

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

6:30 PM

**MEETING AGENDA
Monday, April 28, 2025**

Community Conference Rm

CALL TO ORDER

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

WELCOME AND MEETING FORMAT (2 Min)

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

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

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

ADJOURN TO EXECUTIVE SESSION – Attorney-Client Privileged Information

Pursuant to Section 8(1)(h) of the Open Meetings Act, the board of education may adjourn to Executive Session for the purpose of reviewing attorney-client privileged information.

That the board adjourn to Executive Session pursuant to Section 8(1)(h) of the Open Meetings Act for the purpose of reviewing attorney-client privileged information (Roll Call).

RECONVENE

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

PRESENTATION: ACTION Club

Representatives from the ACTION Club at OHS will provide a summary of their 2024-2025 events and outreach projects.

DISCUSSION MOVED FORWARD- Student Trip

Orchestra Director Justin Valla will present information regarding a student trip to Germany and Austria proposed for March 25th - April 2, 2026.

PRESENTATION: Filter First

Operations Director Brian Lieber will present an update on the Filter First Grant, its implementation and timelines for OPS.

CITIZENS ADDRESS AGENDA AND NON-AGENDA ITEMS

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

questions. Questions and concerns may be addressed by the board later in the agenda and may be assigned for follow-up by the board or superintendent at a later date.

HIGH SCHOOL STUDENT REPORTS/REQUESTS (5 Min)

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

SUPERINTENDENT REPORTS/REQUESTS (10 Min)

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

BOARD REPORTS/REQUESTS (10 Min)

The board will acknowledge receipt of correspondence.

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

ACTION ITEMS

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

CONSENT AGENDA (5 Min)

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

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

Item 1: Approval of the Minutes of the Regular Meeting of April 14, 2025; Item 2: Approval of the Minutes of the Executive Session Meeting of April 14, 2025; and Item 3: Approval of the Minutes of the Special Meeting of April 26, 2025.

OTHER ACTION ITEMS

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

Technology Purchases

Media & Technology Director Tom Isom provided information regarding technology purchases to be funded through the 2022 bond including firewall and data center upgrades, and phone systems at the April 14th meeting. That the board award the data center and firewall upgrades to Sentinel Technologies, and the phone system replacement to RingCentral for a total cost not to exceed \$748,157.10 and to be funded through the 2022 bond.

Textbook Adoption

The board of education has reviewed the recommended new texts for adoption beginning with the 2025-2026 school year. The textbooks have been approved by the district's Advisory Council. The board is being asked to approve the use of these textbooks even if they are not purchased in 2025-2026.

That the board adopt the new textbooks and materials for use at Okemos High School beginning with the 2025-2026 school year: Journalism - The Michigan Daily and New York Times; Creative Writing: Improv for Writers; Contemporary Literature - Circe, James, Ayesha At Last, Frankenstein in Baghdad, Beautiful Little Fools, Station Eleven, The Ballad of Songbirds & Snakes, Scythe, The House In The Cerculean Sea, The Grace Year, The Things They Carried, Long Way Down, Homegoing, Beartown, The Nickel Boys, Our Missing Hearts, All My Rage, Darius The Great Is Not OK, Patron Saints of Nothing, I Am Not Your Perfect Mexican Daughter, The Midnight Library, and Girl In Pieces; AP Statistics - The Practice of Statistics, 7th Edition; French I - Nous Sommes Level 1; Spanish I - Somos Level 1.

Resolution - Staff Appreciation Day

The board of education recognizes the efforts of all its employees in delivering an exceptional program to students enrolled in the Okemos Public Schools.

That the board read and adopt the resolution establishing May 6, 2025 as Staff Appreciation Day in honor of the employees of the Okemos Public Schools (Roll Call Vote).

Board Policy - Final Reading

The board reviewed the following policies at its March 17th meeting before placing on the website for public review: 4101 Non-Discrimination, 4105A Pregnancy Workplace Accommodations for Employees and Applicants, 5102 Lockers, 5213 Personal Protection Orders Against Students, 5405 Title I Parent and Family Engagement Policy, 5421 Work-Based Learning Experience, 5502 Student Government, 5707 School Wellness Policy, and 5806 Recording of District Meetings.

That the board waive the reading and adopt final reading of board policies 4101 Non-Discrimination, 4105A Pregnancy Workplace Accommodations for Employees and Applicants, 5102 Lockers, 5213 Personal Protection Orders Against Students, 5405 Title I Parent and Family Engagement Policy, 5421 Work-Based Learning Experience, 5502 Student Government, 5707 School Wellness Policy, and 5806 Recording of District Meetings.

Board Policy - First Reading

The board's policy committee conducts an ongoing review of existing policies as they relate to current practice. Policies given first reading by the board are posted to the district website for thirty days for public review before being placed on a board agenda for final approval; policies not given first reading are returned to the policy committee for further review and edit.

That the board waive the reading and adopt first reading of board policies 3115 Non-Discrimination, Anti-Harassment and Non-Retaliation; 3115A Definitions for 3115 Series; 3115B Designation of Coordinators; 3115C Supportive Measures; 3115D Informal Resolution; 3115E Grievance Procedure and Remedies; 3115F Complaint Dismissal and Appeals; 3115H Training Requirements and Policy Notice; 3118 Title IX Sexual Harassment; 3402 Drills, Plans and Reports; 4213 Anti-Nepotism; 5206 Student Discipline; and 5509 Public Appearances of School Groups.

Board Policy - Revoke

Board policy 5706 Opioid Antagonist was replaced with policy 3410 Opioid Antagonist, which the board adopted at its February 24th meeting. Policy 5706 is no longer needed. Policy 3115G was incorporated into other 3115-Series policies and is no longer needed. It is Thrun's recommendation to revoke these policies.

That the board waive the reading and delete board policy 5706 Opioid Antagonist and 3115G Additional Requirements to Prevent and Address Pregnancy Discrimination.

Administrator Contracts

Each administrator is evaluated annually or biannually. The contract between the board and administrators provides that based upon satisfactory evaluation and other criteria, an administrator's contract shall be extended an additional year, not to exceed a total contract term of two years.

That the board extend all AOA administrator contracts through June 30, 2027 (Roll Call Vote).

Amendment to Assistant Superintendent Contract

The superintendent has evaluated the performance of the Assistant Superintendent of Instruction. The recommendation is to extend the contract one year.

That the board amend the contract of Assistant Superintendent Stacy Bailey to extend the dates of employment through June 30, 2028.

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.

School of Choice Openings (5 Min)

The board will review the recommendation for School of Choice openings to be advertised through the Ingham Intermediate School District for the 2025-2026 school year.

2025-2026 Budget Development

Finance Director Elizabeth Lentz will provide information regarding the development of the 2025-2026 budget, including preliminary assumptions.

Advocacy Letter

The board will review the proposed letter to legislators, drafted by the Advocacy Committee.

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



ACTION

2024-25

Recap!

EVENT COUNT HIGHLIGHTS!

1 School Outreach: 195
Elementary School Events, Middle School Tutoring, Edgewood, OHS.

2 Community Outreach: 77
5k Races, Soup Kitchen, CADL, Eco-Friendliness Clean-Ups, etc.

3 Elderly Outreach: 26
Brookdale Performances, Meridian Senior Center Crafts, etc.



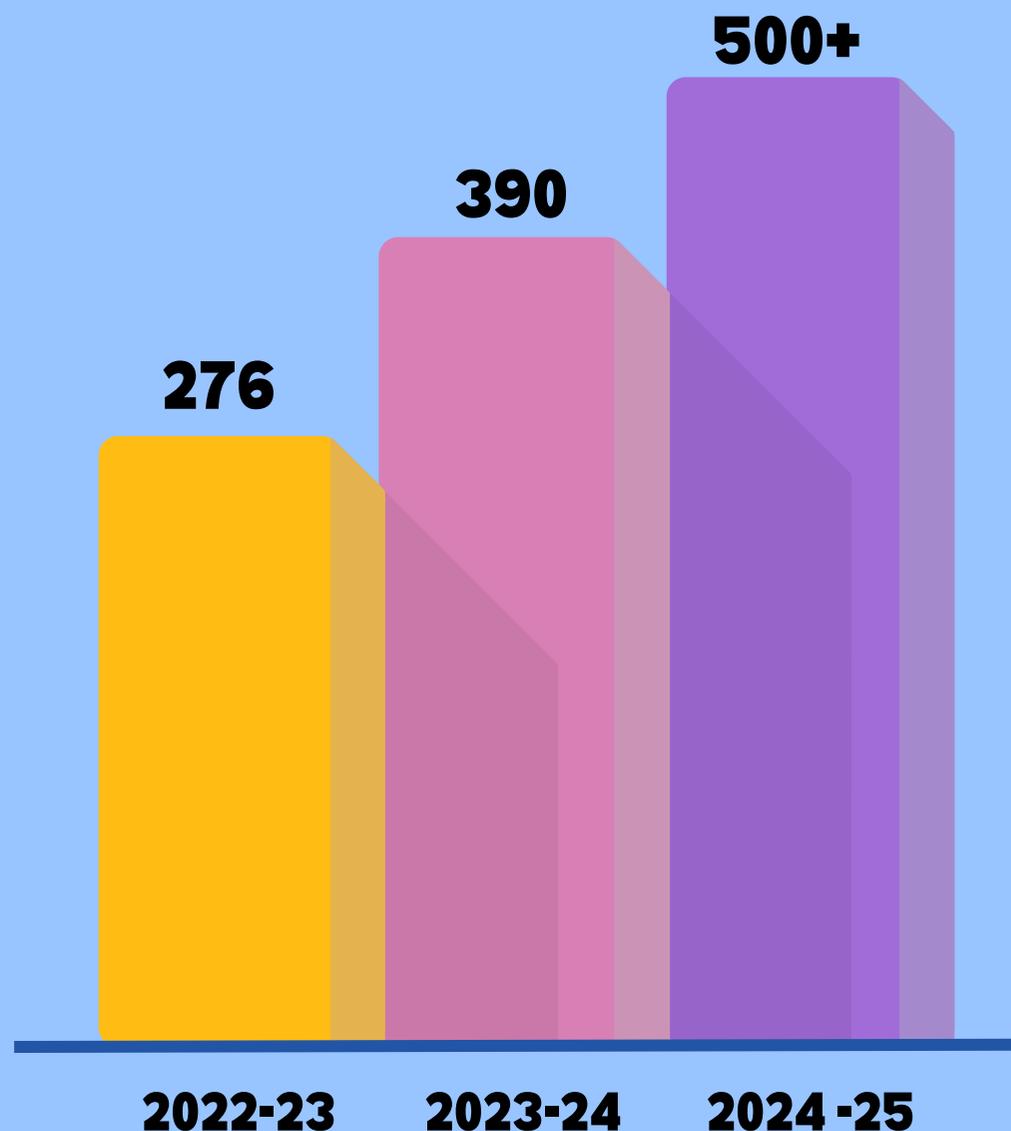
GRAND TOTAL: 300+ EVENTS!

EVENT HIGHLIGHTS!

Where we volunteer:

- Bennett Woods
- Hiawatha
- Central
- Edgewood
- Cornell
- Kinawa
- Chippewa
- OHS
- Brookdale
- Meridian Senior Center
- Greater Lansing Food Bank
- St. Lutheran Soup Kitchen
- 5Ks/Playmakers Foundation
- Community Eco-Friendliness
- CADL
- Meridian Township Parks and Rec
- Farmer's Market
- Leadership Seminars
- Staff Spotlights

MEMBER COUNT HIGHLIGHTS!



FROM **276** MEMBERS IN 2022, WE NOW HAVE **500+** AND GROWING!





#SOCKOUTSUICIDE

FRIDAY,
MAY 16, 2025



OHS ACTION's annual #SockOutSuicide campaign raises awareness and starts important discussions about suicide prevention and mental health. On May 16, Meridian Township community members are encouraged to wear fun, brightly colored socks and join OHS ACTION in taking the #SockOutSuicide pledge:

NEED COLORFUL SOCKS?

#SockOutSuicide partner Playmakers will hold a special sock sale in advance of May 16. Playmakers will also hold a Fun Run 5K on May 15 at 6:00 pm to raise awareness for suicide prevention. No registration necessary.



BY PARTICIPATING IN #SOCKOUTSUICIDE, I PLEDGE TO:

- Seek help or call 988 if I am having self-harming thoughts.
- Encourage others to seek help from a professional if they are struggling.
- Call 988 or 911 if I think someone is in danger of self-harm.

EVENT PARTNERS:





**BY PARTICIPATING IN
#SOCKOUTSUICIDE, I PLEDGE TO:**

- **Seek help or call 988 if I am having self-harming thoughts.**
- **Encourage others to seek help from a professional if they are struggling.**
- **Call 988 or 911 if I think someone is in danger of self-harm**

**Please remember: you matter.
The world IS better with you in it.**

#SockOutSuicide



MENTAL HEALTH ROCKS

Wear your **COLORFUL** socks!



FRIDAY MAY 16, 2025



WHY COLORFUL SOCKS?

Wearing colorful socks is a reminder that everyone's feelings matter. When we express who we truly are, we stand out! Our mental health is just as important as our physical health.



WHAT YOU CAN DO:



Pick your socks

Find and sport your brightest socks! All colors, patterns and designs are welcome!

Talk to your friends

Find time to talk to your friends about what makes you happy and proud.



Find the helpers

We all need adult support, too. Think about who you trust when you feel sad, mad or upset.



Spread kindness

You never know what someone is going through. A smile, wave, or a "hello" can go a long way!



Printable options: Basic Itinerary (?p=1&qd=436053&view=basic) | **Detailed Itinerary**

Okemos High School Orchestra: Germany and Austria

GROUP INFORMATION

Departing:
March 25, 2026

Returning:
April 2, 2026

PROGRAM ITINERARY (DETAILED)

Day 1 Start tour

Day 2 Guten tag Frankfurt

Meet your tour director and travel to Ludwigshafen
End Worldstrides Services

Day 3 Group Arranged Stay

No WorldStrides services provided

Day 4 Group Arranged Stay

No WorldStrides services provided

Day 5 Ludwigshafen--Salzburg

Resume WorldStrides services
Travel to Salzburg
Dinner on your own

Details: Travel to Salzburg

With its elegant squares and quaint streets, Salzburg is a delightful introduction to the sophisticated world of the classical genius, Mozart.

Day 6 Salzburg--Vienna

Travel to Vienna
Vienna city walk
Stadtpark visit
Orchestra masterclass
Dinner on your own

Details: Vienna city walk

Stroll through Vienna and visit Stadtpark

Details: Stadtpark visit

Total Fee:* \$2,877.00

Program Quote Breakdown

The following fees apply to your full-paying participants:

Program Fee* \$2,877.00

Total Fee* \$2,877.00

OR 21 monthly payments of \$132.29

After initial payment of \$99.00

* Last day for this Program Fee is June 19, 2024.

Free Chaperones

35 Travelers = 1 Free Chaperone

Your free place ratio is such that your group will fully contribute towards 2 free place(s), and partially contribute to an additional free place. We reimburse this partial contribution to you as a Cash Stipend.

2 Free Chaperones

Private Group Fees:

Your Tour is a Private Group Tour

As a Private Group, the cost of your tour will be based on the final group size. The Private Group amount in bold below has been included in the total cost of the trip quoted above and this is based on your estimated group size. If the final group size is smaller or larger than estimated, the Private Group amount will be updated on each participant's account the day after the final enrollment deadline.

10-14 Travelers \$501

15-19 Travelers \$291

20-24 Travelers \$176

25-29 Travelers \$104

30-34 Travelers \$54

35-39 Travelers \$18

40+ Travelers \$0

Explore Stadt Park, a lovely park that lies on the slope where the Danube used to overflow into the inner city before the construction of the Danube Canal. Many memorial statues of the the great composers of the past stand in the park; the best known depicts Johann Strauss Jr., who composed Die Fledermaus and "The Beautiful Blue Danube."

Details: Orchestra masterclass

Your Masterclass is today! Your ensemble will attend a masterclass given by a university or college professor, or local expert. You can choose the area of focus or let the expert determine what skills on which they would like to focus.

Day 7 Vienna

Vienna Central Cemetery visit
Haus der Musik visit
Beethoven Pasqualati House visit
Dinner on your own

Details: Vienna Central Cemetery visit

Spend some meditative time at the Central Cemetery where we will find the tombs of Beethoven, Brahms, Schoenberg, and Schubert, as well as Mozart's Monument. Other notable musicians buried here are Antonio Salieri, Hugo Wolf, Karl Goldmark, and the singer Lotte Lehmann.

Details: Haus der Musik visit

Visit the Haus der Musik (House of Music), an interactive discovery museum where visitors can conduct the Vienna Philharmonic from a virtual conductor's podium. The musicians will even rate you! Journey back in time to see the great classical composers. Compose a waltz and have it played. a total of 5,000 square meters have been set aside exclusively for areas dedicated to a wide array of approaches to music.

Details: Beethoven Pasqualati House visit

Beethoven lived here during the majority of his heroic period, between 1804 and 1815. He composed many of his greatest works here, including Symphonies 4, 5, 7 and 8; the opera Fidelio, the 4th Piano Concerto and several string quartets.

Day 8 Vienna

Schönbrunn Palace visit
State Opera House visit
Musikverein guided tour
Mozart concert

Details: Schönbrunn Palace visit

Stop just outside the city center for a visit to the 1,441-room Schönbrunn Palace, which was designed for the Habsburgs before becoming the imperial summer palace during the 40-year reign of Maria Theresa. It was the scene of great aristocratic events during the Congress of Vienna, including a performance by a 6-year-old Mozart.

PROGRAM FEE INCLUDES:

- Round-trip airfare and other transportation described in the itinerary
- Basic Medical, Dental, Emergency Evacuation Insurance during trip
- Up to three college credits upon course completion (grades 9-12) or high school credit (grades 6-12)
- Centrally located three- and four-star hotels
- Plentiful daily breakfast to start the day energized and ready to go
- Appetizing, culturally representative, three-course dinner daily
- Full time, multilingual, WorldStrides tour director who is LEAP-trained in experiential education
- Local guide at sites and on city tours as described in the itinerary
- Local guide and local bus driver tips; see note regarding other important tips
- LEAP! Learning through Exploration and Active Participation; trademarked immersive approach of learning by doing
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, any required passport or visa fees, optional excursions, or recommended Tips for the Tour Director or multi-day Bus Drivers. Optional excursions, optional pre-paid tips, or other individual/group customizations will be listed as separate line items in the total trip cost, if included.

Details: Musikverein guided tour

Visit Vienna's Musikverein, most famous for the Golden Hall, world renowned for its acoustics and home to the Vienna Philharmonic Orchestra. The organ is also well respected by musicians, having been rebuilt in 2011.

Details: Mozart concert

Experience the best of classical music composed by Salzburg's child prodigy, the great Wolfgang Amadeus Mozart. Get lost in the uplifting, complex melodies as you imagine the musical master crafting ingenious violin and piano concertos at the unripe age of 17. With spiritual undertones to the youthful carefree finales, this live concert is a cultural treat for your ears and spirit.

Day 9 End tour

The Sound of Europe

Questions? I'm available. Just let me know.



Lindsay Tavarozzi

Get in touch

Requested travel dates

2026

Mar 21

Earliest departure

Mar 22 – Mar 30

Requested dates

Mar 31

Latest return

Depart from Detroit (MI)

Alternate Tour

[Germany and the Alps \(9 days\)](#)

Program price valid on the date of creation only and is subject to change 3/31/2025

Student

\$3,499 or \$310/ 11 mos

Adult

\$4,229 or \$376/ 11 mos

Your Tour

Team & Support

Airfare & transportation

Hotels

Regional-style meals

Guided sightseeing

Entrances

Price details

day 8

Budapest

Fly overnight to Germany

day
1

Munich

day
2

Meet your Tour Director at the airport

Take a walking tour of Munich
With your Tour Director you will see:

- Munich Cathedral
- New Town Hall
- Hofbräuhaus

Munich • Salzburg region

day
3

Take a guided tour of Munich
With your expert local guide you will see:

- Olympic Stadium
- Residenz
- Marienplatz

Travel to Salzburg

Visit Mozart's Birthplace

Salzburg region

day
4

Take a *Sound of Music* themed tour of Salzburg

Enjoy time to explore on your own

Salzburg region • Vienna

day
5

Transfer to Vienna

Guided visit of the Mauthausen Concentration Camp

Stop for a photo at Schönbrunn Palace

Vienna

day
6

Take a guided tour of Vienna
With your expert local guide you will see:

- Ringstrasse
- Parliament building
- Neues Rathaus
- Hofburg Palace

Visit the Sisi Museum to learn about Empress Elisabeth of Austria

Visit the Haus der Musik



Classical Concert

Enjoy an evening of classical music in one of Vienna's many traditional concert halls. Famed musicians such as Mozart, Beethoven, Haydn, Strauss, Brahms, and Schubert all have ties to the Austrian capital.

Vienna • Bratislava • Budapest

day

7

Travel via Bratislava to Budapest

Take a walking tour of Bratislava, the capital of Slovakia

Budapest

day

8

Take a guided tour of Budapest

With your expert local guide you will see:

- Heroes' Square
- Castle Hill
- Gellért Hill

See Matthias Church

Take a photo at the Fisherman's Bastion

Enjoy time to explore on your own

Hungarian folklore dinner

Depart for home

day

9

KI CONCERTS ITINERARY:

Monday, March 23

Depart the US from Detroit

Relax and enjoy your flight to Frankfurt

Tuesday, March 24

Arrival in Frankfurt + Transfer to Ludwigshafen

- Arrive Frankfurt airport
- Meet local assistance after customs and load motorcoach
- Transfer to Ludwigshafen where you will commence your homestay for the next 3 nights

***Once you arrive at the homestay drop off point, no KI Concerts services will be provided until pickup on Day 5**

Wednesday, March 25

Group Arranged Day

No KI Concerts services provided during homestay in Ludwigshafen

Thursday, March 26

Group Arranged Day

No KI Concerts services provided during homestay in Ludwigshafen

Friday, March 27

Transfer to Vienna

- Meet your 24/7 Tour Manager and load motorcoach
- Transfer to Vienna
- Hotel check-in
- Dinner provided nightly
- Overnight Vienna

Saturday, March 28

Vienna + Concert

- Breakfast daily
- Enjoy a tour of Vienna's iconic sights passing the Ring Avenue, Hofburg Palace, the Opera House, Mozart's "Figaro House", City Hall and St Stephen's Cathedral (Stephansdom)
- Rehearsal and concert
- Overnight Vienna

Sunday, March 29

Schönbrunn Palace

- Tour Schönbrunn Palace, the opulent summer residence of the Habsburg Rulers
- Time to continue exploring Vienna, including visiting the famous Central Cemetery, home to honorary tombs for famous composers including Beethoven, Gluck, Schubert, Strauss and Brahms
- Overnight Vienna

Monday, March 30

Vienna + Concert

- Continue exploring beautiful and historic Vienna with your tour manager
- Rehearsal and exchange concert
- Farewell dinner
- Overnight Vienna

Tuesday, March 31

Depart for home

Transfer to the airport to travel back to the US

KI Concerts

Mar 23 - 31, 2026
Group size: 1 - 100

About this trip

Enjoy a visit to your sister school in Ludwigshafen, Germany with the tour culminating in Vienna and all its wonderful music history. Perform in stunning venues with your peers as you explore Bavaria and Austria!

What's included

Flight Round-trip airfare from DTW, economy class
Tour Manager Professional tour manager throughout tour (1 per bus)
Accommodations 3.5-4 star accommodations, based on double/twin occupancy , days 5-8
Meals Breakfasts days 6-9 and dinner days 5-8
Touring All scheduled sightseeing and entrance fees
Performances Concert organization and promotion listed in itineraries
Travel Insurance Basic travel protection benefits

What's not included

Flight Seating Selection Allocation of specific seat assignments on flights
Additional Baggage costs Any additional luggage charges imposed by airlines
Lunches Meals other than specified in the itinerary
Personal expenses Such as drinks, laundry, phone calls
Travel Insurance Travel protection upgrades such as to Cancel for Any Reason (may be purchased separately)
Instrument Rental Costs for any instruments hired abroad - can be kept as separate expense or can include a rental subsidy
Payment processing fees
Tips Tips for Tour Manager & Coach Driver
Misc. Any other items not mentioned in Inclusions

Available Packages

Full Tour Package

Available until April 15, 2025

1 complimentary space for 20 full paying participants (this can be modified to suit your district policies!):

Tour cost for 80-89 full paying participants: \$2,963

Tour cost for 90-99 full paying participants: \$2,891

Tour cost for 100-109 full paying participants: \$2,837

Available options

Single Room Upgrade

\$285

Available until August 20, 2025

Please note this is subject to availability

Filter First Update

April 28, 2025



Brian Lieber, Director of Operations

Background

First-of-its-kind legislation specifically designed to protect children from exposure to lead in drinking water in schools and child care centers.

Signed into law October 2023

part of the state's efforts to protect its residents from lead exposure in the wake of the water crisis in Flint

Requires schools and child care centers to develop a drinking water management plan, install lead-reducing filters on at least one drinking water station per every 100 school occupants, and test filtered water regularly, every year for schools and every two years for child care centers.

Must comply by October 2025 for child care centers and June 2026 for schools

To Dos and Timelines

Item	In Process	Complete	Notes
Drinking Water Management Plan	Summer 2025		
Filter Selection	Fall 2025 (Install)		
Tap Signage			
Filter Replacement Plan			
Sampling Plan			ERG Partnership

Filter First Grant (Funding)

	Needed	Price Per	Total Price	Grant Funding	Left Over
Bottle Filling Stations	23	\$1,400.00	\$32,200.00	\$33,750.00	\$1,550.00
Faucet Filters	57	\$40.00	\$2,280.00	\$3,760.00	\$1,480.00
Filtered Pitchers	13	\$35.00	\$455.00	\$455.00	\$0.00
Labor (Hours)	150	\$30.00	\$4,500.00	\$11,550.00	\$7,050.00
Plumbing Supplies			\$13,750.00	\$13,750.00	\$0.00
Contracted Plumber			\$5,850.00	\$5,850.00	\$0.00
Replacement Cartridges			\$21,531.00	\$21,531.00	\$0.00
			\$80,566.00	\$90,646.00	\$10,080.00

Testing, Transparency

Annual required testing to be approx. \$10,000 per year.

Okemos Schools Environmental Website:
opsenvironmental.net



Environmental Resources
Okemos Public Schools

[Home](#) [Lead Water Testing](#) [Air Quality and Mold Testing](#) [OPM Committee](#) [Contact](#)

Search...

Last updated: September 13, 2024

Environmental Testing Okemos Public Schools

At Okemos Public Schools, ensuring the safety of our district's students, staff, and environment is paramount. We are taking proactive measures to guarantee transparency and accountability through this website, sharing environmental testing results, including past tests and additional resources. These tests involve a rigorous examination of the health of our buildings.

As we continue district wide testing in 2024, we will share the testing plan, results, and lab reports for each school.

Please note, for security purposes, maps of schools **will not** be included on the website. If you have further questions please contact the [Operations Department](#).

LATEST RESULTS & COMMUNICATIONS

Questions?



Okemos Public Schools

Media & Technology Department

4406 North Okemos Road, Okemos, Michigan 48864

Phone: 517-706-5005 | Fax: 517-349-0609

Date: 04/14/25
To: Board of Education
From: Thomas Isom
Re: Approval Request – Data Center, Firewall, and Phone System Upgrades

As part of our ongoing commitment to enhancing district-wide infrastructure through the 2022 bond program, we are recommending approval for a strategic modernization of our core IT systems. This initiative includes critical upgrades to our **data center**, **firewall infrastructure**, and **district-wide phone system**. These investments are vital to supporting current and future instructional technology, bolstering cybersecurity, and ensuring reliable, scalable communication systems across all buildings.

Over the past several months, our team conducted a comprehensive evaluation of available solutions. This process included technical reviews, stakeholder consultations, cost-benefit analyses, and formal RFP and bid processes where applicable. The final recommendations represent solutions that deliver the best value, highest reliability, and long-term sustainability for the district.

Project Components and Recommendations

1. **Data Center Upgrade** (*District Servers and Storage*)

Recommended Vendor: Sentinel Technologies (Hewlett-Packard Enterprise)

Cost: \$220,472 - 2022 bond program

After evaluating proposals from HPE, Dell, and Lenovo, we recommend Sentinel Technologies, leveraging HPE infrastructure and the MHEC pre-bid contract. Sentinel's solution demonstrated superior reliability, performance, and long-term cost efficiency. Their proposal includes a fully managed deployment with high-quality support, making it the most strategic and future-proof choice for the district.

2. **Firewall Upgrade**

Recommended Vendor: Sentinel Technologies, Inc.

Cost: \$228,057 - 2022 bond program with partial e-rate reimbursement

We issued a formal RFP and received proposals from Sentinel Technologies and Coquina Labs, both quoting Palo Alto hardware per specification. Sentinel's proposal was less than Coquina's and includes a fully managed solution, high-availability configuration, staff training, and complete E-Rate compliance. Their experience in the K-12 space and commitment to minimizing risk make them the clear choice.

3. **Phone System Upgrade**

Recommended Vendor: RingCentral

Cost: \$299,628.05- 2022 bond program

Using the SourceWell Cooperative program, we evaluated proposals from RingCentral, 8x8, and Mitel. RingCentral's cloud-based system emerged as the top recommendation due to its robust feature set, ease of implementation, and seamless integration with existing platforms like Google Workspace and Microsoft 365. RingCentral's cloud-native design reduces our hardware footprint, lowers maintenance costs, and enhances overall system resilience and future proofing us.

These projects will include installation, removal of legacy equipment, configuration, training, and ongoing support as applicable. All vendors were selected based on a rigorous process prioritizing value, performance, reliability, and long-term support.

We are confident that these upgrades will significantly strengthen the district's technology infrastructure, enhance instructional delivery, and ensure secure, stable, and future-ready systems. Approval of this proposal is a critical step forward in supporting the district's mission to provide a safe, innovative, and effective learning environment for all students and staff.

Respectfully,

A handwritten signature in black ink that reads "Thomas Isom". The signature is written in a cursive style with a large, looping initial "T".

Thomas Isom

Director of Media and Technology
Okemos Public Schools



Textbook Recommendations 2025-2026

April 14 , 2025

Strategic Plan- Instruction & Learning

PRIORITY 3: Through strong district and building leadership, deepen implementation of high-quality practices and programming.

- Enhance core instructional programming PK-12.
- Enhance core instructional practices PK-12.
- Align and enhance supplemental instructional supports PK-12 to meet the needs of each student.

Each text or instructional material selection is an opportunity to move OPS closer to our goal of equitably educating with excellence.



Textbook/Instructional Materials Proposals

- Journalism (OHS)
 - Creative Writing (OHS)
 - Contemporary Literature (OHS)
 - AP Statistics (OHS)
 - French I (CMS/OHS)
 - Spanish I (CMS/OHS)
- 

OPS Textbook Recommendation Process

1. Teachers review multiple textbooks using the following criteria and tools:
 - a. Readability
 - b. Standards Alignment
 - c. Culturally Responsive Curriculum Scorecard
 - d. Assessing Bias in Standards & Curricular Materials Tool
2. Approval process by Committee (Elementary), Department Chairs (KMS, CMS) or Area Coordinators (OHS)
3. Presentation & approval by District Advisory Council
4. Presentation to Board of Education.





OHS ELA

Journalism Last Approved: NA

Course Information: This course focuses on news, feature, advertising, and editorial writing for the OHS student publication, The OHS Press. Students will also use programs for design, editing, layout, photography, and art. Students will be responsible for writing, selling advertisements, and producing print and online publications. This course requires after-school time commitment.

Current Reality: No current subscriptions

Recommendation:

- *The Michigan Daily*
- *New York Times (previously approved for other courses at the high school)*

Rationale for selection:

- Representation of diverse perspectives and communities, including authentic, real-life narratives.
- High standards of journalistic writing and contributes meaningfully to the course's emphasis on objective, balanced, and representative journalism.

Creative Writing 12 Last Approved: 2013

Course Information: This class will provide models, instruction, and experiences in a variety of creative writing genres, including poetry, creative nonfiction, and short stories. Students enrolling in this course should plan to write every day. This course is designed for those students who really enjoy writing.

Current Reality: This text will supplement the current text, *On Writing, A Memoir of the Craft* by Stephen King.

Recommendation:

- *Improv for Writers*

Rationale for selection:

- This text offers engaging, interactive strategies rooted in improvisational techniques to help students overcome writer's block, spark creativity, and build confidence in their writing voice.
- Complements the foundational guidance to support a dynamic, student-centered approach to creative expression.

Contemporary Literature- 12 Last Approved: 2018

Course Information: This course will center on outstanding and award-winning contemporary literature reflecting several genres. A variety of books will stimulate exploration, discussion, and reflection of themes in relation to social justice and current issues. Students will reflect on the reading material using group discussions, literary circles, creative projects, analytical essays, book reviews and journal entries. The course is designed for students who enjoy reading and are willing to stretch their present scope of literary taste.

Current Reality: *The House on Mango Street (Cisneros), The Kite Runner (Hosseini), About a Boy (Hornby), Wit (Edson), The Lovely Bones (Sebold), Harry Potter and the Sorcerer's Stone (Rowling), City of Thieves (Benioff), Looking for Alaska (Green), The Perks of being a Wallflower (Chobsky), The Hunger Games (Collins), Where'd You Go, Bernadette (Semple)*

Recommendation: To replace current texts with "contemporary" novels written in the 21st century that authentically reflect the lived experiences of the students at OHS. There are a total of 22 new texts being recommended.

Rationale for selection:

- Each title has been thoroughly evaluated using the District Textbook Review Tool to ensure alignment with district standards and instructional goals.
- The selected texts reflect a strong commitment to the District vision by amplifying underrepresented voices, addressing complex social issues with thoughtfulness and nuance, and avoiding stereotypes and historical inaccuracies.
- These novels are intended to foster critical dialogue among students around themes of power, privilege, and identity, while cultivating an inclusive classroom environment in which all students feel seen, valued, and empowered to participate meaningfully in conversations about the world around them.

	Book Info	Lexile Level	Notes/Justification/Rationale
1	Circe by Madeline Miller (2018)	660L	Feminist retelling of <i>The Odyssey</i> (Which is read in LC9) & would make for a nice full circle moment, explores power, isolations & resilience
2	James by Perceival Everett (2024)	N/A (Too New)	Reimagines <i>Huck Finn</i> from Jim's perspective, critically engaging with race & American history.
3	Ayesha at Last by Uzma Jalaluddin (2018)	N/A (Couldn't Find)	<i>Pride & Prejudice</i> retelling with a Muslim protagonist, explores cultural expectations & love. Might be more challenging than <i>Pride</i> .
4	Frankenstein in Baghdad by Ahmed Saadawi (2014)	1040L	Examines the impact of war on our identities & moralities through a Frankenstein-inspired narrative. (<i>Frankenstein</i> is read in Brit Lit)
5	Beautiful Little Fools by Jillian Cantor (2022)	No info	Reimagines <i>Gatsby</i> through the female character's (Daisy, Jordan, Catherine, who is Myrtle's sister) perspective, deepening female agency in the story. (<i>Gatsby</i> is read in AmLit)
6	Station Eleven by Emily St. John Mandel (2014)	930	Set amidst a Pandemic (timely-ish!), literary style dystopian novel that explores art and humanity after the world has collapsed. There is also a TV adaptation of this that could make for good discussion.
7	The Ballad of Songbirds & Snakes by Suzanne Collins (2020)	860	Would directly replace <i>The Hunger Games</i> in the curriculum. Timely and relevant, provides insight to the origins of the tyrant in <i>The Hunger Games</i> . Connects the dystopian unit to the Retellings unit.
8	Scythe by Neal Shusterman (2016)	830	Hot book right now, first in a series, engaging, philosophical YA dystopia about immortality and ethics
9	The House in the Cerulean Sea by TJ Klune (2020)	620	Wildly popular, first in a series, whimsical and hopeful fantasy exploring found family & identity. Lexile Note: "The book is considered an adult novel, but some say it's accessible to young adult readers. It includes themes like romance and the mistreatment of foster children."

	Book Info	Lexile Level	Notes/Justification/Rationale
10	The Grace Year by Kim Liggett (2019)	810	A feminist dystopian novel that can be compared to LOTF & <i>The Handmaid's Tale</i> . Considered the latter for Contemp, but it is given as an option in BritLit, so I think this would supplement it well. Explores the societal control of women.
11	The Things they Carried by Tim O'Brien (1990)	880	Older text comparatively, but can reach reluctant readers & does a nice job blending fiction and memoir to explore memory & trauma. Could be used in conjunction with Nonfic or writing the college essay.
12	Long Way Down by Jason Reynolds (2017)	750	One of my favorite books to teach. Powerful, accessible novel that addresses the cycle of violence and generational trauma. I think this would work well in my Living Poets unit.
13	Homegoing by Yaa Gyasi (2016)	910	Traces the impact of slavery across generations, provides a nuanced look at the lasting legacy of slavery and colonialism. Multi-generational narrative structure & diverse characters offer students a unique lens to analyze complex social issues. Would pair well with Reynolds.
14	Beartown by Frederik Backman (2016)	840	First in a series, has a TV adaptation, complex exploration of sports culture (might hit some reluctant readers), masculinity & justice
15	The Nickel Boys by Colson Whitehead (2019)	940	Just had a film adaptation come out. Pulitzer-prize winning novel that exposes hidden American history. Powerful and unflinching portrayal of institutional racism and abuse in a reform school during the Jim Crow Era. Would pair well with Gyasi & Reynolds.
16	Our Missing Hearts by Celeste Ng (2022)	800-1200L	Timely exploration of book banning, propaganda & identity. Encourages students to consider how to create a better world & challenge the injustices that surround them. Connects to real world policies & fears
17	All My Rage by Sabaa Tahir	590L (Ages 14 & Up)	A beautifully written novel that is incredibly easy for students to connect with, while also covering challenging topics. Connects to discussion of the American Dream from LC10 & American Lit. Explores generational trauma & resilience

	Book Info	Lexile Level	Notes/Justification/Rationale
18	Darius the Great is Not OK by Adib Khorram	710	Offers a nuanced portrayal of the life of a biracial teen as he navigates mental health, family dynamics, cultural identity & the challenges of being an outsider. Provides a window into Iranian culture and traditions, while sensitively addressing complex topics.
19	Patron Saints of Nothing by Randy Ribay	840 (9-12)	Help students develop empathy towards others, learn about social responsibility & explore their own identity. Provides an interesting, complex lens through which to explore global inequalities.
20	I am Not Your Perfect Mexican Daughter by Erika Sanchez	730 (9-12)	Offers a refined exploration of Mexican-American identity, especially for young women. Tackles themes of familial expectations, cultural pressure, immigration, and the struggle to find your voice amidst the chaos.
21	The Midnight Library by Matt Haig	70-750	Portrays a thought experiment on living alternative lives. Encourages discussion on regrets & resilience. Explores self-reflection, the consequences of our choices & finding meaning in life.
22	Girl in Pieces by Kathleen Glasgow	740	Deals with mental illness & resilience in a raw, unfiltered way. Fosters conversation about stigmatized issues, promotes empathy & encourages students to seek help.

AP Statistics

Last Approved: 2018

Current Reality:

Current online licenses have expired.

Recommendation: *The Practice of Statistics, 7th Edition*

Rationale for selection:

- Recommended by the Advanced Placement (AP) Statistics program.
- Proven to be a valuable resource for students enrolled in the AP Statistics course.
- Authored by experienced AP exam graders, the text is specifically designed to align with the expectations and rigor of the AP exam.
- Previous editions have supported strong student performance.
- Offers a comprehensive set of instructional materials and resources to enhance teaching and learning.

OHS Math

World Language

French I Last Approved: 2018

Current Reality: Bien Dit

Recommendation: *Nous Sommes Level 1*

Rationale for selection:

- Specifically designed to align with current research in second language acquisition, which emphasizes the importance of contextual, meaningful learning experiences.
- Supports a more modern, flexible, and acquisition-driven approach to language instruction.
- Demonstrated strong student engagement and accessibility for all learners. Its emphasis on storytelling provides a powerful framework for language acquisition, allowing students to connect with the content on a deeper level.
- The curriculum incorporates a rich variety of cultural materials, including music, art, humor, current events, and history, which enhances both relevance and retention.
- This curriculum represents a significant improvement over the traditional textbook model and is highly recommended for broader implementation within the district.

Spanish I Last Approved: 2018

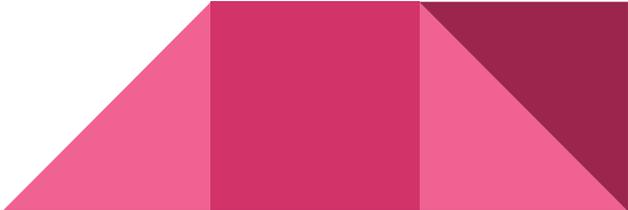
Current Reality: *Auténtico*

Recommendation: *Somos Level 1*

Rationale for selection:

- Current research in second language acquisition emphasizes the importance of contextualized learning through meaningful, culturally relevant storytelling.
- Well-aligned with research-based best practices, promoting language development through engaging, context-rich instruction that integrates grammar, vocabulary, and cultural understanding.
- Introduces concepts through authentic materials such as music, art, humor, current events, and historical narratives, making language acquisition both relevant and motivating for students.
- Significant advantages over the previous textbook approach, offering a more dynamic and effective pathway for student learning. Based on this experience and its alignment with pedagogical research, SOMOS represents a valuable improvement to our language instruction model.

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.
- 

The background is a solid pink color. In the top right corner, there is a decorative graphic consisting of several overlapping triangles and squares in various shades of pink and magenta, creating a stepped, geometric pattern.

Questions?

Book Info	Lexile Level	Link to Synopsis	Notes/Justification/Rationale
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Okemos Board of Education - Okemos, Michigan

"Together...Educating with Excellence, Inspiring Each Learner for Life"

RESOLUTION

STAFF APPRECIATION DAY - MAY 6, 2025

A regular meeting of the board of education of the district was held in the district on the 28th day of April, 2025, at 7:00 o'clock in the evening. The meeting was called to order by President Tom Buffett.

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

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

WHEREAS, Okemos staff members are committed to the philosophy that all students can learn; *and*

WHEREAS, Okemos staff members support that philosophy by encouraging, motivating, and inspiring all students to achieve their very best; *and*

WHEREAS, Okemos staff members support each other in sharing their expertise and their interest with their students; *and*

WHEREAS, Okemos staff members fill many roles - as listeners, explorers, role models, motivators and mentors; *and*

WHEREAS, Okemos staff members support open communication among administrators, parents, guardians, teachers and students to promote education in the district; *and*

WHEREAS, Okemos staff members prepare students for a global perspective in our rapidly changing world; *and*

WHEREAS, Okemos staff members are involved in addressing educational challenges that will lead to reform in education; *and*

WHEREAS, Okemos staff members actively participate in their communities; *and*

WHEREAS, Okemos staff members are responding to the continuing impacts of the COVID-19 pandemic on education with outstanding commitment to Okemos students and families; *and*

WHEREAS, the goal of Staff Appreciation Day is to raise local awareness of the important impact that staff members have on the lives of Okemos students; now, therefore, be it **RESOLVED**, that the Okemos Board of Education designates **May 6, 2025** as Staff Appreciation Day and calls on the citizens in the Okemos community to honor those who work with our children and lay the foundation for our democratic society.

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

AYE:

NAY:

Resolution Adopted.

Shulawn Doxie, Secretary

The undersigned, duly qualified and acting Secretary of the Board of Education of Okemos Public Schools, Ingham County, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by said board at a regular meeting held on April 28, 2025, the original of which is part of the board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, PA 1976, as amended).

Shulawn Doxie, Secretary

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4101 Non-Discrimination

A. Equal Employment Opportunity

The District is committed to equal employment opportunity and compliance with federal, state, and local laws that prohibit workplace Unlawful Discrimination, including unlawful harassment and Retaliation, based on any protected class or activity. This Policy applies to all aspects of employment, including recruiting, advertising, hiring, training, job placement, evaluation, classification, promotion, transfer, work assignment, compensation, benefits, discipline, demotion, termination, reduction in force, recall, and any other term or condition of employment.

This Policy prohibits discrimination against employees or applicants for employment based on the following protected classes: race, color, national origin, ethnicity, religion, sex (including pregnancy or related conditions, gender identity, or sexual orientation), height, weight, marital status, age, disability, genetic information, veteran status, military service, or any other legally protected class. This Policy also prohibits Retaliation based on a protected activity.

The District prohibits unlawful employment discrimination as required by applicable civil rights statutes, including:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, religion, or national origin;
- Title VII of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, religion, sex (including gender identity, and sexual orientation), or national origin;
- Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex;
- Age Discrimination in Employment Act of 1967 (ADEA), which prohibits discrimination based on age as to persons who are at least 40 years old;
- Equal Pay Act of 1963, which prohibits sex discrimination in payment of wages for persons performing substantially equal work in the same establishment;
- Section 504 of the Rehabilitation Act of 1973 (Section 504), which prohibits discrimination based on disability;
- Americans with Disabilities Act of 1990 (ADA), which prohibits discrimination against qualified persons with disabilities in

Deleted: (including gender identity and sexual orientation)

employment, public service, public accommodations, and telecommunications;

- Pregnancy Discrimination Act of 1978, which prohibits discrimination based on pregnancy, childbirth, or related medical conditions;
- Pregnant Workers Fairness Act (PWFA), which requires covered employers to provide reasonable accommodations to a worker's known limitations related to pregnancy, childbirth, or related medical conditions, unless the accommodation will cause an undue hardship.
- Genetic Information Non-Discrimination Act of 2008 (GINA), which prohibits discrimination based on genetic information as to health insurance and employment;
- Michigan Elliott-Larsen Civil Rights Act of 1976 (ELCRA), which prohibits discrimination based on race, color, national origin, age, sex, pregnancy, sexual orientation, gender identity or expression, religion, height, weight, or marital status;
- Michigan Persons with Disabilities Civil Rights Act of 1976 (MPDCRA), which prohibits discrimination against qualified persons based on disability that is unrelated to that person's ability to perform the duties of a particular position or genetic information; and
- Michigan Equal Pay Act, which prohibits discriminatory wage practices based on sex.

The District also complies with and prohibits employment action that violates the following statutes:

- Family and Medical Leave Act of 1993 (FMLA), which requires covered employers to provide up to 12 work weeks of unpaid, job-protected leave to eligible employees for certain family, military, and medical reasons, and up to 26 work weeks to care for a covered service member with a serious injury or illness;
- Michigan Paid Medical Leave Act of 2018 (PMLA), which provides eligible employees paid medical leave for certain reasons;
- Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), which provides job protection and reemployment rights to individuals who voluntarily or

involuntarily leave employment to undertake military service, including military reservists and National Guard members called to duty;

- Public Employment Relations Act of 1947 (PERA), which prohibits a public employer from discriminating against an employee based on membership or non-membership in a labor organization;
- Fair Labor Standards Act of 1938 (FLSA), which establishes minimum wage, overtime pay, record keeping, and youth employment standards affecting employees; and
- Michigan Whistleblower Protection Act of 1980, which protects employees who report a violation or suspected violation of state, local, or federal law and employees who participate in hearings, investigations, or court actions.

B. Reporting Requirements

Any employee who believes they have been subjected to behavior that violates this Policy is encouraged to file a complaint promptly with a supervisor. A complaint implicating an individual's civil rights will be investigated pursuant to the procedures outlined in Policy 4104 and 3115-3115H. A complaint alleging Title IX sexual harassment will be investigated pursuant to the procedures outlined in Policy 3118.

Employees with questions about compliance with this Policy and applicable laws should contact the Superintendent or the Employment Compliance Officer(s) identified in Policy 3115B.

Board members, administrators, and supervisors must promptly report incidents of Unlawful Discrimination and Retaliation that he/she observes or about which he/she receives information.

Board members, administrators, or supervisors who receive a complaint alleging a violation of this Policy must promptly report the complaint, in writing, to the Employment Compliance Officer(s) identified in Policy 3115B.

A failure to comply with reporting requirements may result in discipline, including discharge.

C. Employment Discrimination Compliance Training

The District will train administrators, supervisors, and the Employment Compliance Officer(s) on how to address and investigate discrimination and retaliation complaints.

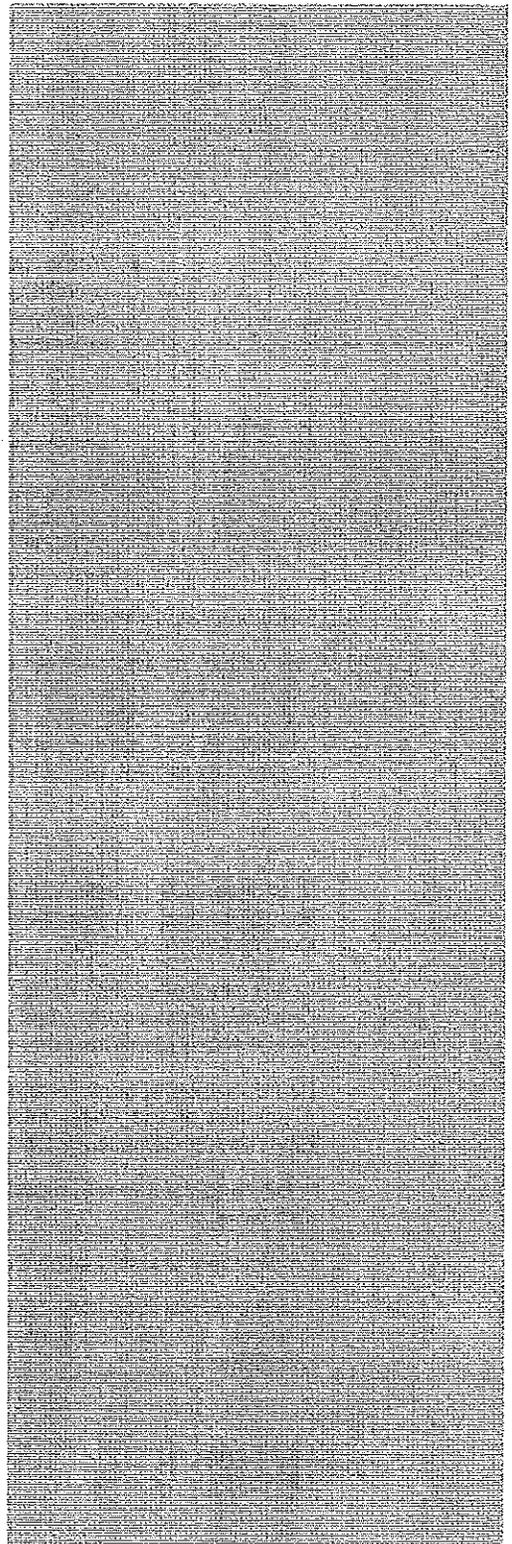
The District may also provide discrimination and retaliation training to Board members and employees.

Training may be provided by an outside entity or person approved by the District.

Legal authority: 20 USC 1681 et seq.; 29 USC 206 et seq., 701 et seq., 2601 et seq.; 38 USC 4301 et seq.; 42 USC 2000d et seq., 2000e et seq., 2000f et seq., 12101 et seq.; H.R. 2617-1626, 117th Cong. § 103(1) (signed into law December 29, 2022); MCL 37.1101 et seq., 37.2101 et seq.; MCL 423.201 et seq.; MCL 750.556; 34 CFR 106.1 et seq.

Date adopted: July 1, 2024

Date revised: February 24, 2025



Series 4000: District Employment

4100 Employee Rights and Responsibilities

4105A Pregnancy Workplace Accommodations for Employees and Applicants

The District complies with state and federal law prohibiting pregnancy discrimination. The District will provide reasonable accommodations to known limitations related to pregnancy, childbirth, or related medical conditions of a qualified employee absent an undue hardship. The District treats pregnancy or related conditions as any other temporary medical condition for all job-related purposes. For purposes of this policy, the term "employee" includes an applicant for employment where relevant.

For an employee who requires a reasonable accommodation due to a known limitation related to pregnancy, childbirth, or related medical conditions, the employee or the employee's representative must make a proper District official (as identified in Pregnant Workers Fairness Act ("PWFA") regulations) aware of the limitation.

Upon receipt of an accommodation request, the District will begin the interactive process with the employee to consider whether the employee is qualified under the PWFA and, if so, reasonable accommodation options consistent with the PWFA that do not cause undue hardship using the interactive process form.

Determining whether an employee is qualified may be a two-step inquiry. First, the District will determine whether the employee can perform the essential job functions of the employee's position with or without a reasonable accommodation. If so, the employee is qualified. If not, then the District will consider the employee to be qualified if: (1) any inability to perform an essential job function(s) is for a temporary period, (2) the essential function(s) could be performed in the near future, and (3) the inability to perform the essential function(s) can be reasonably accommodated without an undue hardship.

Reasonable accommodation requests will not be granted if they cause an undue hardship, as defined by law. The District may require medical documentation supporting the requested accommodation where allowed by law because the information is necessary for assessing the accommodation request. Medical information will be kept confidential.

After considering any relevant medical information, essential job functions, and the employee's requested accommodations, the District will, as appropriate, implement reasonable accommodations for a qualified employee that do not cause an undue hardship. The District is not obligated to adopt the employee's specific accommodation request. The District may engage or re-engage in the interactive process, as necessary.

A reasonable accommodation may include a voluntary leave of absence. If an employee has insufficient leave or insufficient accrued employment time to qualify for leave, or if the District does not maintain a leave policy applicable to the employee, the District will treat any pregnancy or related conditions as a justification for a voluntary leave of absence without pay for a reasonable period of time, at the conclusion of which the

employee will be reinstated to the status held when the leave began or to a comparable position without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

An employee who believes they have been discriminated against under this Policy must promptly file a complaint using the Employment Complaint Procedure in Policy 4104. ~~For additional information about preventing and addressing pregnancy discrimination, see Policy 3115C.~~

Legal authority: 42 USC 2000gg et seq.; 29 CFR 1636.1 et seq.; 34 CFR 106.57

Date adopted: February 24, 2025

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5100 Student Rights

5102 Lockers

Lockers are District property and may be made available for student use. Lockers are assigned to students on a temporary basis, and District administration may revoke a student's locker assignment at any time. The District retains ownership of lockers notwithstanding student use.

Students have no expectation of privacy in their lockers. The building principal or designee may inspect lockers without any particularized suspicion or reasonable cause and without advance notice. Upon the building principal or designee's request, law enforcement may help search lockers.

During a locker search, student privacy rights will be respected for any items that are not illegal or against Board Policy.

The Board directs the Superintendent to include this Policy in the student code of conduct and to distribute it to parents/guardians.

Legal authority: MCL 380.1306

Date adopted: July 1, 2024

Date revised:

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Series 5000: Students, Curriculum, and Academic Matters

5200 Student Conduct and Discipline

5213 Personal Protection Orders Against Students

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

The existence of a personal protection order does not diminish a student's rights under state or federal law.

Deleted: the Individuals with Disabilities Education Act.

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

Date adopted: July 1, 2024

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent/Guardian Involvement

5405 Title I Parent and Family Engagement Policy

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

~~A component of the Engagement Policy will be a School-Parent Compact jointly developed by the District and Parents that outlines how the Title I school, Parents, and students will share the responsibility for improved student academic achievement and the means by which the school and Parents will build and develop a partnership to help students achieve state education standards.~~

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

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

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

Deleted: ¶

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

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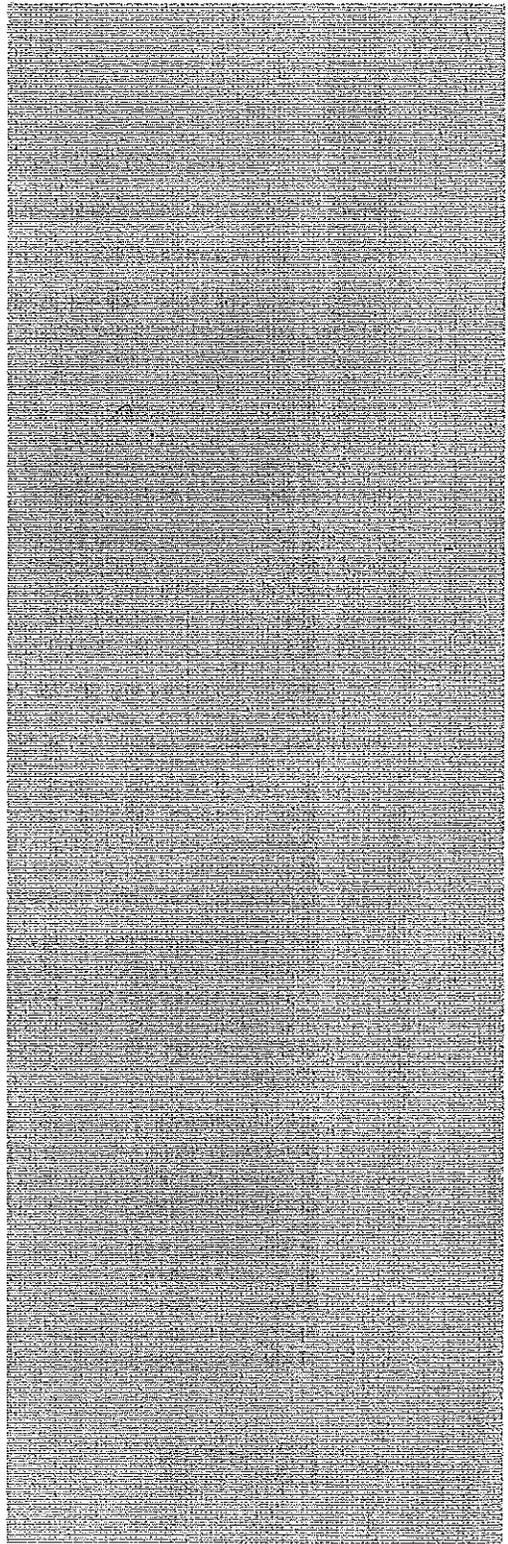
can understand, to the extent practicable. Responses to parent concerns will be provided in a timely manner;

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

Legal Authority: 20 USC 6318

Date adopted: July 1, 2024

Date revised:



Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent/Guardian Involvement

5421 *Work-Based Learning Experience*

The District permits students to participate in approved work-based learning (WBL) experiences. All WBL experiences must comply with applicable law, regulations, and guidance, particularly those applicable to the employment of minors, workplace safety, workers' compensation, nondiscrimination, and unlawful harassment.

A WBL experience will be coordinated by the District through a training agreement with an employer. The employer must provide a training plan, acceptable to the District, which explains how the WBL experience relates to the student's educational objectives. The WBL experience must be supervised by the employer and monitored by a certified teacher employed by the District or an individual working under a valid substitute permit, authorization, or approval issued by MDE. The training agreement and training plan must comply with MDE guidance and be in effect by the applicable pupil count day. A copy of the training agreement and training plan will be kept on file at the District and with the employer.

A WBL experience may be paid or unpaid.

The Superintendent will designate a WBL Coordinator who will determine whether a proposed WBL experience complies with applicable state and federal laws, regulations, and guidance and is consistent with the student's educational objectives.

If the WBL Coordinator denies a student's request for a WBL experience, the student may appeal the decision to the Superintendent or designee, whose decision is final.

If the WBL Coordinator determines during the course of the WBL experience that the experience or worksite no longer complies with the approved training plan, District Policy, or state or federal laws, regulations, or guidance, the WBL Coordinator will, in consultation with the Superintendent or designee, determine whether the WBL experience should continue.

Credit for a WBL experience will be consistent with Policy 5409 and the applicable student handbook.

Legal authority: Work-Based Learning Manual, Michigan Department of Education

Date adopted: July 1, 2024

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5500 School Sponsored and Extracurricular Activities

5502 Student Government

The purpose of student government is to provide students with leadership opportunities and experience in the representative democratic process.

Students shall elect officers and representatives, conduct meetings, and engage in approved activities and functions designed to be beneficial to the student body.

Deleted: may organize a student government,

A student government organization must be supervised by a staff member. A student government organization's charter, constitution, or bylaws will be subject to review and approval by the Superintendent or designee.

Date adopted: July 1, 2024

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5700 Student Health and Safety

5707 School Wellness Policy

The District is committed to providing a school environment that enhances opportunities for learning and lifelong wellness.

A. Nutrition Promotion and Education Goals

All students will receive nutrition education annually that is aligned with the Michigan Health Education Grade Level Content Expectations and the Michigan Merit Curriculum Guidelines for Health Education. Teaching healthy eating behaviors will be part of the curriculum.

The District promotes healthy food and beverage choices for students. The District will implement evidence-based healthy food promotion techniques through:

1. offering school meal programs; and
2. publicizing foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards. The District will collaborate with public and private entities to promote student wellness.

The District will make filtered water available to students throughout the school day.

B. Physical Activity Goals

The District will offer physical education programs that are designed to equip students with the knowledge, skills, and values necessary for lifelong physical activity. Physical education instruction will be aligned with the Michigan Physical Education Grade Level Content Expectations and the Michigan Merit Curriculum Guidelines for Physical Education.

Students will have the opportunity to participate regularly in supervised physical activities, either organized or unstructured, intended to maintain physical fitness and an understanding of the benefits of a physically active and healthy lifestyle.

The District strives to provide physical activity breaks for all students, including recess for elementary students and before and after school activities, and encourages students to use active transport (e.g., walking, biking).

The District encourages parents/guardians to support their students' participation in physical activity, to be physically active role models, and to include physical activities in family events.

C. Goals for Other School-Based Activities Designed to Promote Student Wellness

The District may partner with community members or groups to implement this Policy. The District will also:

1. participate in state and federal child nutrition programs as appropriate;
 2. allow other health-related entities to use school facilities for activities such as health clinics, screenings, and wellness events consistent with Policy 3304;
 3. use evidence-based strategies to develop, structure, and support student wellness; and
 4. create environments conducive to healthy eating, physical activity, and conveying consistent health messages.
- D. Standards and Nutrition Guidelines for All Foods and Beverages Sold to Students on the School Campus and During the School Day

The District will ensure that students have access to foods and beverages that comply with applicable laws and guidelines including, but not limited to, the USDA Nutrition Standards for School Meals and the USDA Smart Snacks in School nutrition standards.

The District will offer students a variety of age-appropriate, healthy food and beverage selections including fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements to promote student health and reduce childhood obesity.

- E. Standards for All Foods and Beverages Provided, But Not Sold, to Students During the School Day

The District may provide a list of healthy food and beverage alternatives to parents/guardians, teachers, and students for classroom parties, rewards and incentives, or classroom snacks. The District discourages the use of unhealthy food and beverages as a reward or incentive for performance or behavior.

- F. Food and Beverage Marketing

Marketing and advertising is allowed on school grounds or at school activities only for foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage fundraising and marketing that occurs at events outside of school hours need not comply with the USDA Smart Snacks in School nutrition standards.

In-school fundraising events must comply with Policy 5501 and MDE's Non-Compliant Food Fundraiser Guidance, which permits 2 fundraisers per week, per school building that do not comply with USDA Smart Snacks in School nutrition standards. In-school fundraising events may last up to 1 day and may not be held in the food service area during meal times.

Equipment that currently displays noncompliant marketing materials (e.g., scoreboard with soft drink logo) need not be immediately removed or replaced. As the District reviews and considers new contracts and as durable equipment, like scoreboards, is replaced or updated, any food or beverages marketed and advertised will meet or exceed the USDA Smart Snacks in School nutrition standards.

G. Wellness Committee

The District will form a Wellness Committee to establish goals for, oversee, and periodically review and update school health policies and programs. The Wellness Committee will also oversee this Policy's implementation.

The Wellness Committee will represent all school buildings and include, to the extent possible, parents/guardians, students, food service representatives, physical and health education teachers, school and community health care professionals, and community members. The Board encourages community participation in the Wellness Committee. When possible, membership will also include Supplemental Nutrition Assistance Program education coordinators.

H. Implementation and Oversight

The Superintendent or designee is responsible for ensuring that each school building complies with this Policy.

The Board will review this Policy at least every 3 years to determine compliance, progress, and the extent to which this Policy compares to model school wellness policies. Parents/guardians, students, school employees, school health professionals, Board members, and community members may provide input to the District during the Wellness Policy review process.

A copy of this Policy will be maintained in the District's administrative offices and posted on the District's website. The Superintendent or designee will maintain all legally required documentation for implementation of this Policy.

The Superintendent or designee will annually provide notice about this Policy and any updates to the community.

I. School Meal Program

1. Delinquent Meal Charge Debt and Bad Debt

The District is required to make reasonable efforts to collect unpaid meal charges of current students. The building principal or designee will contact households about unpaid meal charges and may establish payment plans and due dates by telephone, e-mail, or other written or oral communication. If these collection efforts are unsuccessful, the District may pursue any other methods to collect delinquent debt of current students as allowed by law. Collection efforts may continue into a new school year.

Unpaid meal charges of inactive students, such as graduated students and students no longer enrolled at the District, that are not collected by the end of the school year will be classified as bad debt. No later than December 31 of the following school year, non-federal funds will be used to reimburse the school meal program for the amount of bad debt.

2. Elimination of "Lunch Shaming"

The District will eliminate any form of "lunch shaming." "Lunch shaming" is the public identification or stigmatization of students who cannot pay for a school meal. In furtherance of this goal, the District prohibits the following:

- a. requiring a student who cannot pay for a school meal or who has unpaid meal charges to wear a wristband or handstamp;
- b. requiring a student to dispose of a meal after it has been served because the student cannot pay for the meal or has unpaid meal charges;
- c. communicating directly with a student about unpaid meal charges
- d. requiring a student to perform chores or other labor to pay a student meal debt; and
- e. discussing a student's unpaid meal charges in the presence of other students.

3. Meal Charge Policy

The District's policy on charged meals is: If a student has no funds available to pay for a meal, the student will be provided a meal, and the student's account will be charged.

Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases.

The District will encourage Parents to complete financial eligibility forms as part of the student enrollment process to determine eligibility for free or reduced-price meals.

The Board directs the Superintendent to include this Policy in the student handbook and to distribute it to Parents.

Date adopted: July 1, 2024

Date revised: February 24, 2025

Series 5000: Students, Curriculum, and Academic Matters

5800 Miscellaneous

5806 Recording of District Meetings

A. Audio Recording of Individualized Education Program (IEP) Team and Section 504 Meetings

Parents/guardians of students with disabilities are permitted to audio record IEP Team and Section 504 meetings if the parent/guardian provides notice to the District before the date of the scheduled meeting.]

Parents/guardians must use their own device for any recording permitted pursuant to this Policy. If a parent/guardian records a meeting pursuant to this Policy, the District may also record the meeting.

B. Audio Recording of Other Meetings

Parents/guardians may not record any other meeting without prior written approval of the Superintendent or designee. If a parent/guardian is permitted to audio record a meeting, the parent/guardian must use their own recording device ~~he~~ District may also elect to record the meeting.

C. Secret Recording of Meetings and Other Activities

Parents/guardians and students may not use secret means to record any meeting or activity at school. Student use of a device with listen-in or audio surveillance capabilities at school must comply with applicable Board policy.

D. Video Recording of Meetings

Video recording of any meeting, including IEP Team and Section 504 meetings, is prohibited. This Policy does not apply to meetings that are open to the public under the Open Meetings Act.

Date adopted: July 1, 2024

Date revised:

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Series 3000: Operations, Finance, and Property

3100 General Operations

3115 ~~Non-Discrimination, Anti-Harassment, and Non-Retaliation (including Title IX and Elliott-Larsen Civil Rights Act)~~

The District does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex ~~(including gender identity or expression, sexual orientation, pregnancy, childbirth, or a related condition)~~, sexual orientation, gender identity or expression, pregnancy, age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis in admission, access to District programs and activities, or employment. Unlawful discrimination, including unlawful harassment and retaliation, in District programs, services, and activities is prohibited.

Title IX sexual harassment is covered by Policy 3118.

A contract to which the District is a party will be read to include a covenant by the contractor and its subcontractors not to discriminate against an employee or applicant for employment with respect to hiring, tenure, terms, conditions, or privileges of employment, or a matter directly or indirectly related to employment, because of race, color, national origin, religion, sex (including pregnancy, gender identity, or sexual orientation), age, height, weight, and marital status.

The Board directs the Superintendent or designee to designate one or more employees to serve as the District's applicable Coordinator(s), as described in Policy 3115B.

- A. Definitions: For definitions related to the District's non-discrimination, anti-harassment, and non-retaliation policy, including examples of prohibited conduct, see Policy 3115A – Definitions.
- B. Designation of Coordinators: To find the appropriate coordinator/compliance officer, see Policy 3115B – Designation of Coordinators.
- C. Supportive Measures: For more information about supportive measures, see Policy 3115C – Supportive Measures.
- D. Informal Resolution: For more information about informal resolution, see Policy 3115D – Informal Resolution.
- E. Grievance Procedure and Remedies: For more information about the grievance procedure for investigating unlawful discrimination, harassment, and retaliation complaints, and for possible remedies, see Policy 3115E – Grievance Procedure and Remedies.
- F. Complaint Dismissal and Appeals: For more information about dismissing a complaint, appealing a complaint dismissal, or appealing a determination of responsibility, see Policy 3115F – Complaint Dismissal and Appeals.

G. ~~Pregnancy Discrimination: For more information about preventing and responding to pregnancy discrimination, see Policy 3115G – Additional Requirements to Prevent and Address Pregnancy Discrimination.~~Reserved

H. Training, ~~Recordkeeping,~~ and Notice: For more information about training requirements, ~~recordkeeping protocols,~~ and notice of the District's non-discrimination policy, see Policy 3115H – Training Requirements, ~~Recordkeeping,~~ and Policy Notice.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Date adopted: July 1, 2024

Date revised: October 24, 2024

Series 3000: Operations, Finance, and Property

3100 General Operations

3115A Definitions for 3115 Series

- A. The following definitions apply to policies 3115-3115H, 4101, 4102, and 5202, which address non-discrimination, anti-harassment, and non-retaliation:
1. "Appeals Officer" means a person who is designated to hear a determination appeal ~~or; a dismissal appeal. ; or a challenge to a Supportive Measures decision.~~ The Appeals Officer ~~must be a District employee and~~ may not be the same person as the Coordinator, Decisionmaker, Investigator, or Informal Resolution Facilitator.
 2. "Complainant" means: (1) a student or employee who is alleged to have been subjected to conduct that could constitute Unlawful Discrimination; or (2) a person other than a student or employee who is alleged to have been subjected to conduct that could constitute Unlawful Discrimination and who was participating or attempting to participate in the District's education program or activity at the time of the alleged Unlawful Discrimination.
 3. "Complaint" means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged Unlawful Discrimination.
 4. ~~"Consent" means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or romantic relationships between students and District employees, volunteers, or contractors, regardless of age or consent, are prohibited.¶~~
 5. "Coordinator" means the person(s) designated by the District to coordinate the District's compliance with state and federal non-discrimination laws. The Coordinator may be the same person as the Investigator and Decisionmaker.
 6. "Day" means a day that the District's central office is open for business, unless otherwise indicated.
 7. "Decisionmaker" means the person designated to issue a determination as to whether Unlawful Discrimination occurred. The Decisionmaker may be the same person as the Coordinator and Investigator.

8. "Disciplinary Sanctions" means consequences imposed on a Respondent following a determination that the Respondent engaged in Unlawful Discrimination.
9. "Grievance Procedure" means the process outlined in Policy 3115E.
10. "Informal Resolution Facilitator" means the person designated to facilitate an informal resolution process. The Informal Resolution Facilitator may not be the same person as the Investigator or the Decisionmaker.
11. "Investigator" means the person designated to investigate a complaint of Unlawful Discrimination. The Investigator may be the same person as the Coordinator and Decisionmaker.
12. "Key Role" means Coordinator, Investigator, Decisionmaker, Informal Resolution Facilitator, or Appeals Officer.
13. "Party" means a Complainant or Respondent.
14. ~~"Relevant" means related to the allegations of Unlawful Discrimination under investigation as part of the Grievance Procedure. Questions are relevant when they seek evidence that may aid in showing whether the alleged Unlawful Discrimination occurred, and evidence is relevant when it may aid a Decisionmaker in determining whether the alleged Unlawful Discrimination occurred.~~
15. "Remedies" means measures provided, as appropriate, to a Complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by Unlawful Discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after the District determines that Unlawful Discrimination occurred.
16. "Respondent" means a person who is alleged to have violated the District's prohibition on Unlawful Discrimination.
17. "Retaliation" means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by the 3115 Policy Series, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the 3115 Policy Series. Retaliation does not include a requirement that a District employee participate in a Grievance Procedure.
18. "Supportive Measures" means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a

Complainant or Respondent, not for punitive or disciplinary reasons, and without fee or charge to the Complainant or Respondent to:

- a. Restore or preserve that Party's access to the District's education program or activity, including measures that are designed to protect the safety of the Parties or the District's educational environment; or
 - b. Provide support during the District's Grievance Procedure or during an informal resolution process.
19. "Unlawful Discrimination" means to treat a person differently or less favorably due to the person's race, color, national origin, ethnicity, religion, sex (including gender identity or expression, sexual orientation, ~~or pregnancy, childbirth, or a related condition~~), age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis or any other legally protected class, and includes unlawful harassment and retaliation based on a person's membership in a protected classification.

B. Examples of Unlawful Harassment

Unlawful harassment may include, but is not limited to:

1. ***Race, Color, or National Origin Harassment***, which is prohibited by Title VI and Title VII of the Civil Rights Act of 1964 and the Michigan Elliott-Larsen Civil Rights Act. Race, color, or national origin harassment is unwelcome conduct based on a person's actual or perceived race, color, or national origin that creates a hostile environment or becomes a condition of continued employment. Race includes traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. Race, color, or national origin harassment may take many forms, including slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct.

Under this Policy, harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics, will be considered race, color, or national origin harassment.

2. ***Disability Harassment***, which is prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Michigan Persons with Disabilities Civil Rights Act. Disability harassment is unwelcome conduct based on a person's actual or perceived disability that creates a hostile environment or becomes a condition of continued employment. Disability harassment may take many forms, including slurs, taunts, stereotypes, or name-calling, as well as disability motivated physical threats, attacks, or other hateful conduct.

3. ***Sex-Based Harassment***, which is prohibited by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the

Michigan Elliott-Larsen Civil Rights Act, and includes harassment based on sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is: Title IX sexual harassment is governed by Policy 3118.

~~a. Quid Pro Quo Harassment¶¶~~

~~An employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;¶¶~~

~~b. Hostile Environment Harassment¶¶~~

~~Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:¶¶~~

- ~~i. The degree to which the conduct affected the Complainant's ability to access the District's education program or activity;¶¶~~
- ~~ii. The type, frequency, and duration of the conduct;¶¶~~
- ~~iii. The Parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each Party that may be relevant to evaluating the effects of the conduct;¶¶~~
- ~~iv. The location of the conduct and the context in which the conduct occurred; and¶¶~~
- ~~v. Other sex-based harassment in the District's education program or activity; or¶¶~~

~~c. Specific Offenses¶¶~~

- ~~i. "Sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.¶¶~~
- ~~ii. "Dating violence" means violence committed by a person: (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the following factors: (1) the length of the relationship; (2) the type of relationship; and (3) the frequency of interaction between the persons involved in the relationship.¶¶~~

- iii. ~~“Domestic violence” means felony or misdemeanor crimes committed by a person who: (i) is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the District, or a person similarly situated to a spouse of the victim; (ii) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (iii) shares a child in common with the victim; or (iv) commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.¶~~
- iv. ~~“Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (i) fear for the person’s safety or the safety of others; or (ii) suffer substantial emotional distress.¶~~

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Date adopted: July 1, 2024

Date revised: October 14, 2024

Series 3000: Operations, Finance, and Property

3100 General Operations

3115B Designation of Coordinators

The District designates the following person(s) to serve as non-discrimination Coordinators:

~~Designated~~-Title IX Coordinator
~~Mario Martinez~~
Director of Human Resources
4406 N. Okemos Rd.
Okemos, MI 48864
(517) 706-5006
mario.martinez@okemosk12.net

Stacy Bailey, Assistant Superintendent - Curriculum & Instruction
4406 N. Okemos Rd.
Okemos, MI 48864
(517) 706-5007
stacy.bailey@okemosk12.net

~~Designated~~-Section 504 Coordinator
Heather Pricco - Director of Special Education
4406 N. Okemos Rd.
Okemos, MI 48864
517-706-4829
heather.pricco@okemosk12.net

~~Designated~~-Civil Rights Coordinator/Employment Compliance Officer
~~Mario Martinez~~
Director of Human Resources
4406 N. Okemos Rd.
Okemos, MI 48864
(517) 706-5006
mario.martinez@okemosk12.net

A Complaint against ~~one of the~~ Coordinators listed above may be made to the Superintendent or Board President. A Complaint against the Superintendent may be made to the Board President. A Complaint against the Board President may be made to the Board Vice President.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq.,

12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.;
MCL 37.1101 et seq., 37.2101 et seq.

Date adopted: October 14, 2024

Date revised:

Series 3000: Operations, Finance, and Property

3100 General Operations

3115C Supportive Measures

A. Supportive Measures

The District will offer and coordinate Supportive Measures, as appropriate, for Complainants, Respondents, and others whose access to the District's education program and activity was impacted by alleged Unlawful Discrimination. Supportive Measures are designed to restore or preserve a person's access to the District's education program or activity or provide support during the District's Grievance Procedure and informal resolution process. Supportive Measures are available at any time, including before, during, and after the Grievance Procedure or Informal Resolution Process.

Supportive Measures must not unreasonably burden any Party.

1. ~~Examples of Supportive Measures~~

~~Supportive Measures may include, but are not limited to:~~

- ~~a. District-provided counseling;~~
- ~~b. Course-related adjustments, such as deadline extensions;~~
- ~~c. Modifications to class, extracurricular, or work schedules;~~
- ~~d. Provision of an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;~~
- ~~e. Training and education programs; and~~
- ~~f. Mutual no-contact orders.~~

~~Any Party may seek modification or termination of a supportive measure applicable to them if circumstances materially change.~~

~~The District must not disclose information about any Supportive Measures to persons other than the person to whom they apply, unless necessary to provide the Supportive Measure or to restore or preserve a party's access to the education program or activity, or as otherwise authorized by law.~~

B. ~~Challenging Supportive Measures~~

~~For allegations of Title IX Sex Discrimination, any Party may seek modification or reversal of a decision to provide, deny, modify, or terminate Supportive Measures applicable to them. To request a modification to Supportive Measures, the Party must submit a written request to the Title IX Coordinator. The Title IX Coordinator will designate an impartial employee as an Appeals Officer to review the~~

~~challenge. The Appeals Officer must be an employee, must not be the person who made the challenged decision, and must have the authority to modify or reverse Supportive Measures. The Appeals Officer will only modify or reverse a decision about Supportive Measures if the Appeals Officer determines that the initial decision to provide, deny, modify, or terminate the supportive measure is inconsistent with the definition of Supportive Measures in this Policy.¶~~

~~C. Students with Disabilities~~

If a Party is a student with a disability, the applicable Coordinator or designee ~~must~~ **should** consult with one of more members, as appropriate, of the student's Section 504 or Individualized Education Program Team (as applicable), to ensure compliance with Section 504 or the IDEA in the implementation of Supportive Measures.

Legal authority: ~~34 CFR 106.1 et seq.; 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.~~

¶

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3115D Informal Resolution

In lieu of resolving a Complaint through the Grievance Procedure, and if offered by the District, the Parties may ~~instead~~ elect to participate in an informal resolution process. ~~If the Complaint involves Title IX Sexual Harassment, the information-informal resolution process in Policy 3118 -applies. Policy 3118 Section F, "Grievance Process," Subsection 3 applies., "Informal Resolution," describes the informal resolution process under Title IX. This process~~ Informal resolution is not available to resolve a Complaint that includes allegations that an employee engaged in sex-based harassment of a student, or when such a process would conflict with Federal, State, or local law.

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice.

Legal authority: ~~34 CFR 106.44~~ 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.



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3115E Grievance Procedure and Remedies

A. Grievance Procedure

1. Generally

The District has adopted the following Grievance Procedure that provides for the prompt and equitable resolution of Unlawful Discrimination, including harassment and retaliation, Complaints, **excluding Title IX Sexual Harassment complaints**. This Grievance Procedure will be used to investigate and resolve Complaints of Unlawful Discrimination, including harassment and retaliation, between and among students, employees, volunteers, contractors, and Board members.

The District will treat Complainants and Respondents equitably.

The District requires that any individual serving in a Key Role not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent. ~~Individuals serving in a Key Role for a Title IX Sex Discrimination Complaint must meet the additional training requirements in Policy 3115H.~~

The District presumes that the Respondent is not responsible for the alleged Unlawful Discrimination until a determination is made at the conclusion of the Grievance Procedure.

2. ~~Grievance Procedure Stages and Timeframes~~

The District ~~has established the following stages and, where applicable, timeframes for the Grievance Procedure:~~ **anticipates that most investigations will be concluded within 60 days. Investigations that involve several parties or witnesses, or investigations that are more complex, may exceed 60 days.**

i. ~~Evaluation~~

~~Upon receipt of a Complaint, the Coordinator will determine whether to proceed with an investigation or dismiss the Complaint consistent with Policy 3115F. For Title IX Sex Discrimination Complaints, this determination will occur within 5 days.~~

ii. ~~Investigation~~

~~If the Complaint proceeds to the Investigation phase, the Coordinator will appoint an Investigator to conduct the investigation and provide notice of the allegations. The Coordinator may serve as the Investigator. For Title IX Sex Discrimination Complaints, the notice of~~

~~allegations will be provided within 5 days. For Title IX Sex Discrimination Complaints, the Investigator will endeavor to complete the investigation within 60 days.~~

~~iii. Evidence Access (Title IX Sex Discrimination Complaints Only)~~

~~For Title IX Sex Discrimination Complaints only, upon completion of the Investigation phase, the Parties will have 5 days to access and respond to the evidence as further explained below.~~

~~iv. Decision~~

~~Upon completion of the Investigation, the Decisionmaker will endeavor to promptly issue a decision as to whether Unlawful Discrimination occurred. For Title IX Sex Discrimination Complaints, the decision will be issued within 10 days.~~

~~Unless otherwise determined by the applicable Coordinator based on unique circumstances, the Investigator will also serve as the Decisionmaker.~~

~~v. Appeal Decision~~

~~If an appeal is permitted under Policy 3115F, that appeal must be submitted within 5 days from a Party's receipt of the determination.~~

~~At any point, the Coordinator, Investigator, Decisionmaker, or Appeals Officer may reasonably extend timelines on a case by case basis for good cause. If good cause exists, the Coordinator, Investigator, Decisionmaker, or Appeals Officer will notify each Party in writing within 5 days of the decision to extend the timelines. Such notice will include the reason and length of the extension. Good cause may include absence of a Party or witness; concurrent law enforcement activity; complexity of the underlying allegations; or the need for accommodations (e.g., language assistance or accommodation of disabilities).~~

~~3. Confidentiality~~

~~The District will take reasonable steps to protect the privacy of the Parties and witnesses during its Grievance Procedure. These steps will not restrict the ability of the Parties to obtain and present evidence, including consulting with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the Grievance Procedure. The Parties may not engage in retaliation, including against witnesses.~~

~~4. Evidence Considerations~~

~~The Decisionmaker will objectively evaluate all relevant evidence. that is Relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a~~

person's status as a Complainant, Respondent, or witness. ~~For Title IX Sex Discrimination Complaints, the Decisionmaker must attempt to independently question and evaluate the credibility of Parties and witnesses if credibility is in dispute and Relevant.~~¶

5. ~~Complaint Consolidation~~

The District may consolidate Complaints when the allegations arise out of the same facts or circumstances.

6. Notice of Allegations

Upon receiving a Complaint, the applicable Coordinator will notify the Parties of the following:

- a. The Grievance Procedure and any informal resolution process;
- b. Sufficient information available at the time to allow the Parties to respond to the allegations, including the identities of the Parties involved in the incident(s), the conduct alleged to constitute Unlawful Discrimination, and the date(s) and location(s) of the alleged incident(s); **and**
- c. Retaliation is prohibited.; **and**
- d. ~~For Title IX Sex Discrimination Complaints, the Parties are entitled to an equal opportunity to access the Relevant and not otherwise impermissible evidence or an accurate description of the evidence. If the District provides a description of the evidence, the Parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon request.~~¶

If, during an investigation, the District decides to investigate additional allegations of Unlawful Discrimination by the Respondent toward the Complainant that are not included in the notice provided or that are included in a Complaint that is consolidated, the District will notify the Parties of the additional allegations.

7. Investigation

The District will ~~provide for~~**ensure an** adequate, reliable, and impartial **Complaint** investigation ~~of Complaints~~. The burden is on the District - not on the Parties - to conduct an investigation that gathers sufficient evidence to determine whether Unlawful Discrimination occurred.

The Parties will be provided an equal opportunity to present fact witnesses and other inculpatory and exculpatory **relevant** evidence ~~that is relevant and not otherwise impermissible. The Investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.~~¶

Throughout the investigation, the Investigator must ~~determine~~,**determine** what, if any, facts remain in dispute. If dispositive facts are not reasonably in dispute (e.g., based on Party admissions, irrefutable evidence), further investigation is not required.

8. ~~Title IX Sex Discrimination Specific Evidence Rules~~¶

a. ~~Access to Evidence: For allegations of Title IX Sex Discrimination, the District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of Title IX Sex Discrimination and not otherwise impermissible, in the following manner:~~¶

i. ~~The Investigator will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence. If the Investigator provides a description of the evidence, the Investigator will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party;~~¶

ii. ~~The Investigator will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and~~¶

iii. ~~The District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the Grievance Procedure. Disclosure of such information and evidence for purposes of administrative proceedings or litigation related to the Title IX Sex Discrimination Complaint is authorized.~~¶

b. ~~Impermissible Evidence: The following types of evidence, and questions seeking that evidence, are impermissible regardless of whether they are relevant:~~¶

i. ~~Evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege is owed has voluntarily waived the privilege or confidentiality;~~¶

ii. ~~A Party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the Party or witness, unless the District obtains that Party's or witness's voluntary, written consent for use in the Grievance Procedure; and~~¶

iii. ~~Evidence that relates to the Complainant's sexual interests or prior sexual conduct, unless evidence about the Complainant's prior sexual conduct is offered to prove that someone other than the Respondent committed the alleged conduct or is evidence about specific incidents of the Complainant's prior sexual conduct with the Respondent that is offered to prove consent to the alleged sex-based harassment. The~~

~~fact of prior consensual sexual conduct between the Complainant and Respondent does not by itself demonstrate or imply the Complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.¶¶~~

~~Impermissible evidence will not be accessed or considered, except by the District to determine whether one of the above exceptions applies. Impermissible evidence will not be disclosed or otherwise used in the investigation.¶¶~~

~~9. Determination~~

~~Following the investigation and evaluation of all relevant of the and not otherwise impermissible evidence, the Decisionmaker will:~~

- ~~a. Use the preponderance of the evidence standard to determine whether Unlawful Discrimination occurred. The Decisionmaker must evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the Decisionmaker is not persuaded by a preponderance of the evidence that Unlawful Discrimination occurred, whatever the quantity of the evidence, the Decisionmaker will not determine that Unlawful Discrimination occurred.¶¶~~
- ~~b. Use the preponderance of the evidence standard to determine whether Unlawful Discrimination occurred.~~
- ~~c. Notify the Parties in writing of the determination whether Unlawful Discrimination occurred, including the rationale for such determination and the procedures and permissible bases for the Complainant and Respondent to appeal, if applicable.~~
- ~~d. Not discipline a Respondent for Unlawful Discrimination unless there is a determination at the conclusion of the Grievance Procedure that the Respondent engaged in unlawful discrimination.¶¶~~
- ~~e. Comply with this Grievance Procedure before imposing any disciplinary sanctions against a Respondent.~~

10. Remedies

If there is a determination that Unlawful Discrimination occurred, the applicable Coordinator will, as appropriate:

- a. Coordinate the provision and implementation of remedies to a Complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by Unlawful Discrimination;

- b. Coordinate the imposition of any Disciplinary Sanctions against a Respondent. ~~For a Title IX Sex Discrimination Complaint, notify the Complainant of any such Disciplinary Sanctions;~~ and
- c. Take other appropriate prompt and effective steps to ensure that Unlawful Discrimination does not continue or recur within the District's education program or activity.

11. False Statements

A person who knowingly files a false Complaint or makes a materially false statement is subject to discipline, including discharge from employment or expulsion.

~~The District will not discipline a Party, witness, or others participating in a Title IX Sex Discrimination Complaint Grievance Procedure for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.¶~~

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

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3115F Complaint Dismissal and Appeals

A. Complaint Dismissal

The District may dismiss a Complaint if:

1. The District is unable to identify the Respondent after taking reasonable steps to do so;
2. The Respondent is not participating in the District's education program or activity and is not employed by the District;
3. The Complainant voluntarily withdraws any or all of the allegations in the Complaint; and the applicable Coordinator declines to initiate a Complaint; and the District determines that, without the Complainant's withdrawn allegations, the conduct that remains alleged in the Complaint, if any, would not constitute Unlawful Discrimination even if proven; or
4. The District determines the conduct alleged in the Complaint, even if proven, would not constitute Unlawful Discrimination. Before dismissing the Complaint and if necessary, the District will make reasonable efforts to clarify the allegations with the Complainant.

Upon dismissal, the District will promptly notify the Complainant of the basis for the dismissal. If the dismissal occurs after the Respondent has been notified of the allegations, the District will also notify the Respondent of the dismissal and the basis for the dismissal promptly following notification to the Complainant, or simultaneously if notification is in writing.

Upon dismissal, the District will take prompt and effective steps, as appropriate, through the applicable Coordinator, to ensure that Unlawful Discrimination does not continue or recur within the District's education program or activity. The District will offer Supportive Measures to the Complainant as appropriate. The District will also offer Supportive Measures to the Respondent as appropriate if the Respondent has been notified of the Complaint allegations.

~~The District will notify a Complainant alleging Title IX Sex Discrimination that a dismissal may be appealed and will provide the Complainant with an opportunity to appeal the dismissal of a Complaint. If the dismissal occurs after the Respondent has been notified of the allegations, then the District will also notify the Respondent that the dismissal may be appealed.~~

~~B. Complaint Dismissal Appeal – Title IX Sex Discrimination Only~~

- ~~1. Complaint dismissals may be appealed within 5 days of receipt on the following bases:~~

- a. ~~Procedural irregularity that would change the outcome;~~
 - b. ~~New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and~~
 - c. ~~The Title IX Coordinator, Investigator, or Decisionmaker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that would change the outcome.~~
2. ~~If the dismissal is appealed, the District will:~~
- a. ~~Notify the Parties of any appeal, including notice of the allegations, if notice was not previously provided to the Respondent;~~
 - b. ~~Implement appeal procedures equally for the Parties;~~
 - c. ~~Ensure that the Appeals Officer did not take part in an investigation of the allegations or dismissal of the Complaint;~~
 - d. ~~Ensure that the Appeals Officer has been trained consistent with the applicable federal regulations;~~
 - e. ~~Provide the Parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and~~
 - f. ~~Notify the Parties of the result of the appeal and the rationale for the result.~~

~~The Appeals Officer will affirm the dismissal if it met any of the above-listed standards for dismissal, unless the Appeals Officer determines that dismissal will result in unremedied Unlawful Discrimination.~~

~~C. Determination Appeal Procedure — Title IX Sex Discrimination Complaints Only~~

~~Any party may appeal the determination to the Title IX Coordinator, who will appoint an Appeals Officer to hear the appeal. The appeal must be filed within 5 days of receipt of the determination. The Appeals Officer will offer each Party the opportunity to submit a statement in support of the appeal or in support of the original determination. The Appeals Officer will issue a written decision on the appeal within 5 days of the deadline for the Parties to submit statements.~~

~~D. Determination Appeal Procedures — Other Complaints~~

~~Unless expressly stated in writing by the Decisionmaker, other determinations are not subject to appeal.~~

Legal authority: 34 CFR 106.1, et seq.

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Series 3000: Operations, Finance, and Property

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3115H ~~Training Requirements, Recordkeeping, and Policy Notice~~

A. ~~Title IX Training Requirements~~

~~The following individuals must receive training related to their duties under Title IX. Training may not rely on sex stereotypes.~~

1. ~~All Employees~~

~~All District employees must be trained upon hiring and annually on:~~

- ~~a. The District's obligation to address sex discrimination;~~
- ~~b. The scope of conduct that constitutes sex discrimination under Title IX and its implementing regulations, including the definition of sex-based harassment;~~
- ~~c. The obligation to notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination;~~
- ~~d. The obligation to provide a possible Complainant with the Title IX Coordinator's contact information and information about how to make a complaint of sex discrimination; and~~
- ~~e. Notification requirements for pregnant students.~~

2. ~~Key Role Training~~

- ~~a. All Key Roles: Any individual who serves in a Key Role under Title IX must be trained upon hire, when Key Role duties change, and annually thereafter on:
 - ~~i. All training requirements applicable to all employees;~~
 - ~~ii. The District's obligations in responding to allegations of sex discrimination;~~
 - ~~iii. The District's Grievance Procedure;~~
 - ~~iv. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and~~
 - ~~v. The meaning and application of the term "relevant" in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance.~~~~



~~b. Informal Resolution Facilitator¶¶~~

~~Individuals who serve as an Informal Resolution Facilitator must be trained upon hire, when Key Role duties change, and annually thereafter on:¶¶~~

- ~~i. All training requirements applicable to all employees;¶¶~~
- ~~ii. All training requirements applicable to Key Roles;¶¶~~
- ~~iii. The rules and practices of the District's informal resolution process; and¶¶~~
- ~~iv. How to serve impartially, including by avoiding conflicts of interest and bias.¶¶~~

~~c. Title IX Coordinator¶¶~~

~~Individuals who are designated as a Title IX Coordinator must be trained upon hire, when Key Role duties change, and annually thereafter on:¶¶~~

- ~~i. All training requirements applicable to all employees;¶¶~~
- ~~ii. All training requirements applicable to Key Roles;¶¶~~
- ~~iii. All training requirements applicable to the Informal Resolution Coordinator;¶¶~~
- ~~iv. The Coordinator's obligation to coordinate the District's efforts to comply with its responsibilities under Title IX;¶¶~~
- ~~v. Supportive Measures;¶¶~~
- ~~vi. The District's recordkeeping system;¶¶~~
- ~~vii. Recordkeeping requirements; and¶¶~~
- ~~viii. Any other training necessary to coordinate the District's Title IX compliance.¶¶~~

~~B. Other Coordinator Training Requirements~~

~~All other Coordinators and individuals assigned to serve in a Key Role outside of Title IX investigations must be adequately trained.~~

~~C. Record Keeping¶¶~~

~~The District will maintain the following records for a minimum of seven years:¶¶~~

- ~~1. For each Title IX Sex Discrimination Complaint, records documenting the informal resolution process or the Grievance Procedure, and the resulting outcome;¶¶~~

- ~~2. For each notification to the Title IX Coordinator about conduct that reasonably may constitute sex discrimination, including notifications received from District employees, records documenting the actions the District took to meet its obligations in responding to sex discrimination; and¶~~
- ~~3. All materials used to provide training under Title IX.¶~~

~~D. Nondiscrimination Notice Requirement~~

The District will prominently post on its website ~~a and otherwise provide~~ notice of nondiscrimination, ~~clearly noting~~ **clearly noting** ~~stating that it applies~~ **stating that it applies** ~~to students, parents, employees, and applicants for admission and employment, and all unions and professional organizations with collective bargaining agreements with the District.~~ The notice of nondiscrimination will comply with all applicable laws.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

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3118 ~~Nondiscrimination Covenant in Contracts~~ Title IX Sexual Harassment

~~A contract to which the District is a party shall be read to include a covenant by the contractor and its subcontractors not to discriminate against an employee or applicant for employment with respect to hire, tenure, terms, conditions, or privileges of employment, or a matter directly or indirectly related to employment, because of race, color, national origin, religion, sex (including pregnancy, gender identity, or sexual orientation), age, height, weight, and marital status.~~

Consistent with Policy 3115, the District prohibits unlawful sex discrimination, including harassment and retaliation, in any of its education programs or activities in accordance with Title IX of the Education Amendments of 1972 and its implementing regulations.

This Policy addresses allegations of Title IX sexual harassment that occurred on or after August 14, 2020 unless the District previously investigated the allegations under a different policy pursuant to the now-vacated Title IX 2024 regulations. Allegations of discrimination, harassment, or retaliation not covered by this Policy should be addressed under the District's applicable non-discrimination or anti-harassment policies. Allegations alleging both Title IX sexual harassment and other forms of Unlawful Discrimination and Unlawful Harassment (e.g., race, age, disability) Complaints that include allegations of Title IX sexual harassment may be investigated under this Policy or bifurcated and investigated pursuant to the applicable Grievance Procedure under Policies 3115-3115H. Investigating other forms of discrimination, including harassment and retaliation, pursuant to this Policy will fulfill the District's investigation requirements under Policies 3115-3115H, 4104, and 5202, but nothing in this paragraph limits the District's right to determine at any time that a non-Title IX allegation should be addressed under Policies 3115-3115H, 4104 or 5202 or any other applicable Policy.

The Board directs the Superintendent or designee to designate one or more employees who meet the training requirements in Section M of this Policy to serve as the District's Title IX Coordinator(s). The Title IX Coordinator will designate an Investigator, Decision-Maker, and Appeals Officer, if applicable, for each Formal Complaint made under this Policy. If a Formal Complaint is made under this Policy against the Title IX Coordinator, the Board President will designate the persons who will serve as the Investigator, Decision-Maker, and Appeals Officer and will work with District administrators to ensure that all other requirements of this Policy are met.

The Investigator, Decision-Maker, Appeals Officer, and Informal Resolution Facilitator cannot be the same person on a specific matter, and the persons designated to serve in those roles may or may not be District employees. Any person serving as the Investigator, Decision-Maker, Appeals Officer, or Informal Resolution Facilitator must meet the training requirements in Section M of this Policy.

Inquiries about Title IX's application to a particular situation may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

A. Definitions

For purposes of this Policy only, the below terms are defined as follows:

1. "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:
 - a. A District employee conditioning the provision of a District aid, benefit, or service on a person's participation in unwelcome sexual conduct;
 - b. Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
 - c. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8), or "stalking" as defined in 34 USC 12291(a)(30).
 - i. "Sexual assault" is an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. It includes unlawful sexual intercourse (including incest and statutory rape) and any sexual act, including rape, sodomy, sexual assault with an object, or fondling, directed against another person without the consent of that person, including when that person is incapable of giving consent.
 - A) Rape: (Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - B) Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - C) Sexual Assault With An Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

- D) Fondling: The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - E) Incest: Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - F) Statutory Rape: Nonforcible sexual intercourse with a person who is under the statutory age of consent.
- ii. "Dating violence" means violence committed by a person who is or has been in a romantic or intimate relationship with the Complainant. The existence of such a relationship is based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
 - iii. "Domestic violence" means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, person with whom the Complainant shares a child, person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Michigan; or any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Michigan.
 - iv. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.
2. "Actual Knowledge" means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or any District employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only District employee with actual knowledge is the Respondent.
 3. "Appeals Officer" is the person designated by the District to decide appeals of a dismissal or determination of responsibility for matters investigated under this Policy. The Appeals Officer may not be the same person as the Investigator, Title IX Coordinator, Decision-Maker, or person designated to facilitate an informal resolution process on a specific matter.
 4. "Complainant" is a person who is alleged to be the victim of conduct that could constitute Title IX sexual harassment.

5. "Consent" means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or relationships between District employees, volunteers, or contractors and students, regardless of age or consent, are prohibited.
6. "Day," unless otherwise indicated, means a day that the District's central office is open for business.
7. "Decision-Maker" is the person designated by the District to review the investigation report and provide a written determination of responsibility that provides the evidentiary basis for the Decision-Maker's conclusions. The Decision-Maker may not be the same person as the Investigator, Title IX Coordinator, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter.
8. "Education Program or Activity" means any location, event, or circumstance over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred.
9. "Formal Complaint" means a written document or electronic submission signed and filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the sexual harassment allegation.
10. "Grievance Process" is the process by which the District investigates and determines responsibility for Formal Complaints.
11. "Investigator" is the person designated by the District to investigate a Title IX Formal Complaint. The Investigator cannot be the same person as the Decision-Maker, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter. The Title IX Coordinator may serve as the Investigator on a particular investigation, unless the Title IX Coordinator has a conflict of interest or bias.
12. "Report" means an account of alleged Title IX sexual harassment made by any person (regardless of whether the reporting party is the alleged victim).
13. "Respondent" is a person who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.
14. "Supportive Measures" are non-disciplinary, non-punitive, individualized supports offered and implemented by the Title IX Coordinator as appropriate, as reasonably available, and at no-cost to the Complainant and the Respondent before or after the filing of a Formal Complaint or when no

Formal Complaint has been filed. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

15. "Title IX Coordinator" is the person(s) designated by the District to coordinate the District's Title IX compliance. The Title IX Coordinator may not be the same person as the Appeals Officer or Decision-Maker on any matter. A person not serving as a Title IX Coordinator in a particular matter is not disqualified from serving in another role in that matter. The Title IX Coordinator may also serve as the Investigator or person designated to facilitate an informal resolution process on a particular investigation, unless the Title IX Coordinator signed the Formal Complaint.

B. Posting Requirement

The Title IX Coordinator's contact information (name or title, office address, electronic mail address, and telephone number), along with the District's Title IX nondiscrimination statement, must be prominently posted on the District's website and in any catalogs or handbooks provided to applicants for admission or employment, students, parents/guardians, and unions or professional organizations with a collective bargaining or professional agreement with the District.

The District will provide notice of this Policy to all applicants, students, parents/guardians, employees, and unions or professional organizations with a collective bargaining or professional agreement with the District by prominently posting this Policy on its website and referencing this Policy in its handbooks, which will include the Title IX Coordinator's name or title, office address, electronic mail address, and telephone number.

C. Designation of Title IX Coordinator

All Coordinators, including the Title IX Coordinator, are identified in Policy 3115B.

D. Reporting Title IX Sexual Harassment:

A person may make a report of sexual harassment or retaliation at any time. Reports may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

Any District employee who receives a report of sexual harassment or has actual knowledge of possible sexual harassment must convey that information to the Title IX Coordinator by the end of the next day.

Any other person who witnesses an act of sexual harassment is encouraged to report it to a District employee and may do so anonymously. No person will be retaliated against based on any report of suspected sexual harassment or retaliation.

E. General Response to Sexual Harassment

1. District's Obligation to Respond without Deliberate Indifference

Upon actual knowledge of Title IX sexual harassment, the Title IX Coordinator must respond promptly in a manner that is not deliberately indifferent. The District will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

If the Title IX Coordinator receives a report of sexual harassment and the Complainant does not file a Formal Complaint, the Title IX Coordinator must evaluate the information and determine whether to sign and file a Formal Complaint. If the Title IX Coordinator determines not to sign and file a Formal Complaint, the Title IX Coordinator must address the allegations in a manner that is not deliberately indifferent.

2. Response to Report of Title IX Sexual Harassment

Upon receipt of a report of sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint.

3. Formal Complaint Filed

Upon the receipt of a Formal Complaint, the District must follow the Grievance Process in Section F of this Policy. A Formal Complaint may be submitted using a designated Title IX Sexual Harassment Formal Complaint Form.

4. Equitable Treatment

The District will treat the Complainant and Respondent equitably throughout the Grievance Process, which may include offering supportive measures as described in Subsection E(6) of this Policy.

5. Documentation and Recordkeeping

The Title IX Coordinator will document all sexual harassment reports and all incidents of sexual harassment that the Title IX Coordinator receives or personally observes.

The District will retain this documentation in accordance with applicable record retention requirements in Section N of this Policy.

6. Supportive Measures

After receiving a report of Title IX sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, with or without the filing of a Formal Complaint. If the District does not provide a Complainant with supportive measures, then the Title IX Coordinator must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The District may provide, as appropriate, non-disciplinary, non-punitive individualized services to the Complainant or Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed.

Supportive measures should be designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party.

Supportive measures are offered without charge and are designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

Supportive measures may include, but are not limited to:

- a. District-provided counseling;
- b. Course-related adjustments, such as deadline extensions;
- c. Modifications to class or work schedules;
- d. Provision of an escort to ensure that the Complainant and Respondent can safely attend classes and school activities; and
- e. No-contact orders.

All supportive measures must be kept confidential, to the extent that maintaining such confidentiality would not impair the District's ability to provide the supportive measures.

7. Respondent Removal

a. Emergency Removal (Student)

The District may only remove a student Respondent from a District program or activity if, following an individualized safety and risk analysis, the District determines that there is an immediate threat to the physical health or safety of any student or other person arising from the sexual harassment allegations. The District must provide the Respondent with notice and an opportunity to immediately challenge the removal decision.

This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

b. Administrative Leave (Employee)

The District may place an employee Respondent on non-disciplinary administrative leave during the pendency of the Grievance Process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

8. Law Enforcement

In appropriate circumstances, a District employee will notify law enforcement or Child Protective Services, consistent with Policies 4202, 5201, and 5701.

The District will attempt to comply with all law enforcement requests for cooperation with related law enforcement activity. In some circumstances, compliance with law enforcement requests may require the District to briefly suspend or delay its investigation. If an investigation is delayed, the District will notify the parties in writing of the delay and the reasons for the delay.

If the District's investigation is suspended or delayed, supportive measures will continue during the suspension or delay. If the law enforcement agency does not notify the District within 10 days that the District's investigation may resume, the District will notify the law enforcement agency that the District intends to promptly resume its investigation.

F. Grievance Process

1. Generally

The Grievance Process begins when a Formal Complaint is filed or when the Title IX Coordinator signs a Formal Complaint and concludes the date the parties receive the Appeals Officer's written decision or the date on which an appeal is no longer timely. The District will endeavor to complete the Grievance Process within 90-120 days, absent extenuating circumstances or delays as described below. The District will treat both the Complainant and the Respondent equitably throughout the Grievance Process.

Neither the Title IX Coordinator, the Decision-Maker, the Investigator, Appeals Officer, nor any person designated to facilitate an informal resolution process will have a conflict of interest or bias for or against Complainants or Respondents generally or for or against an individual Complainant or Respondent.

The Grievance Process requires an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence. Credibility

determinations may not be based on a person's status as a Complainant, Respondent, or witness.

Throughout the Grievance Process, there is a presumption that the Respondent is not responsible for the alleged conduct unless, in the determination of responsibility, the Decision-Maker finds the Respondent responsible for the alleged conduct.

At any point, the Title IX Coordinator, Investigator, Decision-Maker, or Appeals Officer may temporarily delay the Grievance Process or permit a limited extension of time frames for good cause. Good cause may include, but is not limited to, absence of a party, party's advisor, or witness; concurrent law enforcement activity; or the need for accommodations (e.g., language assistance or accommodation of disabilities). If there is a delay or extension, the parties will receive written notice of the delay or extension and the reasons for the action.

Any disciplinary action resulting from the Grievance Process will be issued in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

After the investigation portion of the Grievance Process has concluded, the Decision-Maker will endeavor to issue a determination of responsibility within 30 days, absent extenuating circumstances.

2. Notice of Allegations

Upon receipt of a Formal Complaint, the District must provide written notice to the parties who are known at the time that includes:

- a. A copy of this Policy, which includes the District's Grievance Process, and any informal resolution process;
- b. The sexual harassment allegations, including sufficient details known at the time and with sufficient time so that parties may prepare a response before the initial interview. Sufficient details include parties involved in the incident, if known; the alleged conduct constituting sexual harassment; and the date and time of the alleged incident;
- c. A statement that the Respondent is presumed not responsible for the alleged conduct;
- d. A statement that a determination of responsibility is made at the Grievance Process's conclusion;
- e. A statement that the parties may have an advisor of their choice, who may be an attorney, although any attorney or advisor who is not a District employee will be at the party's own cost;

- f. A statement that the parties will be provided an opportunity to inspect and review any evidence before the investigation report is finalized; and

If the Complainant or Respondent is a student, and the District's Student Code of Conduct addresses false statements by students during an investigation or the disciplinary process, a citation to that portion of the Code of Conduct. If, during the course of an investigation, the Investigator decides to investigate allegations that are not included in the initial notice, the District will provide notice of the additional allegations to the Complainant and Respondent.

3. Informal Resolution

During the Grievance Process, *after* a Formal Complaint has been filed but before a determination of responsibility has been made, the District may offer to facilitate an informal resolution process, or either party may request the informal resolution process. A Formal Complaint must be filed to initiate the informal resolution process.

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice. The Title IX Coordinator will determine the informal resolution process that will be used, including the person who will facilitate that process.

Informal resolution is not available for a Formal Complaint alleging that an employee sexually harassed a student.

A party is not required to participate in an informal resolution process.

When offering informal resolution, the Title IX Coordinator must (1) provide both parties written notice of their rights in an informal resolution; and (2) obtain written, voluntary consent from both parties to enter into the informal resolution process. The written notice must contain the:

- a. Allegations;
- b. Informal resolution requirements, including the circumstances under which the informal resolution precludes the parties from resuming a Formal Complaint arising from the same allegations;
- c. Right to withdraw from informal resolution and resume the Grievance Process at any time prior to a final resolution; and
- d. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or that could be disclosed.

4. Investigation

The District has the burden of proof and the burden to gather evidence sufficient to reach a determination of responsibility.

a. Investigation Process

The District will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding the privilege has waived the privilege in writing.

The District may not access, consider, disclose, or otherwise use a party's medical records, including mental health records, which are made and maintained by a healthcare provider in connection with the party's treatment unless the District obtains that party's voluntary, written consent to do so for the Grievance Process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory or exculpatory evidence. The Investigator cannot restrict parties from discussing the allegations under investigation, nor can the Investigator restrict parties from gathering or presenting relevant evidence.

Parties may be accompanied by an advisor of their choice, including an attorney, during the Grievance Procedure. If a party chooses an advisor who is not a District employee, the District is not responsible for any associated costs. The Investigator or Title IX Coordinator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties (e.g., abusive, disruptive behavior or language will not be tolerated; advisor will not interrupt the investigator to ask questions of witnesses).

The Investigator must provide the date, time, location, participants, and purpose of all hearings (if any), investigative interviews, and meetings, to a party whose participation is invited or expected. Written notice must be provided a sufficient time in advance so that a party may prepare to participate.

As described in Section L of this Policy, retaliation against a person for making a complaint or participating in an investigation is prohibited.

The Investigator must ensure that the Complainant and Respondent have an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party has the opportunity to meaningfully respond to the evidence before the investigation's conclusion. This evidence includes (1) evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and (2) inculpatory or exculpatory evidence obtained from any source.

Before the investigation's completion, the Investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 calendar days to submit a written response to the Investigator. The party's response must be considered by the Investigator before completing the final investigation report.

b. Investigation Report

The Investigator must create an investigation report that fairly summarizes relevant evidence and submit the investigation report to the Decision-Maker.

At least 10 calendar days before a determination of responsibility is issued, the Investigator must send the investigation report to each party for review and written response. Written responses to the investigation report must be submitted directly to the Decision-Maker.

The Investigator will endeavor to complete the investigation and finalize the report within 60 days.

5. Determination of Responsibility

The Decision-Maker cannot be the same person as the Title IX Coordinator, Investigator, Appeals Officer, or person designated to facilitate an informal resolution process.

Before the Decision-Maker reaches a determination of responsibility, and after the Investigator has sent the investigation report to the parties, the Decision-Maker must:

- a. Afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness; and
- b. Provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless offered to prove that someone other than the Respondent committed the alleged misconduct, or the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If the Decision-Maker decides to exclude questions from either party as not relevant, the Decision-Maker must explain the decision to the party proposing the questions.

The Decision-Maker must issue a written determination of responsibility based on a preponderance of the evidence standard (i.e., more likely than

not) simultaneously to both parties. The written determination of responsibility must include:

- a. Identification of the sexual harassment allegations;
- b. Description of the procedural steps taken from the receipt of the Formal Complaint through the determination of responsibility, including any:
 - i. Notification to the parties;
 - ii. Party and witness interviews;
 - iii. Site visits;
 - iv. Methods used to collect evidence; and
 - v. Hearings held.
- c. Factual findings that support the determination;
- d. Conclusions about the application of any relevant code of conduct, policy, law, or rule to the facts;
- e. A statement of, and rationale for, the result as to each allegation, including:
 - i. A determination of responsibility;
 - ii. Any disciplinary action taken against the Respondent (consistent with Policies 4309, 4407, 4506, 4606, or 5206, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts); and
 - iii. Whether remedies designed to restore and preserve equal access to the District's education program or activity will be provided to the Complainant.
- f. Appeal rights.

2. Appeals

Notice of the determination of responsibility or dismissal decision must include notice of the parties' appeal rights.

Both parties may appeal a determination of responsibility or the decision to dismiss a Formal Complaint in whole or in part for the following reasons only:

- a. A procedural irregularity that affected the outcome.
- b. New evidence that was not reasonably available at the time the determination of responsibility or dismissal decision was made that could affect the outcome.

- c. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent, generally or individually, that affected the outcome.
- d. ~~District may choose to include additional appeal grounds, but should consult with legal counsel before doing so.~~

An appeal must be filed with the Title IX Coordinator within 5 calendar days of the date of the determination of responsibility or dismissal decision.

Upon receipt of an appeal, the Title IX Coordinator will assign an Appeals Officer who will provide both parties written notice of the appeal and an equal opportunity to submit a written statement in support of, or challenging, the determination or dismissal decision.

The Appeals Officer must provide a written decision describing the result of the appeal and the rationale for the result to both parties simultaneously. The Appeals Officer will endeavor to decide an appeal within 30 days.

The Appeals Officer cannot be the same person who acts as the Title IX Coordinator, Investigator, Decision-Maker, or person designated to facilitate an informal resolution process on the same matter. The Appeals Officer also cannot have a conflict of interest or bias against Complainants and Respondents generally or individually.

The determination of responsibility is final upon the date the parties receive the Appeals Officer's written decision or on the date on which an appeal is no longer timely.

B. Dismissal

1. Mandatory Dismissals

The Title IX Coordinator must dismiss a Formal Complaint if:

- a. The Formal Complaint's allegations, even if substantiated, would not constitute sexual harassment as defined in this Policy;
- b. The Formal Complaint's allegations did not occur in the District's programs or activities; or
- c. The Formal Complaint's allegations did not occur in the United States.

2. Discretionary Dismissals

The Title IX Coordinator may dismiss a Formal Complaint if:

- a. The Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw the Formal Complaint in whole or in part;
- b. The Respondent's enrollment or employment ends; or

- c. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination (e.g., several years have passed between alleged misconduct and Formal Complaint filing, Complainant refuses or ceases to cooperate with Grievance Process).

The Title IX Coordinator will promptly and simultaneously notify both parties when a Formal Complaint is dismissed. The notice must include the reasons for mandatory or discretionary dismissal and the right to appeal. Appeal rights are discussed above in Subsection F(6) of this Policy.

Dismissal of a Formal Complaint under this Policy does not excuse or preclude the District from investigating alleged violations of other policy, rule, or law, or from issuing appropriate discipline based on the results of the investigation.

C. Consolidation of Complaints

The Title IX Coordinator or Investigator may consolidate Formal Complaints where the allegations arise out of the same facts or circumstances. Where a Grievance Process involves more than one Complainant or more than one Respondent, references in this Policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

D. Remedies and Disciplinary Sanctions

The District will take appropriate and effective measures to promptly remedy the effects of sexual harassment. The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appropriate remedies will be based on the circumstances and may include, but are not limited to:

1. Providing an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;
2. Offering the parties school-based counseling services, as necessary;
3. Providing the parties with academic support services, such as tutoring, as necessary;
4. Rearranging course or work schedules, to the extent practicable, to minimize contact between the Complainant and Respondent;
5. Moving the Complainant's or the Respondent's locker or work space;
6. Issuing a "no contact" directive between the Complainant and Respondent;
7. Providing counseling memoranda with directives or recommendations.

These remedies may also be available to any other student or person who is or was affected by the sexual harassment.

The District will impose disciplinary sanctions consistent with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts. Discipline may range from warning or reprimand to termination of employment, or student suspension or expulsion.

After a determination of responsibility, the Title IX Coordinator should consider whether broader remedies are required, which may include, but are not limited to:

1. Assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;
2. Additional staff training;
3. A climate survey; or
4. Letters to students, staff, and parents/guardians reminding persons of their obligations under this Policy and applicable handbooks.

If the Complainant or Respondent is a student with a disability, the District will convene an IEP or Section 504 Team meeting to determine if additional or different programs, services, accommodations, or supports are required to ensure that the Complainant or Respondent continues to receive a free appropriate public education. Any disciplinary action taken against a Respondent who is a student with a disability must be made in accordance with Policy 5206B and the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

B. False Statements

Any person who knowingly makes a materially false statement in bad faith during a Title IX investigation will be subject to discipline, up to and including discharge or permanent expulsion. A dismissal or determination that the Respondent did not violate this Policy is not sufficient, on its own, to conclude that a person made a materially false statement in bad faith.

C. Confidentiality

The District will keep confidential the identity of a person who reports sexual harassment or files a Formal Complaint, including parties and witnesses, except as permitted or required by law or to carry out any provision of this Policy, applicable regulations, or laws.

D. Retaliation

Retaliation (e.g., intimidation, threats, coercion) for the purpose of interfering with a person's rights under Title IX is prohibited. This prohibition applies to retaliation against any person who makes a report, files a Formal Complaint, or participates in, or refuses to participate in a Title IX proceeding. Complaints alleging retaliation may be pursued in accordance with District Policy.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this Section.

When processing a report or Formal Complaint of sexual harassment, pursuing discipline for other conduct arising out of the same facts or circumstances constitutes retaliation if done for the purpose of interfering with that person's rights under Title IX.

Any person who engages in retaliation will be disciplined in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

E. Training

All District employees must be trained on how to identify and report sexual harassment.

Any person designated as a Title IX Coordinator, Investigator, Decision-Maker, Appeals Officer, or any person who facilitates an informal resolution process must be trained on the following:

1. The definition of sexual harassment;
2. The scope of the District's education programs or activities;
3. How to conduct an investigation and the District's grievance process, including, as applicable, hearings, appeals, and informal resolution processes; and
4. How to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Investigators must receive training on how to prepare an investigation report as outlined in Subsection F(4)(b) above, including, but not limited to, issues of relevance.

Decision-Makers and Appeals Officers must receive training on issues of evidence and questioning, including, but not limited to, when questions about a Complainant's prior sexual history or disposition are not relevant.

Any materials used to train District employees who act as Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, or who facilitate an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of Formal Complaints. These training materials must be posted on the District's website.

F. Record Keeping

The District will maintain records related to reports of alleged Title IX sexual harassment for a minimum of seven years. This retention requirement applies to

investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, such as supportive measures.

The District will also retain any materials used to train Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, and any person designated to facilitate an informal resolution process.

G. Office for Civil Rights

Any person who believes that he or she was the victim of sexual harassment may file a complaint with the Office for Civil Rights (OCR) at any time:

U.S. Department of Education Office for Civil Rights
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
Phone: (216) 522-4970
E-mail: OCR.Cleveland@ed.gov

An OCR complaint may be filed before, during, or after filing a Formal Complaint with the District. A person may forego filing a Formal Complaint with the District and instead file a complaint directly with OCR. The District recommends that a person who has been subjected to sexual harassment also file a Formal Complaint with the District to ensure that the District is able to take steps to prevent any further harassment and to discipline the alleged perpetrator, if necessary. OCR does not serve as an appellate body for District decisions under this Policy. An investigation by OCR will occur separately from any District investigation.

Legal authority: ~~MGL 37.1101 et seq., 37.2101 et seq., 37.2209~~ Education Amendments Act of 1972, 20 USC §§1681 - 1688; 34 CFR Part 106

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3400 School Safety and Security

3402 Drills, Plans, and Reports

The Board will take reasonable steps to provide a safe and secure learning environment to protect students and employees.

A. Emergency Drills

The Superintendent or designee will schedule, notify, conduct, report, and post all fire, tornado, and other emergency drills as required by law.

B. Cardiac Emergency Response Plan

The Board directs the superintendent, or designee, to develop, adopt, and provide for annual review a cardiac emergency response plan as required by law. Beginning in the 2025-26 school year, the Board will integrate the cardiac emergency response plan into the protocols of the local emergency response system and emergency response agencies. Beginning in the 2025-26 school year, all high school athletic coaches must be certified in CPR and use of an AED by the American Red Cross, the American Heart Association, or a comparable organization approved by MDE.

C. Drinking Water Management Plan

By January 2025, the Board directs superintendent, or designee, will develop, adopt, update, implement, and make available upon request a Drinking Water Management Plan as required by law.

D. Cooperation

The Superintendent or designee will act as liaison to work with the School Safety Commission and the Office of School Safety, including to identify model practices for determining school safety measures.

E. Safety and Emergency Plans

The Board will comply with the statewide school information policy, and the Superintendent or designee will provide all reports, information, and notices required by that policy. If the policy does not satisfy the requirements of Revised School Code Section 1308b(3), the Board will develop and adopt an emergency operations plan with public input and participation by at least 1 law enforcement agency having jurisdiction over the District. The statewide school information policy or the emergency operations plan, as applicable, will be reviewed every 2 years in conjunction with at least 1 law enforcement agency having jurisdiction over the District. The Board will notify MDE within 30 days after completing a required review.

F. Reporting Incidents of Crime

Each building principal will collect and update information at least weekly on incidents of crime in the applicable building. At least annually, the Board will post information on its website about incidents of crime in the District and will make this information available to Parents on a per-building basis. Within 24 hours after an incident occurs, the Superintendent or designee will report to the Michigan State Police crimes and attempted crimes identified in MCL 380.1310a(2).

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

Date adopted: July 1, 2024

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4213 Anti-Nepotism

A. General

Employment decisions motivated by nepotism, as defined below, are prohibited to avoid conflicts of interest, favoritism, and lost productivity. Employment decisions will be based on qualifications, experience, and other legitimate business reasons. This Policy applies to all categories of employment including regular, temporary, and part-time classifications.

B. Definitions

1. "Nepotism" means favoritism in the workplace based on a relationship with a relative or significant other.
2. "Relative" means a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, niece, nephew, or corresponding in-law, step, or adopted relative.
3. "Significant others" means (1) persons engaged to be married, (2) persons involved in a romantic or personal relationship, or (3) persons who are cohabitating.

C. Employment Decisions

The District may employ relatives and significant others in the absence of nepotism. In making employment decisions, including hiring, placement, supervision, directing work, promoting, compensating, evaluating, and disciplining employees who are a relative or significant other, an employee should:

1. disclose the existence of any relationships subject to this Policy to the Superintendent or designee;
2. avoid conflicts of interest, as defined in Policy 4201, and any appearance of a conflict of interest; and
3. avoid favoritism and any appearance of favoritism.

An employee's relative or significant other should not be hired to work in any position in which the Board or designee concludes a conflict of interest or the appearance of a conflict of interest may exist. Relatives and significant others are permitted to work at the District provided one does not report directly to, supervise, evaluate, or manage the other. The Superintendent may make exceptions to this Policy when in the District's best interest with [Option 1: Board approval] [Option 2: prompt notice to the Board]

Commented [1]: @rhianna.walworth@okemosk12.net please keep this so whole board can see both options. Policy Committee is voting option 2

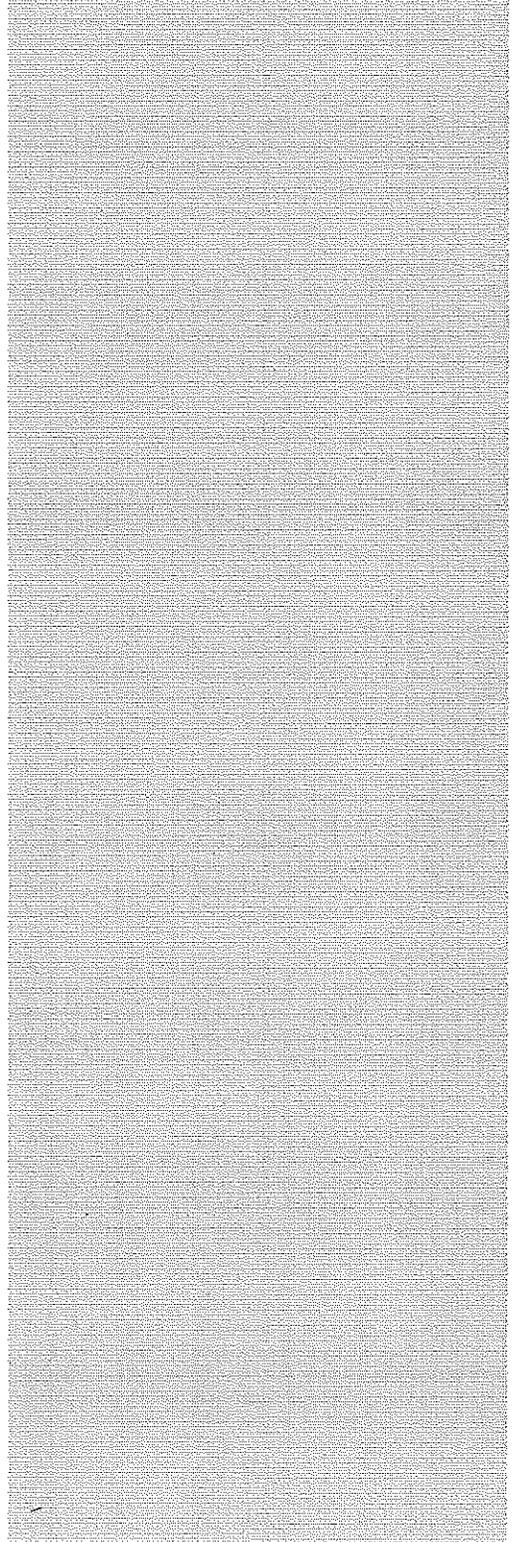
Deleted: The Superintendent or designee, or the Board, as applicable, may make exceptions to this Policy.

Supervisors and subordinates who become relatives or significant others while employed may be subject to transfer, reassignment, or other action based on the need for compliance with this Policy.

Legal authority: MCL 380.11a, 380.601a

Date adopted: July 1, 2024

Date revised:



Series 5000: Students, Curriculum, and Academic Matters

5200 Student Conduct and Discipline

5206 Student Discipline [Note: This Policy complies with all relevant laws and rules and reflects the most common practices to address student discipline. If this Policy does not reflect your District's practices, Thrun Law Firm will work with you to modify the Policy to incorporate your District's practices consistent with applicable law.]

[Note: The Board must also adopt Policies 5206A, 5206B, 5206C, and 5206E. Board Policy 5206D is optional.]

A. Student Discipline - Generally

The Board is committed to providing students and staff with a safe learning environment free from substantial disruption. Consistent with this commitment, the District may discipline students who engage in misconduct, up to and including suspension or expulsion from school.

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

B. Applicability

This Policy applies to student conduct that occurs:

1. on District property;
2. at a school-sponsored or school-related event;
3. on a school bus or vehicle;
4. while traveling to or from school, including at a bus stop; and
5. at any other time or place if the conduct has a nexus to the school, substantially disrupts the school environment, or as permitted by law.

C. Student Code of Conduct

The Superintendent or designee will develop, regularly update, and annually publish a student code of conduct in all student handbooks. The student code of conduct must:

1. identify offenses that may result in discipline;
2. identify possible disciplinary consequences for each offense, which may, if appropriate, include suspension or expulsion;
3. be consistent with applicable state and federal laws and Board Policies; and

4. include a copy of Policy 5206E entitled "Suspension from Class, Subject, or Activity by Teacher."

D. Definitions

For purposes of this Policy:

1. "suspend" or "suspension" means a disciplinary removal from school for less than 60 school days;
2. "expel" or "expulsion" means a disciplinary removal from school for 60 or more school days;
3. "restorative practices" means practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct; and
4. "Mandatory 7 Factors" means the following:
 - a. the student's age;
 - b. the student's disciplinary history;
 - c. whether the student has a disability;
 - d. the seriousness of the behavior;
 - e. whether the behavior posed a safety risk;
 - f. whether restorative practices are a better option; and
 - g. whether lesser interventions would address the behavior.

E. Restorative Practices

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

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

F. Discretionary Suspension or Expulsion

Under Michigan law, a suspension of 10 or fewer school days is presumed to be reasonable. A suspension of more than 10 school days or an expulsion is, in most circumstances, presumed not to be justified. Before imposing a suspension or an expulsion, administrators or the Board must consider the Mandatory 7 Factors.

1. Building Administrators - 10 or fewer days

The Board delegates to all building administrators the authority to suspend a student for up to 10 school days consistent with the student code of conduct.

A building administrator may also suspend a student for up to 10 school days pending further investigation and possible further disciplinary consequences, including a longer-term suspension or expulsion.

Before exercising this authority, the building administrator must consider the Mandatory 7 Factors.

Additionally, before suspending a student for any length of time, the building administrator must provide the student due process as described in Policy 5206A. If the student is a student with a disability, the student's discipline is also subject to Policy 5206B.

2. Superintendent - Less than 60 school days

The Board delegates to the Superintendent the authority to suspend a student for less than 60 school days consistent with the student code of conduct. Before exercising this authority, the Superintendent must consider the Mandatory 7 Factors.

Any time the Superintendent finds that a suspension of more than 10 school days is warranted, the Superintendent must base the rationale on the Mandatory 7 Factors and explain the rationale in writing.

Additionally, before suspending a student for any length of time, the Superintendent must provide the student due process as described in Policy 5206A. If the student is a student with a disability, the student's discipline is also subject to Policy 5206B.

3. Board - Suspension or Expulsion

The Board may suspend or expel a student for an offense consistent with the student code of conduct.

Before exercising this authority, the Board must consider the Mandatory 7 Factors.

Any time the Board finds that a suspension of more than 10 school days or expulsion is warranted, the Board must base the rationale on the Mandatory 7 Factors and explain the rationale in writing.

Before exercising this authority, the Board must provide the student due process as described in Policy 5206A. If the student is a student with a disability, the student's discipline is also subject to Policy 5206B.

G. Criminal Sexual Conduct – Discretionary Suspension or Expulsion

If a student commits criminal sexual conduct, as defined in Revised School Code Section 1311, against another student enrolled in the District and expulsion is not mandatory under Policy 5206 H.3, the District may suspend or expel the student even if the student has not been criminally charged, subject to consideration of the Mandatory 7 Factors.

Before exercising this authority, the District must provide the student due process as described in Policy 5206A. If the student is a student with a disability, the student's discipline is also subject to Policy 5206B.

H. Mandatory Suspension or Expulsion

Building principals and other administrators must refer all incidents that may result in a mandatory suspension or expulsion to the Superintendent or designee for transmission to the Board. As explained below, the Board recognizes that in some circumstances it may choose not to suspend or expel a student. Nothing in this section may be construed as limiting the Board's discretion to suspend or expel a student for any offense that the student code of conduct identifies as possibly resulting in suspension or expulsion.

1. Possession of a Dangerous Weapon

a. Possession of a Firearm

If a student possesses a firearm in a weapon-free school zone, the Board will permanently expel the student unless the student demonstrates, in a clear and convincing manner, at least one of the following:

- the student was not possessing the firearm to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon;
- the student did not knowingly possess the firearm;
- the student did not know or have reason to know that the firearm constituted a "dangerous weapon"; or
- the student possessed the firearm at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

If a student demonstrates one of the above circumstances in a clear and convincing manner and the student has not been previously suspended or

expelled from school, the Board will not expel the student unless the Board finds that, based on the circumstances, expulsion is warranted.

b. Possession of a Dangerous Weapon (Other than a Firearm)

If a student possesses a dangerous weapon (other than a firearm) in a weapon-free school zone, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

The Board is not required to expel a student for possession of a dangerous weapon (other than a firearm) if the student demonstrates, in a clear and convincing manner, at least one of the following:

- the student was not possessing the instrument or object to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon;
- the student did not knowingly possess the weapon;
- the student did not know or have reason to know that the instrument or object constituted a “dangerous weapon”; or
- the student possessed the weapon at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

If a student demonstrates one of the above circumstances in a clear and convincing manner and the student has not been previously suspended or expelled from school, the Board will not expel the student unless the Board finds that, based on the circumstances, expulsion is warranted.

c. Applicable Definitions for Dangerous Weapon Offense

“Weapon-free school zone” means school property and a vehicle used by a school to transport students to or from school property.

“School property” means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses.

“Dangerous weapon” means a firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles.

“Firearm” means (i) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (ii) the frame or receiver of any such weapon; (iii) any

firearm muffler or firearm silencer; or (iv) any destructive device. "Firearm" does not include an antique firearm, as defined by 18 USC § 921.

"Destructive device" means (i) any explosive, incendiary, or poison gas (including a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device); (ii) any type of weapon (other than a shotgun or a shotgun shell that the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and (iii) any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled.

d. Additional Procedures for Dangerous Weapon Expulsion

The Superintendent or designee must ensure that if a student is expelled for possession of a dangerous weapon, the student's permanent record reflects the expulsion. The Superintendent or designee must refer a student who is expelled for possession of a dangerous weapon to the county department of social services or the county community mental health agency and notify the student's Parent (or the student, if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion. The Superintendent or designee must also make a referral to local law enforcement and contact the student's Parent immediately any time a student is found to have brought a dangerous weapon to school or possessed a dangerous weapon at school, at a school related activity, or in a school vehicle. If a District official confiscates a dangerous weapon, the District official will give the dangerous weapon to law enforcement and will not release the dangerous weapon to any other person, including the legal owner.

Unless reinstated pursuant to Revised School Code Section 1311(6), a student expelled by another district or public school academy for possession of a dangerous weapon may not enroll in the District.

2. Arson

If a student commits arson as defined in Revised School Code Section 1311, in a school building or on school grounds, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

The Superintendent or designee must ensure that if a student is expelled for committing arson, the student's permanent record reflects the expulsion. The Superintendent or designee must refer a student who is expelled for

committing arson to the county department of social services or the county community mental health agency and notify the student's Parent (or the student, if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Unless reinstated pursuant to Revised School Code Section 1311(6), a student expelled by another district or public school academy for committing arson may not enroll in the District.

3. Criminal Sexual Conduct

If a student commits criminal sexual conduct as defined in Revised School Code Section 1311, in a school building or on school grounds, or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the District, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

The Superintendent or designee must ensure that if a student is expelled for committing criminal sexual conduct, the student's permanent record reflects the expulsion. The Superintendent or designee must refer a student who is expelled for committing criminal sexual conduct to the county department of social services or the county community mental health agency and notify the student's Parent (or the student, if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Unless reinstated pursuant to Revised School Code Section 1311(6), a student expelled by another district or public school academy for committing criminal sexual conduct may not enroll in the District.

4. Physical Assault

a. Physical Assault Against Employee, Volunteer, or Contractor

If a student in grade 6 or above commits a physical assault at school against an employee, volunteer, or contractor and the victim reports the physical assault to the Board or to a school administrator or, if the victim is unable to report the assault, another person makes the report on the victim's behalf, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

The Superintendent or designee must ensure that if a student is expelled for physically assaulting an employee, volunteer, or contractor, the student's permanent record reflects the expulsion. The Superintendent or designee must refer a student who is expelled for physically assaulting an employee, volunteer, or contractor to the county department of social services or the county community mental health agency and notify the

student's Parent (or the student, if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Unless reinstated pursuant to Revised School Code Section 1311a(5), a student expelled by another district or public school academy for physically assaulting an employee, volunteer, or contractor may not enroll in the District.

b. Physical Assault Against Another Student

If a student in grade 6 or above commits a physical assault at school against another student and the physical assault is reported to the Board or to an administrator, the District will consider whether to suspend or expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

A resident student in grade 6 or above who is currently expelled by another district or public school academy for committing a physical assault against another student may request to enroll in the District. The Superintendent or designee will consider the request along with any information the Superintendent or designee determines relevant. The Superintendent or designee may either grant or deny the request. The Superintendent's decision is final.

c. Applicable Definitions for Physical Assault ~~Against Student~~

- i. "Physical assault" means intentionally causing or attempting to cause physical harm to another through force or violence.
- ii. "At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises.

5. Bomb Threat or Similar Threat

If a student in grade 6 or above makes a bomb threat or similar threat directed at a school building, other District property, or at a school-related event, the District will consider whether to suspend or expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

A resident student in grade 6 or above who is currently expelled by another district or public school academy for making a bomb threat or similar threat may request to enroll in the District. The Superintendent or designee will consider the request along with any information the Superintendent or designee determines relevant. The Superintendent or designee may either grant or deny the request. The Superintendent's decision is final.

I. Victims of Alleged Sexual Assault

The District will not expel a student or suspend a student for more than 10 days for an action the student took immediately preceding, immediately following, or that could reasonably be tied to an incident in which the student was sexually assaulted or an incident in which the student reports being sexually assaulted, an incident where another person witnesses and reports the student's sexual assault, or an incident for which school officials receive credible information that the student was sexually assaulted. This subsection does not apply if:

- The student is convicted of, pleads guilty or responsible to, or is adjudicated responsible for aggravated assault, assault with intent to commit murder, assault with intent for great bodily harm, assault with intent to maim, attempted murder, homicide, manslaughter; or criminal sexual conduct;
- The student commits an act described in Section H.1 through H.3 of this Policy;
- A Title IX investigation conducted pursuant to ~~Policies 3115-3115H~~ Policy 3118 concludes by clear and convincing evidence that the report of sexual assault was false; or
- The Board or the Superintendent determines, after considering the Mandatory 7 factors, that a longer-term suspension or expulsion is warranted.

In determining whether to suspend a student described in this section, the District will consider the recommendations of the District's Title IX Coordinator, as applicable.

J. Statewide School Safety Information Policy (SSSIP) & Law Enforcement Reporting

The Superintendent or designee must notify law enforcement when required by the SSSIP and make all other reports and provide all other notifications required by the SSSIP or any state or federal law. Nothing in this Policy limits the ability of a school administrator to contact law enforcement at any other time.

K. Educational Programming During Suspension or Expulsion

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

Legal authority: 18 USC 921; 20 USC 1401 et seq., 7151; 29 USC 705, 794-794b; MCL
380.1308-1310, 380.1310a, 380.1310c, 380.1310d, 380.1310e,
380.1311, 380.1311a, 380.1312, 380.1313

Date adopted: July 1, 2024

Date revised: February 24, 2025

Series 5000: Students, Curriculum, and Academic Matters

5500 School Sponsored and Extracurricular Activities

5509 Public Appearances of School Groups [Optional] [Note: If the Board elects not to adopt this Policy, delete the body of the policy and replace the title with "Intentionally Left Blank" after the policy number *and* in the Table of Contents to ensure accurate numbering of subsequent policies in the Policy Manual.]

The Board permits student groups to appear/perform at public events, subject to the following requirements:

- A. activity advisors must secure the permission of the building principal or designee before booking a student group at a public event;
- B. activity advisors are discouraged from booking student groups to perform on more than 1 school night (Sunday-Thursday) per week;

~~student groups [Choose one: may / may not be required to] perform at a political rally or event;~~

~~student groups [Choose one: may / may not be required to] perform at religious ceremonies; and~~

C. before booking student groups to appear or perform in the following venues, activity advisors must secure written permission from the superintendent and students may not be required to appear or perform at:

- 1. a political rally or event;**
- 2. religious ceremonies;**

D. a student's failure to comply with Board Policy, the student code of conduct, and any other applicable rules or behavioral expectations during public appearances may result in disciplinary action and exclusion from future appearances at public events.

Date adopted: July 1, 2025

Date revised:

Series 3000: Operations, Finance, and Property

3100 General Operations

~~3115G Additional Requirements to Prevent and Address Pregnancy Discrimination Intentionally Left Blank~~

~~Pregnancy or Related Conditions¶¶~~

~~The District will not adopt or implement any policy, practice, or procedure, or take any action, on the basis of sex: (1) concerning a student's current, potential, or past parental, family, or marital status that treats students differently on the basis of sex; (2) concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment that treats persons differently or that is based upon whether an employee or applicant for employment is the head of household or principal wage earner; (3) concerning pre-admission inquiries as to the marital status of an applicant for admission.¶¶~~

~~1. Comparable Treatment to Other Medical Conditions¶¶~~

~~The District treats pregnancy or related conditions as any other temporary medical condition for all job-related purposes and with respect to any medical or hospital benefit, service, plan, or policy the District administers, operates, offers, or participates in with respect to students.¶¶~~

~~2. Lactation Time and Space¶¶~~

~~The District will ensure access to and provide reasonable break time for an employee or student to express breast milk or breastfeed as needed.¶¶~~

~~The lactation space will be a space other than a bathroom that is clean, shielded from view, free from intrusion from others, and which may be used by an employee or student for expressing breast milk or breastfeeding as needed.¶¶~~

~~3. Student Pregnancy or Related Conditions Additional Requirements¶¶~~

~~a. Employee Obligations¶¶~~

~~Unless the employee reasonably believes that the Title IX Coordinator has already been notified, when a student, or a person who has a legal right to act on behalf of the student, informs any employee of the student's pregnancy or related condition, the employee will promptly provide that person with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's education program or activity.¶¶~~

~~b. Title IX Coordinator Obligations¶¶~~

~~Upon receiving information that a student is pregnant or has a related condition, the Title IX Coordinator will take the steps below:¶¶~~

- ~~i. Inform the student and the person who notified the District of the pregnancy or related condition (if that person has the legal right to act on behalf of that student) of the District's obligations and the student's rights;¶¶~~
- ~~ii. Provide a copy of the District's notice of non-discrimination to the student and the person who notified the District of the pregnancy or related condition (if that person has the legal right to act on behalf of that student);¶¶~~
- ~~iii. Make reasonable modifications to the District's policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access to the District's programs and activities. Any reasonable modification must be based on the student's individualized needs and made by consulting with the student. The student has the right to accept or reject any reasonable modifications. Any accepted reasonable modifications will be implemented;¶¶~~
- ~~iv. Allow the student to voluntarily access any separate and comparable portion of the District's education program or activity;¶¶~~
- ~~v. Allow the student to voluntarily take a leave of absence from the District's program or activity to cover (at a minimum) the period of time deemed medically necessary by the student's licensed healthcare provider. Upon return, the student will be reinstated to the academic status and extracurricular status (as applicable) that the student held before leave began;¶¶~~
- ~~vi. Provide access to a lactation space; and¶¶~~
- ~~vii. Not require supporting documentation unless the documentation is necessary and reasonable for the District to determine the reasonable modifications to make or whether to take additional actions to support the student.¶¶~~

~~c. Certificate to Participate¶¶~~

~~The District will not require a student who is pregnant or has a related condition to provide certification from a healthcare provider or any other person that the student is physically able to participate in the District's class, program, or extracurricular activity unless: (i) the certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity; (ii) the District requires such certification of all students participating in the class, program, or extracurricular activity; and (iii) the information obtained is not used as a basis for discrimination.¶¶~~

Legal authority: ~~34 CFR 106.40~~

Date adopted:

Date revised:

OKEMOS PUBLIC SCHOOLS
John J. Hood, Superintendent

TO: Board of Education

FROM: John J. Hood

DATE: April 14, 2025

RE: School of Choice

This is the time of year that the school of choice process for the Okemos Public Schools, as well as all other districts throughout Ingham County, is initiated. On Monday, April 28, we will discuss potential school of choice vacancies to be advertised in the Lansing State Journal and district website in mid-May. The 15-day window for accepting applications is June 1-15.

The following data was considered and guided administrations' review:

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

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

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

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

Beginnergarten = 2 openings

Kindergarten = 6 openings

1st grade = 6 openings

2nd grade = 10 openings

3rd grade = 2 openings

4th grade = 12 openings

5th grade = 7 openings

6th grade = 1 opening

7th grade = 2 openings

8th grade = 1 opening

9-12th grades = 2 openings per grade

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

Okemos Public Schools
Preliminary Budget Assumptions
2025-26

Increased Expenditures/Decreased Revenue	Optimistic	Most Likely	Worst Case
Health insurance (MESSA 1/2 yr +16%/10.2%, WMHIP +10.2%)*	641,572	641,572	641,572
MPSERS Cost Offset, Reduced UAAL by 5.75pts (state aid)	1,882,774	1,882,774	1,882,774
ISD Special Education Funding, change in funding formula	470,000	470,000	470,000
20f Hold Harmless Guarantee	239,545	239,545	239,545
24-25 Wage/Position adjustments to full year	11,951	11,951	11,951
Teacher division advancement (15,18,21)	130,200	156,240	182,280
Cleaning Contract	70,170	70,170	70,170
	\$3,446,212	\$3,472,252	\$3,498,292
Increased Revenue/Decreased Expenditures	Optimistic	Most Likely	Worst Case
Increase in per-pupil Foundation Allowance (\$392,\$196,\$100)	1,817,700	908,850	463,700
Enrollment (Feb 25 +40.52; Oct 25: +50, +25, 0) Blend 10/90	490,500	260,300	39,320
MPSERS Expense rate decrease (-1.45 pts to 29.91%, eff. 10/1/25)	498,180	498,180	498,180
MPSERS 3% Health Subsidy Reimb, 1-time (state aid)	287,000	143,500	0
Increased Special Ed Categorical (CY est + 24-25 timing delay)	366,525	366,525	366,525
K-12 New Curriculum, 1x savings	150,000	150,000	150,000
Savings from teacher retirements/resignations (20,15,8)	791,760	593,820	316,720
Reduction in Sections (HS 3.0; Elem 3, 1,0)	689,420	449,420	329,420
Childcare Tuition Increase	350,000	350,000	350,000
	\$5,441,085	\$3,720,595	\$2,513,865
Projected Impact on General Fund Balance	\$1,994,873	\$248,343	(\$984,427)
Carry forward effect on General Fund Budget (7/1/25)	(1,728,502)	(1,728,502)	(1,728,502)
Total Impact on General Fund Balance	\$266,371	(\$1,480,159)	(\$2,712,929)

* - *subject to negotiations*

Additional Information

Compensation reference - Steps ~ \$917,450

Compensation reference - 1% of wages ~ \$463,055

Fund Balance - as percentage of expenditures

Audited 6/30/21	\$ 8,093,308	14.9%
Audited 6/30/22	\$ 8,677,164	14.6%
Audited 6/30/23	\$ 9,922,868	14.6%
Audited 6/30/24	\$ 10,928,320	15.6%
2024-25 Original Budget	\$ 9,187,199	12.9%
2024-25 Revised Budget	\$ 9,289,144	12.9%
Pro Forma 6/30/26		
<i>optimistic</i>	\$ 9,823,015	14.5%
<i>most likely</i>	\$ 8,076,485	11.8%
<i>worst case</i>	\$ 6,843,715	9.8%

**Okemos Public Schools
2024-25 1-Time Budget Items
Effect on Carry Forward Fund Balance
2025-26 Proposed Budget**

	Most Likely
2024-25 Net Change in Fund Balance, Budget Revision #1	(1,639,177)
Preliminary 2nd Budget Revisions, May/June	
Ingham ISD SE Revenue, on-going	193,000
Ingham ISD Medicaid Revenue, 1x	74,500
	267,500
	(1,371,677)
2024-25 Non-Structural, 1x revisions, do not repeat (removed from 25-26 preliminary assumptions)	
Grant Funding Sources Expired	
ESSER Grant	(268,079)
Health Resource Advocate Grant (nurses)	(69,300)
Safety/Security & Mental Health, 31aa	(283,948)
	(621,327)
Non-Grant Related	
Environmental remediation	939,973
Curriculum/New textbooks	(205,000)
ISD SE Funding, addl due to 23-24 final & 24-25 medicaid	(435,500)
SE State Aid, prior year final reconciliation	(286,620)
Equipment Needs	170,500
Software Subscriptions	66,000
Interest Income	25,000
Kindergarten Classroom Aides	40,000
All Other 1x	(49,851)
	264,502
Total Non-Structural, 1x revisions	(356,825)
Carry forward effect on General Fund Budget (7/1/25)	(1,728,502)

Dear Senator _____,

We, the Okemos Public Schools Board of Education, are writing to express deep concerns with the recent upheaval at the US Department of Education (DOE), including massive funding cuts for public education. Public education is under attack, and, as an elected body dedicated to the students of Okemos Public Schools, it is our duty to advocate to ensure that school funding is protected and the DOE honors its financial commitments.

The DOE has threatened to withhold Title I and Rural Education Achievement Program (REAP) funding. The DOE has also announced the cancelation of more than \$40 million in Covid related grants to school districts in Michigan. These decisions will have disastrous effects on public education. The funding cuts will affect all students, and will disproportionately harm the most vulnerable ones including special education students, low income students, English Language Learners, and students from marginalized communities that already face many barriers in life. Students who require special education, multi-disciplinary efforts, and additional classroom support are more expensive to educate, adding more to a district's per pupil spending. School children will be negatively impacted, and public education will certainly face a tremendous setback because of these capricious decisions.

There is a direct correlation between the amount of money spent on a child's education and their outcome in life. Studies have shown that increases in K-12 funding results in higher graduation rates, increased socioemotional skills, greater college attendance and completion, and reduced criminality in later life. Unfortunately, Michigan is one of the states that allocates the least for public education. In fact, Michigan is one of only two states that spent less on education in 2015 than it did in 1995 after adjusting for inflation. The trend continued into 2025 with the state allocating even less per pupil. According to Empire Center, Michigan spent \$11,482 per pupil in 2015. After adjusting for inflation, at the same rate, Michigan should would have spent \$19,225 per student in 2025. However, per Education Data Initiative, Michigan budgeted only \$16,208 per student. Therefore the \$2 billion in federal funds received by Michigan schools is greatly valued. DOE completely cutting Title I and REAP funds will cause irreversible harm to all students across the state of Michigan.

One of the primary responsibilities of boards of education is to create a balanced annual budget for their school districts. Currently, we are deep into the work of our 2025 – 2026 budget, and, like many districts, Okemos Public Schools is going to have to make tough decisions in order to balance our budget. Increased health care costs for our teachers,

caring for aging buildings, increased staff salaries, and additional supports for our students have increased our expenses, while stagnant state aid funds and changes to our Intermediate School District's special education funding distribution have resulted in drastically less revenue. It is imperative to note that almost 20% of Okemos's students qualify for free or reduced lunch. Not only will reductions in Title I and REAP funding impact us directly, but the State of Michigan will have to support districts reeling from federal cuts. The State of Michigan will be forced to attempt to do more with the same amount of money earmarked for education. Districts, including Okemos Public Schools, will receive less in state aid, fewer safety and security grants, fewer funds earmarked for mental health supports, and a reduced per pupil allowance. The Okemos Public School district will have to reduce spending to balance the budget. While we will try to avoid budget cuts that affect students directly, we may not have a choice but to leave open teaching positions unfilled, reduce student support staff such as counselors and classroom aids, and cut summer school and after school tutoring programs. These losses will be greatly felt by students, staff, and families, and will potentially have long term consequences.

Senator _____, we urge you to champion public education, including Okemos Public Schools, by protecting the Department of Education and ensuring continued funding. It is unconstitutional and unconscionable that the current administration is denying funding that has already been appropriated by Congress for public education. Please compel the US Department of Education to honor its commitments made to the students in the state of Michigan. We know that you value education and want Michigan's children to succeed. Please consider how you and your fellow lawmakers can guarantee that public schools and students will receive every dollar of the federal funds promised to them.

Sincerely,

The Okemos Public Schools Board of Education

Sources:

<https://education.msu.edu/ed-policy-phd/pdf/Michigan-School-Finance-at-the-Crossroads-A-Quarter-Center-of-State-Control.pdf>

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