for which a property tax is levied. Penalty for non-filing is provided under MCL Sec 211.119. The following tax rates have been authorized for levy on the 2026 tax roll.

(1) Source	(2) Purpose of Millage	(3) Date of Election	(4) Original Millage Authorized by Election, Charter, etc.	(5)** 2025 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(6) 2026 Current Year "Headlee" Millage Reduction Fraction	(7) 2026 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(8) Sec. 211.34 Truth in Assessing or Equalization Millage Rollback Fraction	(9) Maximum Allowable Millage Levy *	(10) Millage Requested to be Levied July 1	(11) Millage Requested to be Levied Dec. 1	(12) Expiration Date of Millage Authorized
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Extra Voted	Operating NON-HOME	05/2021	1.9866	1.9866	1.0000	1.9866	1.0000	1.9866	0.0603		12/2031
Extra Voted	Sinking Fund ALL	05/2021	0.9861	0.9850	0.9991	0.9841	1.0000	0.9841	0.4920		12/2031
Extra Voted	Debt-ALL	2023 11/2022	N/A	N/A	1.0000	N/A	1.0000	0.1800	0.0900		N/A
Extra Voted	Debt-ALL	2024 11/2022	N/A	N/A	1.0000	N/A	1.0000	2.8700	1.4350		N/A
Extra Voted	Debt-ALL	2026 11/2022	N/A	N/A	1.0000	N/A	1.0000	3.9500	1.9750		N/A

Prepared by	Telephone Number	Title of Preparer	Date
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		Signature	Print Name	Date
☐	Clerk			
☒	Secretary			

		Signature	Print Name	Date
☐	Chairperson			
☒	President			

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

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

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Total School District Operating Rates to be Levied (HH/Supp and NH Oper ONLY	**Rate *****
For Principal Residence, Qualified Ag, Qualified Forest and Industrial Personal	0.0000
For Commercial Personal	3.0000
For all Other	9.0000

***** FOR JULY 1 LEVY**

MHSAA® 2026-27

1661 Ramblewood Drive
East Lansing, MI 48823
(517) 332-5046

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

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

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

MEMBERSHIP RESOLUTION

For the year August 1, 2026 — through July 31, 2027

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

(Junior high/middle and senior high schools of your school system which are to be listed as MHSAA members and receive MHSAA mailings during 2026-27 must be listed on the back of this form)

Okemos Public Schools City/Township of Okemos

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

(A) enrolled as members of the Michigan High School Athletic Association, Inc., a nonprofit association, and

(B) are further enrolled to participate in the approved interschool athletic activities sponsored by said association.

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

This authorization shall be effective from August 1, 2026 and shall remain effective until July 31, 2027, during which the authorization may not be revoked.

RECORD OF ADOPTION

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

Okemos Public Schools School(s), on the 8th day of June, 2026,

and is so recorded in the minutes of the meeting of the said Board/Governing Body.

Okemos Board of Education
(Governing Body Name)

4406 N Okemos Rd
(Address)

Okemos, MI 48864
(City & Zip Code)

matthew.olson@okemosk12.net
(Contact E-mail)

Board Secretary Signature
or Designee
☐ Check if Designee

-OVER-

Please be sure to save document and then send to camala@mhsaa.com as an attachment.

Schools Which Are To Be MHSAA Members During 2026-27

NOTE: Pursuant to the MHSAA Constitution, all high schools, junior high/middle schools, or other schools of Michigan doing a grade of work corresponding to such schools, may become members of this organization provided (a) the school building has enrollment and onsite attendance of at least 15 students, whether for grades **6 through 8 or 9, grades 7 through 8 or 9, or grades 9 or 10 through 12**; and (b) if a nonpublic school, the school qualifies for federal income tax exemption as a not-for-profit organization. To reach the15-student minimum for middle school membership, schools may join the MHSAA at the 6th-grade level whether or not 6th-grade students participate in athletics.

A. This Section does not require school districts to become member schools at the junior high/middle school level and does not require school districts to sponsor any interscholastic athletics for 6th-grade students.

B. If a school district's MHSAA Membership Resolution lists a junior high/middle school as an MHSAA member school, and if the school sponsors a 6th-grade team in any sport or permits a 6th-grade student to participate with 7th- and/or 8th-grade students in any sport, then all of Regulations III and IV apply to all 6th-graders in all sports involving 6th-graders on teams sponsored by that school. If the school does not allow any 6th-graders to participate in a sport, MHSAA rules do not apply in that sport.

Name the Member High School(s)

List separately from JH/MS even if all grades are housed in the same building.

1. Okemos High School
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

If necessary, list additional schools for either column on a separate sheet.

Name the Member Junior High /Middle School(s)

(member 6th, 7th and 8th-grade buildings)

List separately from HS even if all grades are housed in the same building.

1. Chippewa Middle School

Name of Member School

Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): 7-8
Provide anticipated 2026-27 7th and 8th-grade enrollment 775
Provide anticipated 2026-27 6th-grade enrollment 376
Grade levels for membership: ☒ 6 ☒ 7 ☒ 8

1. ☒ Yes ☐ No 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.

Kinawa 5-6

2. _____

Name of Member School

Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): _____
Provide anticipated 2026-27 7th and 8th-grade enrollment _____
Provide anticipated 2026-27 6th-grade enrollment _____
Grade levels for membership: ☐ 6 ☐ 7 ☐ 8

1. ☐ Yes ☐ No 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.

_____

3. _____

Name of Member School

Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): _____
Provide anticipated 2026-27 7th and 8th-grade enrollment _____
Provide anticipated 2026-27 6th-grade enrollment _____
Grade levels for membership: ☐ 6 ☐ 7 ☐ 8

1. ☐ Yes ☐ No 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.

_____

Please be sure to save document and then send to camala@mhsaa.com as an attachment.

Okemos Public Schools
General Fund Budgetary Comparison Schedule
Year Ended June 30, 2026 as of June 8, 2026

	2025-26 Revised Budget #1	2025-26 Revised Budget #2	2025-26 Impact of Change
REVENUES:			
Local sources	$ 19,517,099	$ 19,782,599	$ 265,500
State sources	51,250,444	52,085,635	835,191
Federal sources	359,134	529,913	170,779
Total revenues	71,126,677	72,398,147	1,271,470
EXPENDITURES:			
Instruction:			
Basic programs	32,068,579	33,037,143	(968,564)
Added needs	9,430,880	9,843,896	(413,016)
Total instruction	41,499,459	42,881,039	(1,381,580)
Supporting services:			
Pupil	5,547,988	5,671,021	(123,033)
Instructional staff	3,098,842	3,223,092	(124,250)
General administration	909,462	907,292	2,170
School administration	3,941,897	4,121,883	(179,986)
Business	1,075,225	1,105,936	(30,711)
Operations and maintenance	6,417,012	7,199,978	(782,966)
Transportation	1,488,181	1,557,724	(69,543)
Central	2,256,773	2,326,653	(69,880)
Athletics	970,985	978,275	(7,290)
Total supporting services	25,706,365	27,091,854	(1,385,489)
Community services	3,536,577	3,759,518	(222,941)
Total Expenditures	70,742,401	73,732,411	(2,990,010)
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	384,276	(1,334,264)	(1,718,540)
OTHER FINANCING SOURCES (USES):			
Transfers in	$ 80,000	$ 80,000	$ -
Extra-Ordinary Revenue	158,240	343,845	185,605
Other Financing Uses	66,244	66,244	-
Total other financing sources (uses)	171,996	357,601	185,605
NET CHANGE IN FUND BALANCE	**$ 556,272**	**$ (976,663)**	**$ (1,532,935)**
ASSIGNED FUND BALANCE	-	-	
NET CHANGE, UNASSIGNED FUND BALANCE	**$ 556,272**	**$ (976,663)**	**$ (1,532,935)**
FUND BALANCE, UNASSIGNED:			
Beginning of year	9,225,700	9,225,700	-
End of year	**$ 9,781,972**	**$ 8,249,037**	**$ (1,532,935)**

Okemos Public Schools
General Operating Fund
2025-26 Revised Budget #2

	2025-26 Revised Budget #1	2025-26 Revised Budget #2	2025-26 Impact of Change
Revenues			
Local	14,361,099	14,219,599	(141,500)
State	51,250,444	52,085,635	835,191
Federal	359,134	529,913	170,779
Transfers - ISD	5,156,000	5,563,000	407,000
Other Financing Sources	238,240	423,845	185,605
Total Revenues	**71,364,917**	**72,821,992**	**1,457,075**
Expenditures			
Elementary Instruction	9,927,880	10,282,563	(354,683)
Middle School Instruction	9,056,047	9,394,400	(338,353)
High School Instruction	9,373,454	9,559,252	(185,798)
Montessori (PPK-8)	3,676,548	3,766,256	(89,708)
Begindergarten	-	-	-
Summer Programs	34,650	34,672	(22)
Special Education	10,744,876	11,171,362	(426,486)
Compensatory Education	2,005,552	2,057,174	(51,622)
Gifted Programs	149,821	151,982	(2,161)
Guidance Services	1,614,769	1,674,808	(60,039)
Pupil Support Services	-	-	-
Other Pupil Services	613,671	617,737	(4,066)
Improvement of Instruction	1,863,014	1,962,058	(99,044)
Educational Media Services	599,758	618,579	(18,821)
Direction of Special Education	333,166	338,332	(5,166)
Other Instructional Staff Services	162,763	169,145	(6,382)
Board of Education	253,700	268,700	(15,000)
Executive Administration	655,762	638,592	17,170
School Administration	3,941,897	4,121,883	(179,986)
Fiscal Services	725,815	731,751	(5,936)
Internal Services	130,810	132,585	(1,775)
Other Business Services	218,600	241,600	(23,000)
Communication Services	199,104	202,366	(3,262)
Staff/Personnel Services	346,901	377,320	(30,419)
Technology Services	1,710,768	1,746,967	(36,199)
Operations & Maintenance	6,402,012	7,044,248	(642,236)
Facilities Construction/Improvement	-	-	-
Pupil Transportation	1,486,181	1,557,724	(71,543)
Athletics	970,985	978,275	(7,290)
Community Education	3,543,897	3,892,080	(348,183)
Other Governmental Agencies	-	-	-
Other Financing Uses	66,244	66,244	-
Total Expenditures	**70,808,645**	**73,798,655**	**(2,990,010)**
Effect on Fund Balance	**556,272**	**(976,663)**	**(1,532,935)**

Okemos Public Schools
General Operating Fund
2025-26 Revised Budget #2

	2025-26 Revised Budget #1	2025-26 Revised Budget #2	2025-26 Impact of Change
Revenues:			
Local Sources:			
Property Taxes	10,814,140	10,814,140	0
Community Ed, Programming	2,460,500	2,402,600	(57,900)
Community Ed, Facility Rental	77,000	62,000	(15,000)
Community Ed, Senior Center	120,369	123,169	2,800
Athletics, Registration Fees	180,000	180,000	0
Athletics, Gate Receipts	135,200	135,200	0
Okemos Education Association	13,000	13,000	0
Tuition	103,858	103,858	0
Print Shop Fees (internal)	55,000	55,000	0
Transportation Fees (internal)	70,000	70,000	0
Miscellaneous	332,032	260,632	(71,400)
State Sources:			
Foundation	34,995,004	34,876,129	(118,875)
Special Education	4,795,575	4,808,941	13,366
MPSERS Stabilization	5,193,767	5,193,767	0
MPSERS Cost Offset	2,153,505	2,141,832	(11,673)
Transportation	338,120	324,023	(14,097)
At-Risk	1,338,443	1,338,443	0
Assessment & Literacy	97,916	102,116	4,200
Great Start Readiness Grant	892,995	1,232,015	339,020
Mental Health & Safety Grants	526,173	433,344	(92,829)
MI Kids Back on Track (extended year)	237,174	237,174	0
Other	681,772	1,397,851	716,079
Federal Sources			
Title I, II, III, IV	309,134	352,213	43,079
Special Education IDEA	-	-	0
Medicaid Outreach	50,000	100,000	50,000
Transfers - ISD			
Special Education ISD	5,141,000	5,548,000	407,000
Other ISD	15,000	15,000	0
Other Financing Sources			
Transfers to General Fund	80,000	80,000	0
Extra-Ordinary Revenue	158,240	343,845	185,605
	71,364,917	72,821,992	1,457,075
Summary of Fund Balance			
Beginning Fund Balance	9,225,700	9,225,700	0
Operational surplus (deficit)	556,272	(976,663)	(1,532,935)
Ending Fund Balance	**9,781,972**	**8,249,037**	**(1,532,935)**
	13.8%	**11.2%**	

Okemos Public Schools
General Operating Fund
2025-26 Revised Budget #2

	2025-26 Revised Budget #1	2025-26 Revised Budget #2	2025-26 Impact of Change
Elementary Instruction, 111			
Wages			
Cornell	1,769,422	1,852,341	(82,919)
Hiawatha	1,728,380	1,833,276	(104,896)
Bennett Woods	1,764,507	1,861,451	(96,944)
Benefits			
Cornell	392,588	392,588	-
Hiawatha	361,976	361,976	-
Bennett Woods	377,534	377,534	-
Retirement & FICA			
Cornell	944,824	980,490	(35,666)
Hiawatha	922,977	970,437	(47,460)
Bennett Woods	940,412	983,210	(42,798)
Contracted Staff & Services			
Cornell	17,450	17,450	-
Hiawatha	17,690	17,690	-
Bennett Woods	22,450	22,450	-
Supplies & Other			
Cornell	92,689	92,689	-
Hiawatha	106,976	106,976	-
Bennett Woods	120,798	120,798	-
Textbooks, New & Replacement			
Cornell	26,911	8,244	18,667
Hiawatha	26,587	7,920	18,667
Bennett Woods	27,234	8,568	18,666
Outgoing Transfer - Substitutes	266,475	266,475	-
	9,927,880	**10,282,563**	**(354,683)**
Grades 5-8 Instruction, 112			
Wages			
Kinawa	2,415,998	2,549,559	(133,561)
Chippewa	2,573,467	2,700,149	(126,682)
Benefits			
Kinawa	475,590	475,590	-
Chippewa	438,541	438,541	-
Retirement & FICA			
Kinawa	1,289,046	1,346,708	(57,662)
Chippewa	1,377,018	1,429,466	(52,448)
Contracted Staff & Services			
Kinawa	19,200	19,200	-
Chippewa	9,300	9,300	-
Supplies & Other			
Kinawa	61,727	61,727	-
Chippewa	44,250	44,250	-

Okemos Public Schools
General Operating Fund
2025-26 Revised Budget #2

	2025-26 Revised Budget #1	2025-26 Revised Budget #2	2025-26 Impact of Change
Textbooks, New & Replacement			
Kinawa	38,410	6,410	32,000
Chippewa	6,600	6,600	-
Tuition Payments (MVU)	15,600	15,600	-
Outgoing Transfer - Substitutes	291,300	291,300	-
	9,056,047	**9,394,400**	**(338,353)**
High School Instruction, 113			
Wages	4,862,683	5,098,896	(236,213)
Benefits	915,147	915,147	-
Retirement & FICA	2,695,251	2,572,271	122,980
Contracted Staff & Services	16,000	16,000	-
Supplies & Other	100,945	100,945	-
Textbooks, New & Replacement	70,126	70,126	-
Student Recovery Services	195,400	214,000	(18,600)
Dual Enrollment, Gate	185,082	187,132	(2,050)
Tuit Pymts (Early College, MVU, HSDCI)	173,400	208,400	(35,000)
Outgoing Transfer - Substitutes	159,420	176,335	(16,915)
	9,373,454	**9,559,252**	**(185,798)**
Montessori Elementary, 116			
Wages	1,320,788	1,387,855	(67,067)
Benefits	272,029	269,354	2,675
Retirement & FICA	704,646	731,692	(27,046)
Contracted Staff & Services	8,904	8,904	-
Supplies & Other	79,735	79,735	-
Textbooks, New & Replacement	37,418	5,418	32,000
Outgoing Transfer - Substitutes	63,825	63,825	-
	2,487,345	2,546,783	(59,438)
Montessori 5-8, 112-9700			
Wages	667,761	687,894	(20,133)
Benefits	160,009	159,482	527
Retirement & FICA	353,715	364,379	(10,664)
Contracted Staff & Services	450	450	-
Supplies & Other	5,688	5,688	-
Textbooks, New & Replacement	1,580	1,580	-
	1,189,203	1,219,473	(30,270)
Total Montessori Instruction	**3,676,548**	**3,766,256**	**(89,708)**
Summer Programs			
Wages	5,000	5,000	-
Retirement & FICA	2,650	2,672	(22)
Contracted Staff & Services	27,000	27,000	-
	34,650	34,672	(22)

Okemos Public Schools
General Operating Fund
2025-26 Revised Budget #2

	2025-26 Revised Budget #1	2025-26 Revised Budget #2	2025-26 Impact of Change
Special Education - Instructional Programs 122			
Wages	4,172,672	4,433,418	(260,746)
Benefits	861,829	856,587	5,242
Retirement & FICA	2,222,945	2,334,999	(112,054)
Contracted Staff & Services	59,082	59,082	-
Supplies & Other	25,000	25,000	-
Textbooks, New & Replacement	800	800	-
Outgoing Transfer - Substitutes	83,000	83,000	-
	7,425,328	7,792,886	(367,558)
Special Education - Psychological Services, 214			
Wages	431,570	453,028	(21,458)
Benefits	75,054	76,662	(1,608)
Retirement & FICA	231,019	238,764	(7,745)
Contracted Staff & Services	1,200	1,200	-
Supplies & Other	5,000	5,000	-
	743,843	774,654	(30,811)
Special Education - Speech & Language Services, 215			
Wages	522,031	552,681	(30,650)
Benefits	63,817	63,817	-
Retirement & FICA	278,373	292,206	(13,833)
Contracted Staff & Services	11,520	11,520	-
Supplies & Other	1,400	1,400	-
	877,141	921,624	(44,483)
Special Education - Social Work Services, 216			
Wages	731,810	765,450	(33,640)
Benefits	102,396	102,396	-
Retirement & FICA	391,559	405,487	(13,928)
Contracted Staff & Services	1,520	1,520	-
Supplies & Other	1,400	1,400	-
	1,228,685	1,276,253	(47,568)
Special Education - Teacher Consultants, 218			
Wages	269,775	230,607	39,168
Benefits	55,311	52,694	2,617
Retirement & FICA	144,793	122,644	22,149
	469,879	405,945	63,934
Total Special Education	**10,744,876**	**11,171,362**	**(426,486)**

Okemos Public Schools
General Operating Fund
2025-26 Revised Budget #2

	2025-26 Revised Budget #1	2025-26 Revised Budget #2	2025-26 Impact of Change
Compensatory Education , 125 & 126			
Wages	860,332	877,131	(16,799)
Benefits	117,668	117,669	(1)
Retirement & FICA	419,667	458,052	(38,385)
Contracted Staff & Services	530,510	504,817	25,693
Supplies & Other	77,375	99,505	(22,130)
	2,005,552	**2,057,174**	**(51,622)**
Gifted Programs, 9200			
Wages	94,154	95,566	(1,412)
Benefits	5,794	5,794	-
Retirement & FICA	49,873	50,622	(749)
	149,821	**151,982**	**(2,161)**
Guidance Services, 212			
Wages	937,804	979,653	(41,849)
Benefits	173,047	176,503	(3,456)
Retirement & FICA	500,918	515,652	(14,734)
Supplies & Other	3,000	3,000	-
	1,614,769	**1,674,808**	**(60,039)**
Other Pupil Services, 213 & 219			
Wages	194,001	197,530	(3,529)
Benefits	41,935	41,363	572
Retirement & FICA	104,135	105,244	(1,109)
Contracted Staff & Services	268,600	268,600	-
Supplies & Other	5,000	5,000	-
	613,671	**617,737**	**(4,066)**
Improvement of Instruction, 221			
Wages	973,792	1,017,091	(43,299)
Benefits	179,025	177,945	1,080
Retirement & FICA	507,400	535,527	(28,127)
Contracted Staff & Services	173,118	195,139	(22,021)
Supplies & Other	15,150	15,150	-
Outgoing Transfer - Substitutes	14,529	21,206	(6,677)
	1,863,014	**1,962,058**	**(99,044)**
Educational Media Center, 222 & 223			
Wages	322,044	336,623	(14,579)
Benefits	70,241	69,442	799
Retirement & FICA	172,473	177,514	(5,041)
Educational Media	30,000	30,000	-
Supplies & Other	5,000	5,000	-
	599,758	**618,579**	**(18,821)**

Okemos Public Schools
General Operating Fund
2025-26 Revised Budget #2

	2025-26 Revised Budget #1	2025-26 Revised Budget #2	2025-26 Impact of Change
Special Education, Staff Direction, 226			
Wages	171,237	175,471	(4,234)
Benefits	53,308	52,242	1,066
Retirement & FICA	90,771	92,769	(1,998)
Contracted Staff & Services	13,250	13,250	-
Supplies & Other	4,600	4,600	-
	333,166	**338,332**	**(5,166)**
Other Instructional Staff Services, 229			
Wages	88,320	92,661	(4,341)
Benefits	26,998	27,094	(96)
Retirement & FICA	47,445	49,390	(1,945)
	162,763	**169,145**	**(6,382)**
Board of Education, 231			
Contracted Services	249,500	264,500	(15,000)
Travel & Conference	4,200	4,200	-
	253,700	**268,700**	**(15,000)**
Communication Services, 282			
Wages	117,332	119,994	(2,662)
Benefits	15,120	14,503	617
Retirement & FICA	62,152	63,369	(1,217)
Supplies & Other	4,500	4,500	-
	199,104	**202,366**	**(3,262)**
Executive Administration, 232			
Wages	353,745	350,464	3,281
Benefits	54,528	48,935	5,593
Retirement & FICA	176,389	168,093	8,296
Contracted Staff & Services	55,300	55,300	-
Supplies & Other	15,800	15,800	-
	655,762	**638,592**	**17,170**
Building Administration, Elementary, 241			
Wages	1,021,194	1,088,781	(67,587)
Benefits	187,460	185,098	2,362
Retirement & FICA	546,207	576,817	(30,610)
Contracted Staff & Services	10,000	10,000	-
Supplies & Other	12,311	12,311	-
	1,777,172	1,873,007	(95,835)
Building Administration, Middle School, 242			
Wages	682,111	713,587	(31,476)
Benefits	163,819	159,621	4,198
Retirement & FICA	364,235	378,366	(14,131)
Contracted Staff & Services	21,800	21,800	-
Supplies & Other	8,500	8,500	-
	1,240,465	1,281,874	(41,409)

Okemos Public Schools
General Operating Fund
2025-26 Revised Budget #2

	2025-26 Revised Budget #1	2025-26 Revised Budget #2	2025-26 Impact of Change
Building Administration, High School, 243			
Wages	502,186	532,958	(30,772)
Benefits	127,065	124,481	2,584
Retirement & FICA	268,889	283,443	(14,554)
Contracted Staff & Services	13,795	13,795	-
Supplies & Other	12,325	12,325	-
	924,260	967,002	(42,742)
Total Building Administration	**3,941,897**	**4,121,883**	**(179,986)**
Fiscal Services, 252			
Wages	308,326	313,331	(5,005)
Benefits	80,652	79,052	1,600
Retirement & FICA	164,387	166,918	(2,531)
Contracted Staff & Services	169,250	169,250	-
Supplies & Other	3,200	3,200	-
	725,815	**731,751**	**(5,936)**
Internal Services - Print shop, 258			
Wages	42,282	43,806	(1,524)
Benefits	20,803	20,514	289
Retirement & FICA	22,725	23,265	(540)
Supplies & Other	45,000	45,000	-
	130,810	**132,585**	**(1,775)**
Other Business Services, 259			
Workers Compensation	118,000	131,000	(13,000)
Legal Liability Insurance	36,000	36,000	-
Bank Service Charges	57,000	67,000	(10,000)
Other Fees	7,600	7,600	-
	218,600	**241,600**	**(23,000)**
Staff/Personnel Services, 283			
Wages	193,401	195,226	(1,825)
Benefits	32,577	31,493	1,084
Retirement & FICA	102,923	103,601	(678)
Contracted Staff & Services	17,000	46,000	(29,000)
Supplies & Other	1,000	1,000	-
	346,901	**377,320**	**(30,419)**
Technology Services, 284			
Wages	663,990	679,942	(15,952)
Benefits	120,333	117,876	2,457
Retirement & FICA	354,198	359,912	(5,714)
Contracted Staff & Services	79,626	73,736	5,890
Annual User Fees/Contracts	478,121	503,501	(25,380)
Supplies & Other	14,500	12,000	2,500
	1,710,768	**1,746,967**	**(36,199)**

Okemos Public Schools
General Operating Fund
2025-26 Revised Budget #2

	2025-26 Revised Budget #1	2025-26 Revised Budget #2	2025-26 Impact of Change
Security Services, 266			
Contracted Staff & Services	228,752	218,126	10,626
Supplies & Other	107,910	31,717	76,193
	336,662	**249,886**	**86,776**
Operation & Maintenance, 261			
Wages	931,739	966,114	(34,375)
Benefits	209,930	206,334	3,596
Retirement & FICA	496,610	511,428	(14,818)
Contracted Custodial	1,204,921	1,204,921	-
Contracted Staff & Services	1,135,150	1,422,645	(287,495)
Supplies & Other	415,000	540,420	(125,420)
Telephone	31,000	31,000	-
Heating Fuel/Natural Gas	300,000	463,000	(163,000)
Electricity	931,000	1,015,000	(84,000)
Water & Sewer	88,000	111,500	(23,500)
Waste & Trash Disposal	76,000	76,000	-
Property, Casualty & Fleet Insurance	246,000	246,000	-
	6,065,350	**6,794,362**	**(729,012)**
Total Operations & Maintenance/Security	**6,402,012**	**7,044,248**	**(642,236)**
Pupil Transportation, 271			
Wages	697,009	722,001	(24,992)
Benefits	177,177	171,803	5,374
Retirement & FICA	366,268	374,465	(8,197)
Contracted Services	62,027	84,955	(22,928)
Fleet Insurance	18,000	18,000	-
Vehicle Fuel	126,000	146,000	(20,000)
Supplies & Other	39,700	40,500	(800)
	1,486,181	**1,557,724**	**(71,543)**
Athletics, 293			
Salaries	138,479	144,407	(5,928)
Coaches/Games Workers	192,816	192,816	-
Benefits	47,654	46,853	801
Retirement & FICA	176,476	178,639	(2,163)
Contracted Coaches/Game Workers	236,560	236,560	-
Contracted Services	149,000	149,000	-
Supplies & Other	30,000	30,000	-
	970,985	**978,275**	**(7,290)**
Community Education - Child Care, 351			
Wages	631,161	634,911	(3,750)
Benefits	109,135	101,337	7,798
Retirement & FICA	338,069	336,688	1,381
Contracted Staff & Services	824,785	897,785	(73,000)
Supplies & Other	130,475	130,475	-
	2,033,625	2,101,196	(67,571)

Okemos Public Schools
General Operating Fund
2025-26 Revised Budget #2

	2025-26 Revised Budget #1	2025-26 Revised Budget #2	2025-26 Impact of Change
Community Education - Recreation/Enrichment, 321			
Wages	24,573	24,927	(354)
Benefits	10,364	10,219	145
Retirement & FICA	13,017	13,204	(187)
Contracted Staff & Services	295,000	237,000	58,000
Supplies & Other	11,000	7,000	4,000
	353,954	292,350	61,604
Community Education - School Readiness, 343x			
Wages	257,834	303,897	(46,063)
Benefits	56,793	64,082	(7,289)
Retirement & FICA	119,767	156,655	(36,888)
Contracted Staff & Services	285,800	394,526	(108,726)
Supplies & Other	172,801	312,855	(140,054)
	892,995	1,232,015	(339,020)
Community Education - Senior Center, 391			
Wages	59,151	59,151	-
Benefits	5,429	4,887	542
Retirement & FICA	27,990	31,332	(3,342)
Contracted Staff & Services	27,799	27,799	-
	120,369	123,169	(2,800)
Community Education - Facilities Use, 311			
Wages	24,573	24,927	(354)
Benefits	10,364	10,219	145
Retirement & FICA	13,017	13,204	(187)
Contracted Staff & Services	39,000	39,000	-
Supplies & Other	1,000	1,000	-
Utilities	55,000	55,000	-
	142,954	143,350	(396)
Total Community Services	**3,543,897**	**3,892,080**	**(348,183)**
Other Financing Uses	66,244	66,244	-
Total Expenditures	**70,808,645**	**73,798,655**	**(2,990,010)**

2026-27 BUDGET PLANNING
FOR IMPLEMENTATION IN THE PROPOSED BUDGET

	Department/ Building	Budget Impact	Superintendent Recommendation	Board Average Ranking
Board Consensus				
Restructure Reading Interventionists	Kinawa, Chippewa	$146,000	**1**	1.0
Eliminate Building Substitutes	K-12	$106,750	**1**	1.0
Reduce 3 MTSS Coaches & reconfigure remaining position	Elementary	$322,050	**1**	1.1
Reduce 1 MTSS Coach & reconfigure remaining position	Kinawa, Chippewa	$107,350	**1**	1.0
Reduce 1 Clerk per building to 1 shared amongst 2 buildings	Kinawa, Chippewa	$38,900	**1**	1.0
Reduce 1 Administrative Assistant	High School	$49,430	**1**	1.0
Eliminate Lead Student Supervisor	High School	$96,600	**1**	1.1
Eliminate Communications Specialist Position	Central Office	$92,000	**1**	1.0
Share .50 Director of Safety & Security	District	$86,750	**1**	1.1
Raise athletic fees by 15%	Athletics	$27,000	**1**	1.0
Reduce operations expenditures by $50,000	Operations	$50,000	**1**	1.3
Eliminate Infants, Toddlers 1 & 2 day care programs, effective Jan 1, 27	Community Education	$59,250	**1**	1.3
		$1,182,080		

Items Discussed, Not Moved Forward for Inclusion in Proposed Budget				
Reduce Nurse by 25%	District	$34,250	**2**	1.4
Reduce Instructional Technology Coach, replace with building leads	K-12	$60,000	**2**	1.7
Reduce 1 Counselor to 3 shared amongst 2 buildings	Kinawa, Chippewa	$107,350	**2**	2.0
Reduce from 3 to 2 Student Supervisors	High School	$25,860	**2**	2.0
Restore 25 Club Stipends (current district funded = 18, if restored = 43)^	K-12	(29,900)	**Board Addition**	2.1
Eliminate Gifted & Talented Coordinator	K-12	$107,350	**2**	2.1
Reduce 2 student support advisors		$214,700	**3**	2.9
Additional .25 reduction of nurse		$34,250	**3**	2.6
Remaining level 3's		$347,150	**3**	3.0

Okemos Public Schools
Preliminary Budget Assumptions
2026-27

Increased Expenditures/Decreased Revenue	Optimistic	Most Likely	Worst Case
Health insurance (MESSA 1/2 yr +8%/est 10%, WMHIP +12.85%)*	542,155	542,155	542,155
ISD Special Education Funding, change in funding formula	200,000	200,000	200,000
Teacher division advancement (15,18,21)	127,950	153,540	179,130
Negotiations est, steps + on/off schedule, OEA budget same as others, subject to finalized negotiations	1,189,831	1,189,831	1,189,831
Expiration of Safety & Security Grant (Director/Software Fees)	233,650	233,650	233,650
Add'l Para & Overage assignments, +.50 HS/+.51 CMS	**166,730**	**166,730**	**166,730**
Transportation, Temp Cornell (1,2,3)	39,850	79,700	119,550
Athletic Uniforms	**17,000**	**17,000**	**17,000**
All Other	**13,432**	**13,432**	**13,432**
	$2,530,598	**$2,596,038**	**$2,661,478**

Increased Revenue/Decreased Expenditures	Optimistic	Most Likely	Worst Case
Increase in per-pupil Foundation Allowance ($250)	1,173,200	1,173,200	1,173,200
Enrollment (Oct 26: +30, +10, -10) Blend 10/90	266,170	88,720	(88,720)
MPSERS Expense rate decrease (-2.4 pts to 27.51%, eff. 10/1/26)	815,000	815,000	815,000
Reduction in Sections (2.4, 1.4, 1.4)	218,560	127,360	127,360
Savings from OEA retirements (7)	266,945	266,945	266,945
	$2,739,875	**$2,471,225**	**$2,293,785**
Projected Impact on General Fund Balance	**$209,277**	**($124,813)**	**($367,693)**
Carry forward effect on General Fund Budget (7/1/26)	**(1,555,854)**	**(1,555,854)**	**(1,555,854)**
Total Impact on General Fund Balance	**($1,346,577)**	**($1,680,667)**	**($1,923,547)**

Note: 2026-27 Proposed Budget includes $340,000 of non-structural, one-time expenditures

Fund Balance - as percentage of expenditures

Audited 6/30/24	$ 10,928,320	15.6%
Audited 6/30/25	$ 9,225,700	12.8%
2025-26 Revised Budget #1	$ 9,781,972	13.8%
2025-26 Revised Budget #2 est	$ 8,249,037	11.2%
2026-27 Most Likely	$ 6,568,370	9.1%

Okemos Public Schools
2025-26 Non-Recurring, 1-Time Budget Items
Effect on 2026-27 Proposed Budget

	Most Likely
2025-26 Net Change in Fund Balance, Budget Revision #1	556,272
Preliminary 2nd Budget Revisions	(1,532,935)
	(976,663)
2025-26 Non-Structural, 1x revisions, do not repeat (removed from 26-27 preliminary assumptions)	
Non-Grant Related	
Environmental remediation	300,000
Retirement Revenues, Health Subsidy & 147a(2) Cost Offset	(634,000)
Operations Contracted Services	83,400
Curriculum/New textbooks	(270,000)
ISD SE Funding, addl received for 24-25 final	(330,000)
Legal Services	100,000
Utilities (gas)	86,000
Staff Attrition Savings	85,409
	(579,191)
Total Non-Structural, 1x revisions	(579,191)
Carry forward effect on General Fund Budget (7/1/26)	**(1,555,854)**

2025-26 Proposed Budget Revision #2
2026-27 Preliminary Budget Assumptions

Board Meeting • 06/08/2026

2025-26 Proposed Budget Revision #2

- **Part of our annual budget process**
- **Opportunity to review the year**
  - **Make necessary adjustments for recurring patterns**
  - **Account for unexpected expenses**
- **Informs next budget year**

2025-26 Proposed Revision #2
Budget Assumptions - Revenue

	Budget Impact
Grants, w/offsetting expenditures	1,014,635
Insurance Reimbursements, w/offsetting expenditures	185,605
ISD SE Funding, (24-25 final & 25-26 est)	457,000
State Aid, several sections	(69,605)
Community Education	(72,900)
Interest Income	(71,400)
All Other	13,740
Total Revenue Revisions	**1,457,075**

2025-26 Proposed Revision #2
Budget Assumptions - Expenditures

	Budget Impact
Grants,with offsetting revenues	(1,014,635)
Equipment/Property Repairs w/offsetting insurance	(185,605)
Negotiations Est, 1-time & structural	(1,418,865)
Utilities	(270,500)
Operations Contracted Services & Supplies, net	(175,000)
Alternative Programming, secondary	(55,650)
Curriculum	120,000
General Fund Expenditures, Offset by Grant	55,745
Staff Attrition Savings	49,650
All Other (comm ed, fuel, fees, insurance, etc.)	(95,150)
Total Expenditure Revisions	**($2,990,010)**

2025-26 Projected Budget Revision Summary

	Current Adopted Budget	Net Impact of Proposed Revisions	Proposed, Revised Budget
Operational Surplus/(Deficit)			
Total Revenues	71,364,917	1,457,075	72,821,992
Total Expenditures	(70,808,645)	(2,990,010)	(73,798,655)
Preliminary Effect of Fund Balance	$556,272	($1,532,935)	**($976,663)***
Beginning Fund Balance	**9,225,700**		**9,225,700**
Ending Fund Balance	**$9,781,972**		**$8,249,037**
Fund Balance as a % of Expenditures	***13.8%***		***11.2%***

*

Structural	($1,555,854)
Non-Structural	$579,191
	($976,663)

2026-27 Proposed Budget

2025-26 Preliminary Budget Revision #2
Carryforward Impact on 2026-27 Budget

	Budget Impact
2025-26 One-Time Sources/Uses Impact on 2026-07 Budget	
Environmental remediation	300,000
Curriculum/New textbooks	(270,000)
Retirement Revenues, Health Subsidy & 147a(2) Cost Offset	(634,000)
ISD SE Funding, addl received for 24-25 final	(330,000)
Legal Services	100,000
Operations Contracted Services	83,400
Utilities (gas)	86,000
Staff Attrition Savings	85,409
Net Impact of Changes	**($579,191)**

2026-27 Expenditure Increases/Revenue Decreases

Decreases to General Fund	Most Likely
Health insurance (MESSA 1/2 yr +8%/est 10%, WMHIP +12.85%)*	542,155
ISD Special Education Funding, formula change	200,000
Teacher division advancement (15,18,21)	153,540
Negotiations est, steps+on/off, OEA subject to finalized negotiations	1,189,831
Safety & Security Grant Expire (Director/Software Fees)	233,650
Add'l Para & Overage assignments, +.50 HS/+.51 CMS	**166,730**
Transportation, Temp Cornell (1,2,3)	79,700
Athletic Uniforms	**17,000**
All Other	**13,432**
	$2,596,038

2026-27 Revenue Increases/Expenditure Decreases

Increases to General Fund	Most Likely
Increase in Foundation Allowance ($250)	1,173,200
Enrollment (Oct 26: +30, +10, -10) Blend 10/90	88,720
MPSERS rate decrease (-2.4 pts to 27.51%)	815,000
Reduction in Sections (2.4, 1.4, 1.4)	127,360
Savings from OEA retirements (7)	266,945
	$2,471,225

2026-27 Projected Impact on General Fund Budget

	Most Likely
Expenditure Increases/Revenue Decreases	($2,596,038)
Revenue Increases/Expenditures Decreases	2,471,225
Net Impact on General Fund Balance	**($124,813)**
Carryforward effect on GF Budget (6/30/27)	(1,555,854)
Total Impact on General Fund Balance	**($1,680,667)**
Beginning Fund Balance	**$8,249,037**
Ending Fund Balance	**$6,568,370**
Fund Balance as a % of Expenditures	**9.1%**

Structural	($1,340,667)
Non-Structural	($340,000)
	($1,680,667)

5/26/26 Board Work Session Outcome

	Department/ Building	Budget Impact	Superintendent Recommendation	Board Average Ranking
Board Consensus				
Restructure Reading Interventionists	Kinawa, Chippewa	$146,000	1	1.0
Eliminate Building Substitutes	K-12	$106,750	1	1.0
Reduce 3 MTSS Coaches & reconfigure remaining position	Elementary	$322,050	1	1.1
Reduce 1 MTSS Coach & reconfigure remaining position	Kinawa, Chippewa	$107,350	1	1.0
Reduce 1 Clerk per building to 1 shared amongst 2 buildings	Kinawa, Chippewa	$38,900	1	1.0
Reduce 1 Administrative Assistant	High School	$49,430	1	1.0
Eliminate Lead Student Supervisor	High School	$96,600	1	1.1
Eliminate Communications Specialist Position	Central Office	$92,000	1	1.0
Share .50 Director of Safety & Security	District	$86,750	1	1.1
Raise athletic fees by 15%	Athletics	$27,000	1	1.0
Reduce operations expenditures by $50,000	Operations	$50,000	1	1.3
Eliminate Infants, Toddlers 1 & 2 day care programs, effective Jan 1, 27	Community Education	$59,250	1	1.3
		$1,182,080		

5/26/26 Board Work Session Outcome

	Department/ Building	Budget Impact	Superintendent Recommendation	Board Average Ranking
Board Consensus				
Reduce Nurse by 25%	District	$34,250	2	1.4
Reduce Instructional Technology Coach, replace with building leads	K-12	$60,000	2	1.7
Reduce 1 Counselor to 3 shared amongst 2 buildings	Kinawa, Chippewa	$107,350	2	2.0
Reduce from 3 to 2 Student Supervisors	High School	$25,860	2	2.0
Restore 25 Club Stipends (current district funded = 18, if restored = 43)^	K-12	(29,900)	Board Addition	2.1
Eliminate Gifted & Talented Coordinator	K-12	$107,350	2	2.1
Reduce 2 student support advisors		$214,700	3	2.9
Additional .25 reduction of nurse		$34,250	3	2.6
Remaining level 3's		$347,150	3	3.0

2026-27 Projected Impact on General Fund Budget *if Level 1's Implemented*

	Most Likely	Most Likely w/Level 1's
Expenditure Increases/Revenue Decreases	($2,596,038)	($1,413,958)
Revenue Increases/Expenditures Decreases	2,471,225	2,471,225
Net Impact on General Fund Balance	**($124,813)**	**$1,057,267**
Carryforward effect on GF Budget (6/30/27)	(1,555,854)	(1,555,854)
Total Impact on General Fund Balance	**($1,680,667)**	**($498,587)**
Beginning Fund Balance	**$8,249,037**	**$8,249,037**
Ending Fund Balance	**$6,568,370**	**$7,750,450**
Fund Balance as a % of Expenditures	**9.1%**	**10.9%**

Non-structural = ($340,000)

OKEMOS PUBLIC SCHOOLS
Membership Application
Personal Health and Sexuality Education Advisory Board
(PHASE)

Date 2/11/26

Name Meghan Loughlin-Krusky Home Phone (517) 914-5986

Address 2598 Tekonsha Trail City Okemos 48864

Occupation Principal/Director of Curriculum, Instruction + Assessment Work Phone (269) 749-9953

Email Address loughli5@gmail.com

Please check an appropriate category (you may check more than one):

____ Interested Citizen
____ Community Health Professional
X Elementary/Middle/High School Parent
Ages of any children 5th, 11 8th, 14

1. **Overall, what are your perceptions regarding health and sexuality education within public schools?**

Please see attached document.

2. **Do you have any comments about sexuality education within the Okemos district in particular?**

Please see attached document.

3. **Why are you interested in serving on this committee?**

Please see attached document.

4. **What specific issues do you believe this committee should address? Please list in order of priority.**

Please see attached document.

5. **What assets, background, past experiences, useful knowledge, etc., do you have that may assist this committee?**

Please see attached document.

6. **Are you an employee of the Okemos school district? ____ Yes X No**

7. **Are you willing to come regularly to four to five evening meetings per school year for a period of three years? X Yes ____ No**

Information for the Applicant

The Health and Sexuality Education Advisory Board has been charged with the following responsibilities:

1. Review and recommend instructional materials, guest speakers, and programs which are a part of the comprehensive sexual health program
2. On a regular basis, review methods of instruction and assist in evaluation of the comprehensive sexual health program, reporting to the Board of Education as required
3. Work closely with the school administration in the implementation of this program.
4. Review with policy and/or State guidelines and make recommendations to the Board of Education for needed changes.
5. Perform other duties as suggested by the Supervisor of Reproductive Health, Board of Education, or the Superintendent of Schools.

A reasonable effort shall be made to ensure that the advisory board shall consist of members representing a cross-section of community viewpoints.

Applications are due by November 14, 2025, and should be e-mailed to:

Stacey Molenda
Executive Assistant to the Assistant Superintendent for Curriculum & Instruction
stacey.molenda@okemosk12.net

Your application will be forwarded to a subcommittee of the Okemos Parent Council, who review the applications and recommend applicants to the Okemos School Board. This process may take up to

two months. You will be notified in writing about the status of your application after School Board approval.

Thank you very much for your interest in participating in the process of personal health and sexuality education in Okemos Public Schools.

1. **Overall, what are your perceptions regarding health and sexuality education within public schools?**

Overall, my perceptions regarding health and sexuality education within public schools, including districts such as Okemos Public Schools, are positive when programs are grounded in accurate information, developmentally appropriate practices, and strong communication with families. From my perspective as a school leader and parent, effective health education should focus on student well being, safety, and informed decision making while respecting family values and maintaining transparency about curriculum and instructional goals.

I believe these programs are most effective when they emphasize social emotional health, healthy relationships, personal responsibility, and mental health alongside physical health topics. It is also important that instruction is delivered in a way that is age appropriate and sensitive to the diverse backgrounds of students and families. Clear communication with parents, opportunities for review of materials, and opt out provisions are essential to maintaining trust and partnership with the community.

In districts like Okemos, which are known for thoughtful curriculum planning and strong family engagement, I see health and sexuality education as an important component of preparing students to make safe and responsible choices, while also supporting their overall development as healthy, informed individuals.

2. **Do you have any comments about sexuality education within the Okemos district in particular?**

I do not have firsthand knowledge of how sexuality education is currently delivered in Okemos Public Schools, so my comments are based on my general understanding of strong practice in this area. In any district, I believe instruction in this field is most effective when it helps students build knowledge about personal health, boundaries, decision making, and respect for others, while remaining sensitive to the wide range of beliefs and perspectives held by families.

In my own work in school leadership, I have seen how important it is for districts to be intentional about curriculum design, provide clear opportunities for families to review materials, and ensure that instruction is appropriate to students' developmental levels. Programs that are thoughtfully planned and clearly communicated tend to foster confidence among families and staff.

For a district like Okemos, my general impression is that there is careful attention to curriculum quality and family engagement. My encouragement for any district would be to continue strengthening communication, ensuring that instruction reflects current health guidance, and keeping the focus on supporting students in making responsible and informed choices as they grow.

3. **Why are you interested in serving on this committee?**

I am interested in serving on this committee because I value the opportunity to contribute my professional experience in public education to support the district that serves my children. As a school administrator, I regularly work with curriculum, student support systems, and family communication, and I understand the importance of thoughtful planning, clear processes, and community trust when addressing topics related to student health and well being.

Serving on this committee would allow me to bring that perspective as both an educator and a parent. I care deeply about ensuring that programs are implemented in ways that are developmentally appropriate, aligned with state expectations, and responsive to the needs of students and families. I appreciate the work the district is doing and would welcome the chance to collaborate, listen, and contribute in a way that helps maintain high quality programming for all students.

4. **What specific issues do you believe this committee should address? Please list in order of priority.**

1. Alignment with state guidance and focused on research based best practices.
2. Developmental appropriateness across grade levels.
3. Support for teachers implementing the curriculum.
4. Clarity and transparency of curriculum and materials
5. Family engagement and feedback opportunities

I believe the committee's work should begin by ensuring that all instruction is aligned with state guidance and grounded in research based best practices. This helps ensure that information presented to students is accurate, current, and consistent with established standards for student health and education.

In addition, it is essential that content is developmentally appropriate across grade levels. A thoughtful scope and sequence allows students to build understanding gradually in ways that match their maturity and readiness.

Another important priority is supporting teachers who are responsible for implementing the curriculum. Clear guidance, professional learning, and access to resources help ensure consistency and confidence in instruction.

Clarity and transparency of curriculum and materials should also remain a focus. Families benefit from knowing what is being taught, when it is taught, and how they can review materials, which strengthens trust and communication.

Finally, the committee should continue to promote meaningful opportunities for family engagement and feedback. Providing avenues for parents and guardians to ask questions and share perspectives helps ensure that programs remain responsive to the community they serve.

5. What assets, background, past experiences, useful knowledge, etc., do you have that may assist this committee?

I bring both professional and personal perspectives that I believe would be valuable to this committee. As a school administrator, I have experience working with curriculum, student support systems, and state and federal requirements that guide instruction in public schools. This work has helped me develop a strong understanding of how to review materials, consider developmental appropriateness, and support staff in implementing programs effectively.

I also currently serve on a district level committee in my own district, which has provided experience collaborating with educators, parents, and community members to review content, discuss concerns, and make recommendations in a thoughtful and balanced way. That experience has strengthened my ability to listen to different perspectives, focus on student needs, and work toward consensus.

In addition, I bring the perspective of a parent whose children are enrolled in the district. I care deeply about the quality of education and the partnership between schools and families, and I would approach this role with a commitment to thoughtful dialogue, transparency, and supporting decisions that are in the best interest of students.

OKEMOS PUBLIC SCHOOLS
Membership Application
Personal Health and Sexuality Education Advisory Board
(PHASE)

Date 2-2-2026

Name Jamie Storey **Home Phone** 989-954-7685

Address 1302 Spicewood Drive **City** Okemos

Occupation Senior Director of Student Success for MCAN **Work Phone** (517) 816-7769

Email Address jamieguigarstorey@gmail.com

Please check an appropriate category (you may check more than one):

_____ Interested Citizen
_____ Community Health Professional
_X_ Elementary/Middle/High School Parent
Ages of any children 12, 10, & 7

1. **Overall, what are your perceptions regarding health and sexuality education within public schools?**

I believe that health and sexual education in public schools is an important component of supporting students' overall well-being and long-term development. When designed thoughtfully, it can provide students with age-appropriate, medically accurate, and human-centered information that helps them make informed decisions about their bodies, relationships, and personal health. I value approaches that are respectful of individual student circumstances, and that avoid shame or fear-based messaging. Effective programs acknowledge the diversity of student experience, body types, identities, and social pressures while emphasizing lifelong health, personal responsibility, and respect for self and others.

2. **Do you have any comments about sexuality education within the Okemos district in particular?**

As a newer member of the Okemos community, I am still learning about the district's specific approach and curriculum. My interest in serving on the advisory board is partly to better understand the district's current practices and to contribute constructively where helpful. My goal is to listen learn, and support a balanced, evidence-informed approach that reflects educational best practices. My daughter recently went through health in 5th grade gym class, and I appreciated the clear communications around the curriculum from the school, as well as the overall approach to the topic.

3. **Why are you interested in serving on this committee?**

I am interested in serving because I am a parent of three children in the district, and I am looking for meaningful ways to become engaged in supporting both the schools and the broader community. I care deeply about student well-being and believe advisory committees are an important space for thoughtful dialogue, collaboration, and continuous improvement. Serving would allow me to contribute my educational background, listen to diverse perspectives, and help ensure that programming is student-centered and supports long-term health and development.

4. **What specific issues do you believe this committee should address? Please list in order of priority.**

Ensuring developmentally-appropriate curriculum design that aligns approaches prioritizing wellness around health and sexuality leveraging empowerment and informed choice; Respect for diverse student backgrounds; Leveraging trauma-informed curricular approaches; Ensuring medical accuracy and evidenced-based content

5. **What assets, background, past experiences, useful knowledge, etc., do you have that may assist this committee?**

I hold a bachelor's degree in Family Studies and Sociology, which included coursework in human development and the ways individuals experience human sexuality. Through my PhD in Educational Leadership, I have studied education and educational policy at the postsecondary level and, while not a K-12 expert, am comfortable engaging with educational research and policy discussions. I am able to foster open, respectful dialogue around sensitive topics. Additionally, as a parent, I bring a practical, student-centered viewpoint grounded in my lived experiences.

6. **Are you an employee of the Okemos school district? _____ Yes __x__ No**

7. **Are you willing to come regularly to four to five evening meetings per school year for a period of three years? __x__ Yes _____ No**

Information for the Applicant

The Health and Sexuality Education Advisory Board has been charged with the following responsibilities:

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5. Perform other duties as suggested by the Supervisor of Reproductive Health, Board of Education, or the Superintendent of Schools.

A reasonable effort shall be made to ensure that the advisory board shall consist of members representing a cross-section of community viewpoints.

Applications are due by November 14, 2025, and should be e-mailed to:

Stacey Molenda
Executive Assistant to the Assistant Superintendent for Curriculum & Instruction
stacey.molenda@okemosk12.net

Your application will be forwarded to a subcommittee of the Okemos Parent Council, who review the applications and recommend applicants to the Okemos School Board. This process may take up to

two months. You will be notified in writing about the status of your application after School Board approval.

Thank you very much for your interest in participating in the process of personal health and sexuality education in Okemos Public Schools.

OKEMOS PUBLIC SCHOOLS
Membership Application
Personal Health and Sexuality Education Advisory Board
(PHASE)

Date 4/15/2026

Name Timothy Erickson **Home Phone** 630-740-6063

Address 3941 Belding Court **City** Okemos

Occupation Assistant Attorney General **Work Phone** 989-763-7731

Email Address Tim.c.erickson@gmail.com

Please check an appropriate category (you may check more than one):

x Interested Citizen
____ Community Health Professional

x Elementary/Middle/High School Parent
Ages of any children 8, 10, 11

1. **Overall, what are your perceptions regarding health and sexuality education within public schools?**

I have limited perceptions of health and sexuality education in public schools because my children have yet to receive any health or sexuality education from Okemos schools. I look forward to the opportunity to learn about health and sexuality education, and bring a fresh perspective to the PHASE board within Okemos Public Schools.

2. **Do you have any comments about sexuality education within the Okemos district in particular?**

Parents, guardians, and educators face the difficult challenge of equipping students to navigate issues related to sexuality in a society with diverse sources of information and increased exposure to sexuality at younger ages. In light of the diverse cultural beliefs within the Okemos community, sexuality education must reflect and respect the different viewpoints while providing the core instruction necessary.to enable students to make safe and appropriate decisions related to all aspects of health and sexuality.

3. **Why are you interested in serving on this committee?**

As the district recognizes in its mission statement, effective education necessarily involves collaboration amongst interested members of the community, primarily educators and parents/guardians. As a parent of two children who attend Okemos schools and a third child who attends the ISD in Mason, I believe it is my duty to assist in this collaborative effort.

4. **What specific issues do you believe this committee should address? Please list in order of priority.**

Educational excellence - How does the PHASE support it? How should PHASE change (if at all) to better help achieve the mission of educating with excellence? How does PHASE relate to and affect other disciplines within education?

Educator/Parent/Guardian collaboration - How can stake holders support the education of our children in PHASE?

5. **What assets, background, past experiences, useful knowledge, etc., do you have that may assist this committee?**

First, as an Army judge advocate since 2009, I have prosecuted sexual assaults and seen policy and training change to address serious problems related to sexuality, primarily sexual assault and harrassment, and I see how foundational sexuality education can mitigate those societal problems. Second, my civilian legal practice has focused on health care policy, standards of practice and compliance, and this experience should provide helpful perspectives on issues of sexual health.

6. **Are you an employee of the Okemos school district? _____ Yes X No**

7. **Are you willing to come regularly to four to five evening meetings per school year for a period of three years? X Yes _____ No**

Information for the Applicant

The Health and Sexuality Education Advisory Board has been charged with the following responsibilities:

1. Review and recommend instructional materials, guest speakers, and programs which are a part of the comprehensive sexual health program
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Stacey Molenda
Executive Assistant to the Assistant Superintendent for Curriculum & Instruction
stacey.molenda@okemosk12.net

Your application will be forwarded to a subcommittee of the Okemos Parent Council, who review the applications and recommend applicants to the Okemos School Board. This process may take up to

two months. You will be notified in writing about the status of your application after School Board approval.

Thank you very much for your interest in participating in the process of personal health and sexuality education in Okemos Public Schools.

Memo to the Okemos Public Schools Board of Education: Proposed Recommendation & Changes for an Okemos Public Schools District Student/Parent Handbook 2026-2027

The OHS administrative and counseling team has reviewed the OHS Academic Handbook and the following items are being presented as additions/deletions/revisions:

- **Edgenuity (p. 3-4)**
  - **REVISION**: Edgenuity is purely for credit recovery. This must be completed in the summer. Cannot be used to improve grades.
  - **ADDITION:** Courses taken through Edgenuity must be paid for by families and will be reported on the transcript as credit-only.
  - **REMOVE:** Specific allowances for taking Edgenuity that are no longer permissible (A student needs credits that don't fit into the schedule, have an active IEP with resource support and want to attend Wilson Talent Center, or are unable to attend school due to prolonged illness or suspension)

- **Credit/No Credit Option (p. 4)**
  - **REVISION**: If students would like to choose a credit/no credit option, this must be done within the first two weeks of class as opposed to before the semester begins.

- **Dual Enrollment (p. 5)**
  - **REVISION**: Students are required to enroll in a full schedule of OHS classes until they have secured and submitted evidence of their enrollment in a college course, at which time their OHS schedule will be adjusted. *If a scheduled dual enrollment class spans two OHS hours, both OHS hours will be dedicated to the dual enrollment class.*

- **MSU GATE Programming (p. 5-6)**
  - **ADDITION**: School-Funded Courses Section-explains how a student's schedule is set up, reimbursement process, how grades are recorded, attendance is taken, and the application process.
  - **ADDITION**: Parent Paid Online Courses Section-explains cost responsibility, schedule details, how grades are reported
  - **REVISION**: External credits applied as grades, consistent with other external credits.
  - **ADDITION:** Directs families to section on 21f for more information.
  - **REMOVE**: OHS Enrollment and credits section. Moved to a different location in the document.

- **External Credit Guidelines (p. 6-7)**
  - **ADDITION:** External Credits must be reported prior to the start of the next semester. For example, a student who earned credit during the summer must report so prior to the first day of the fall semester.

- **Graduation Requirements (p. 8)**
    - **ADDITION:** Personal Finance (Beginning with the Class of 2028) (0.5 credit): Personal Finance or Economics

- **Independent Study (p. 8)**
    - **ADDITION:** All independent studies must be rooted in curricular work with clearly defined learning academic standards and regular instructional assessments to measure learning.

- **ADDITION: Meeting the two-credit world language requirement at Okemos High School (p. 9)**
    - **ADDITION:** Explanation on how to meet world language requirements through alternative routes

- **Reduced Schedule (p. 10)**
    - **ADDITION:** Students with a reduced schedule may not remain in the school building during their reduced period.
    - **ADDITION:** Only seniors may have a reduced schedule beginning the 27-28 school year.

- **Repeating Courses (p. 10)**
    - **ADDITION:** Qualified courses are designated as such in the Course Guide.

- **ADDITION: Middle School Students Enrolled in High-School Level Courses (p. 10)**
    - **ADDITION:** Middle School students taking high-school level courses will earn credit for their courses on their High School transcripts. Beginning in the 2027-2028 school year, all grades earned will also be applied to the High School transcript and factor towards the student GPA

- **Schedule Change Requests (p. 10-11)**
    - **REMOVE -** The student seeks to exchange a second-semester elective course for another elective course in the same hour.
    - **REMOVE -** The student seeks to enroll in the second semester of a year-long class online; content covered in 21f and addressed in the scheduling timeline for initial registration.

- **State School Aid-Section 21f: Online Courses (p. 11-12)**
    - **REVISION -** Seniors will no longer be able to work offsite for MVU during their last hour of the day
    - **REVISION-** Withdrawal deadline for online class has been adjusted. Students cannot withdraw once the class begins as opposed to when they enroll.
    - **REVISION**: Course Registration and completion of course language clarified

- **Attendance Requirements (p. 13)**
    - **REMOVE**: Exception: Okemos High School seniors enrolled in a 21f course may only leave the building if their 21f course is scheduled during their last hour of the day and permission is granted by the parent/guardian.

Additional Notes: The handbook was reviewed for formatting requirements and corrections were made as necessary. Changes to personnel, event dates ,available programs, and grammar (without altering content) were also updated. Specifically, those changes we made in the following sections: AP Exam Administration (p. 3), MSU Gate Programming (p.5), Post-MSU GATE course placement (p.6), Michigan Seal of Biliteracy (p.9).

High School Academic Student Handbook 2026-2027



Advanced Placement Policy **3**
AP Exam Administration 3
Capital Region Technical Early College at Wilson Talent Center (CRTEC) **3**
Certificate of Completion **3**
Credit Recovery **4**
Edgenuity 4
Graduation Alliance 4
Credit/No Credit Option **5**
Dual Enrollment **5**
Eligibility and Requirements 5
Additional Dual Enrollment Notes 6
MSU GATE Programming 6
Okemos High School Enrollment & Credits 7
Post-MSU GATE Course Placement 7
Exchange Students **7**
External Credit Guidelines **7**
Final Exam Policy **8**
Grade Change Policy **8**
Grading **9**
Graduation **9**
Graduation Requirements **9**
Incompletes (I) **10**
Independent Study **10**
Michigan Seal of Biliteracy **10**
Personal Curriculum Option **11**
Personal Curriculum Modification Procedure 11
Reduced Schedule **11**
Repeating Courses **11**
Report Cards & Grading **12**
Scheduling **12**
Schedule Change Requests **12**
State School Aid Act – Section 21f: Online Courses **13**
Cost 15
Grades 15
Prerequisites for Courses 15
Honors Pathway Prerequisites 15
Attendance Requirements 15
Registration 15
Course Denial 16

Appeal Rights 16
Testing Out Policy **17**
Transfer Students **17**
Wilson Talent Center (WTC) **18**
Career Clusters Offered 18
Enrollment Process 18
Calendar and Attendance 18

Advanced Placement Policy

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

AP Exam Administration

OHS students enrolled in AP courses: Must ~~apply by~~ give notice of interest by early February, pay fees by the fall deadline, and commit to the May exam.

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

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

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

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

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

Certificate of Completion

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

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

Credit Recovery

Edgenuity

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

Students may only enroll in credit-recovery courses for previously failed classes during the summer. Families are responsible for the cost of Edgenuity courses. Eligible students include those who:

- Did not earn credit in the required Michigan Merit Curriculum courses
- Need elective credits to reach 22 for graduation
- Are out of sequence due to makeup credits

Credits and grades earned via Edgenuity appear on transcripts and are labeled accordingly. Students cannot repeat courses on Edgenuity to improve their grade; they must retake in-person with an OHS teacher (not Edgenuity). On the transcript, Edgenuity grades will appear only as credit.

Graduation Alliance

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

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

Credit/No Credit Option

With principal, counselor, and parent approval, students may take courses as credit/no credit basis. Students complete this process within the first two weeks of the class.

Passing = “G” (no GPA impact)
Failing = “H” (no credit, no GPA impact)
Grading standards remain the same as letter-graded courses.

Dual Enrollment

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

Eligibility and Requirements

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

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

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

By March 1 annually, Okemos will provide students and parents with information about eligibility, costs, course options, support services, and potential consequences of enrolling in postsecondary courses. Students are required to enroll in a full schedule of OHS classes until they have secured enrollment in their college course, at which time their OHS schedule will be adjusted. If a scheduled dual enrollment class spans two OHS hours, both OHS hours will be dedicated to the dual enrollment class. .

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

Additional Dual Enrollment Notes

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

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

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

MSU GATE Programming

Okemos High School students have access to enrichment programs through Michigan State University's Office of Gifted and Talented Education (GATE). Eligibility is determined by MSU GATE academic criteria. Programs rotate offerings. Students can earn 2 credits per year of MSU GATE enrollment. Year-long programs include:

- Cooperative Highly Accelerated Math Program (CHAMP)
- Intensive Studies in Humanities, Arts, Language, and Literature (ISHALL)
- Accelerated Study in Composition, English, and Narrative Discourse (ASCEND)
- Michigan's Accelerated NihonGo for Americans (M.A.N.G.A)

Funding

Families can select to pay for a portion of the GATE course using 21f funds, or families can select to cover the cost themselves. Below explains the differences between the funding options.

School-Funded Courses (Section 21f)

- Course included in student's daily school schedule
- Cost Responsibility: The district will pay MSU GATE a portion of the course cost using the student's per-pupil foundation allowance. MSU will reimburse parents after they receive payment from the District.
    - High School (9-12): The district pays up to 1/12th of the foundation allowance per semester.
    - Middle Level (6-8): The district pays up to 1/14th of the foundation allowance per trimester.
    - Note: If a course cost exceeds these limits, the parent/guardian is responsible for paying the difference.

- Grades: Courses taken through 21f will be included on the OHS transcript and designated as such, including the letter grade earned. The letter grade will be based on the MSU grading scale.
- Attendance: All students enrolled in 21f courses must be present in the building and report to their mentor/teacher of record's classroom daily. It is important to note that the semester start and end times may differ from the OPS calendar. Days off and holiday breaks may also differ, depending on the provider. Students must be present on Count Days.
- To apply for this funding, this Google Form must be completed and submitted by August 1st.

Parent-Paid Online Courses (Non-Section 21f)

- Course NOT included in student's daily schedule. Students will take a full schedule of courses.
- Courses not taken under Section 21f are fully self-funded by families.
- Cost Responsibility: The parent/guardian bears the full cost of the course and any associated fees.
- Grades: For the credit to be included on the OHS transcript, the MSU GATE transcript will need to be submitted as an External Credit to OHS. The letter grade will be based on the MSU grading scale.
- Notify OPS that your child is enrolled in an MSU GATES program, and complete this Google Form by August 1st.

Post-MSU GATE Course Placement

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

ASCEND/ISHALL: Students are encouraged to continue earning English credits annually to meet college expectations. Eligible for AP English (application required; contact AP teacher). AP English enrollment is not guaranteed if classes fill with upperclassmen. Students may also complete AP English or senior electives via Michigan Virtual University.

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

Exchange Students

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

External Credit Guidelines

Board Policy 5409

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

- Coursework that satisfies specific graduation requirements may be taken externally only from an approved, accredited educational institution and must align with the Michigan Merit Curriculum and Okemos Board of Education requirements.
- We recommend that senior students submit external credit documentation to Okemos High School by the Thursday before graduation. If documentation of course completion is not received by then, it is unlikely that there will be sufficient time to process the credit to ensure participation in commencement.

- External credits not specifically satisfying graduation requirements or necessary to achieve the twenty-two credits required for graduation will not be recorded on the OHS transcript. Students may self-report such credits to post-secondary institutions as desired.
- External credits may or may not serve as prerequisites for advanced courses, and testing out may be required. It is strongly recommended that any student wishing to complete credits outside of OHS consult with their school counselor to ensure satisfactory progression.
- Credits earned during previous full or part-time enrollment in a district outside of Okemos Public Schools are considered “transfer credits” and therefore not governed by the External Credit Policy.
- It is strongly recommended that students who need credit recovery do so through OHS. If circumstances prevent participation in the OHS program, credits for recovery earned through any Michigan public school or an online program from Michigan’s Online Course Catalog will be accepted.
- External Credits must be reported prior to the start of the next semester. For example, a student who earned credit during the summer must report so prior to the first day of the fall semester.

Final Exam Policy

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

Grade Change Policy

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

Grading

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

A	=	4.00	100% - 93%
A-	=	3.80	92 - 90
B+	=	3.50	89 - 87
B	=	3.00	86 - 83
B-	=	2.80	82 - 80
C+	=	2.50	79 - 77
C	=	2.00	76 - 73
C-	=	l.80	72 - 70
D+	=	l.50	69 - 67
D	=	l.00	66 - 63
D-	=	.80	62 - 60
E	=	.00	
G	=	Satisfactory -- Credit (used for Credit/No Credit courses)	
H	=	No grade/no credit	
I	=	Incomplete	

Graduation

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

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

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

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

Graduation Requirements

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

- English (4 credits): Literature and Composition 9, Literature and Composition 10, or approved alternatives.
- Mathematics (4 credits): Algebra I, Geometry, Algebra II, and a math course taken during the senior year.
- Science (3 credits): Physical Science, Biology, and one additional science course.
- Social Studies (3 credits): U.S. History and Geography (1 credit), World History and Geography (1 credit), American Government (0.5 credit), and Economics (0.5 credit).
- Health (0.5 credit): Skills for Health and Life (no modifications allowed).
- Physical Education (0.5 credit): Foundations of Physical Education.
- World Language (2 credits): Two credits in the same language.
- Visual, Performing, or Applied Arts (1 credit): Any course meeting VPAA requirements.
- Personal Finance (Beginning with the Class of 2028) (0.5 credit): Personal Finance or Economics

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

Incompletes (I)

Teachers may assign an Incomplete with admin approval.

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

Semester II: The Deadline is June 30.
Unfinished work results in an “E,” averaged into the final grade.

Independent Study

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

All independent studies must be rooted in curricular work with clearly defined learning academic standards and regular instructional assessments to measure learning.

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

Meeting the two-credit world language requirement at Okemos High School

Any student who chooses to fulfill all or part of the 2-credit world language graduation requirement through an alternative route must provide formal documentation of language proficiency (equivalent to one to two credits at the high school level). The following documentation is accepted at Okemos High School:

- For one credit:
  - Providing an official school transcript (with translation into English) documenting continuous and successful school experiences of at least one **academic semester** in which classes were conducted in the language for which credit is sought, beginning in 4th grade, OR
  - Earning a grade of **Novice Mid** level on the STAMP (Standards-based Measurement of Proficiency) world language assessment (cost of assessment is paid by the student)

- For two credits:
  - Providing an official school transcript (with translation into English) documenting continuous and successful school experiences of at least one **academic year** in which classes were conducted in the language for which credit is sought, beginning in 4th grade, OR
  - Earning a grade of **Novice High** level on the STAMP (Standards-based Measurement of Proficiency) world language assessment (cost of assessment is paid by the student) OR
  - Earning a score of a 3, 4, or 5 on an Advanced Placement exam in Chinese Language and Culture, Japanese Language and Culture, French Language and Culture, Spanish Language and Culture, German Language and Culture, or Latin (cost of assessment is paid by the student)

Michigan Seal of Biliteracy

Beginning with the Class of 2027, OPS students can earn the Michigan Seal of Biliteracy by demonstrating proficiency in English and another world language. This recognition highlights valuable language skills for employers and colleges.

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

Personal Curriculum Option

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

Personal Curriculum Modification Procedure

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

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

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

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

For current info, visit michigan.gov/mde.

Reduced Schedule

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

Once approved, the schedule remains fixed for the semester. Students cannot leave and return during the day, so reduced hours can only be during the 1st or 6th period, with classes scheduled consecutively. Students with a reduced schedule may not remain in the school building during their reduced period.

Repeating Courses

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

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

Report Cards & Grading

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

Middle School Students Enrolled in High-School Level Courses

Middle School students taking high-school level courses will earn credit for their courses on their High School transcripts. Beginning in the 2027-2028 school year, all grades earned will also be applied to the High School transcript and factor towards the student GPA.

Scheduling

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

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

Schedule Change Requests

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

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

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

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

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

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

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

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

State School Aid Act – Section 21f: Online Courses

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

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

- Can your child create and maintain a study schedule without face-to-face interaction with a teacher?
- Can your child self-advocate and seek help within a virtual setting?
- Does your child possess the independent study habits and motivation needed to complete an entire course online without direct supervision?
- Does your child have the reading, writing, math, and computer literacy skills to succeed in a completely online class?

- Additional information is contained in the parent Guide to Online Learning at: PARENT GUIDE TO ONLINE LEARNING.

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

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

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

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.

Kinawa/Chippewa Middle School (6-8): The approved online course(s) must be one of the student's seven required classes per semester. The district will pay up to 1/14th of the district's per-pupil foundation allowance toward the cost of the course. The student/parent will bear any cost above that amount.

Grades

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

Prerequisites for Courses

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

Honors Pathway Prerequisites

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

Attendance Requirements

Okemos High School (9-12): All students enrolled in 21f courses must report to their mentor/teacher of record's classroom daily. Students are required to take their final exams at Okemos High School with the assigned mentor/teacher of record. It is important to note that the semester start and end times may differ from the OPS calendar. Days off and holiday breaks may also differ, depending on the provider.

Registration

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

Course Denial

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

- The pupil is enrolled in any of grades K to 5.
- The pupil has previously gained the credits that would be provided from the completion of the virtual course.
- The virtual course is not capable of generating academic credit.
- The virtual course is inconsistent with the remaining graduation requirements or career interests of the pupil.
- The pupil has not completed the prerequisite coursework for the requested virtual course
- or has not demonstrated proficiency in the prerequisite course content.
- The pupil has failed a previous virtual course in the same subject during the 2 most recent academic years.
- The virtual course is of insufficient quality or rigor.
- The cost of the virtual course exceeds the amount identified in subsection (9), unless the pupil or the pupil's parent or legal guardian agrees to pay the cost that exceeds this amount.
- The request for a virtual course enrollment did not occur within the same timelines established by the primary district for enrollment and schedule changes for regular courses.
- The request for a virtual course enrollment was not made in the academic term, semester, trimester, or summer preceding the enrollment. This subdivision does not apply to a request made by a pupil who is newly enrolled in the primary district.

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

Appeal Rights

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

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

Testing Out Policy

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

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

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

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

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

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

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

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

Transfer Students

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

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

Wilson Talent Center (WTC)

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

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

Career Clusters Offered

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

Enrollment Process

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

Calendar and Attendance

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