

Board of Education Mary Gebara President, 2022-2023	Okemos Public Schools board@okemosk12.net http://okemosk12.net	4406 Okemos Road Okemos, Michigan 48864 Phone: 517-706-5010
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This agenda is for general informational purposes only. Based on board policy, the board of education may revise this agenda and may take up other issues at the meeting.

7:00 PM

**MEETING AGENDA
Monday, March 20, 2023**

Community Conference Rm

CALL TO ORDER

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

WELCOME AND MEETING FORMAT

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

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

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

PRESENTATION: OEF Update

OEF Chair Sue Hallman will provide an update to the board and community regarding the Okemos Education Foundation.

PRESENTATION: Student Discipline Data

Administration will provide an update on student discipline through the end of first semester of the 2022-2023 school year.

CITIZENS ADDRESS AGENDA AND NON-AGENDA ITEMS

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

HIGH SCHOOL STUDENT REPORTS/REQUESTS

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

SUPERINTENDENT REPORTS/REQUESTS

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

BOARD REPORTS/REQUESTS

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

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 Special Meeting of March 8, 2023; Item 2: Approval of the Minutes of the Regular Meeting of March 13, 2023; Item 3: Acknowledge receipt of the Leave of Absence Report and approve the request for a Personal Leave of Absence for Nora Carroll, Resource Teacher at OHS for the 2023-2024 school year; and the renewal of a Personal Leave of Absence for Amanda Dean, Physical Education Teacher at Hiawatha Elementary School for the 2023-2024 school year.

OTHER ACTION ITEMS

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

Juul Litigation Settlement Resolution

The board reviewed the Juul settlement resolution and discussed whether to proceed during its March 13th meeting.

That the board waive the reading and approve the resolution to accept the settlement agreement and authorizes the superintendent to sign lawsuit settlement documents pertaining to the Juul Defendants on behalf of the district.

Student Trip

The OHS French students have the opportunity to travel to France with their teachers and chaperones from June 24th to July 3, 2024 as part of a cultural and language experience.

That the board endorse the OHS French student trip to France, scheduled for June 24th to July 3, 2024 with the understanding the students will abide by all school policies and procedures while abroad.

DISCUSSION ITEMS

Discussion items are intended to provide an opportunity for review of material and interaction concerning the individual items. Action is not taken during the board meeting. Discussion items may be acted upon by the Board of Education at a later date. The board president may move a discussion item forward in the meeting agenda to facilitate timely discussion and/or community input on that discussion item.

Board Policy - Updated 5106 Gender Identity

The board approved first reading of policy 5106 Gender Identity at its January 9th meeting and the policy was placed on the website for community feedback. The board received revisions at its February 27th and March 13th meetings. The board will review an updated policy.

2023-2024 Budget Development

Finance Director Elizabeth Lentz will provide information regarding the development of the 2023-2024 budget including preliminary assumptions.

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

ADJOURN

Non-Academic Data Update

2022-2023
1st Semester



Student Data Sources

Attendance Data:

PowerSchool

Behavior Data:

PowerSchool

SWIS / BIFs

mySAEBRS

Framework and Approach

MICIP

(Michigan Integrated Continuous Improvement Process)



Multi- Tiered Systems of Support

(MTSS)

Core Components:

- High-Quality, Differentiated Classroom Instruction
- System-wide Approach
- Integrated Data System
- Culturally Responsive Positive Behavior Intervention & Support (CRPBIS)

Proactive Support

Intentional and ongoing support for all students:

- Social Emotional Learning
- PBIS Lessons
- Mental Health Teams
- Counselor Accessibility with Self-Referral Process for Students and Parents

Proactive Supports

- Problem Solving Meetings
- Staff Visibility
- Grade Level Teaming
- Strategic Scheduling
- Freshmen Connect
- Peer Mentoring

Supportive Measures

- Conversation and Dialog -
“*Seek to Understand Approach*”
- Restorative Meetings
- Partnerships with Families
- Student Behavior Specialist (K-8)
- Social Workers and Counselors
- Individual Behavior Improvement Plans
- Functional Behavior Assessments (FBAs)
- Social contracts with individual students

Supportive Measures

- Partnership with Outside Organizations
 - Handle with Care
 - Okay-2-Say
 - Wrap Around Services (ICHD)
 - TIPS Program (ICHD)
- Student-Centered Groups (Need Based)
 - Anxiety Group
 - Ele's Place
 - Prizm Club
 - United and Social Progress
 - Links
 - And Many more

Attendance Data

Attendance – Analysis and Takeaways

Summary of Data

- Data indicates proportional averages relating to absences by ethnicity and gender
- Reflect our values of building relationships, equity-focus, establishing trust so students desire to be a part of the learning environment

Reflection for Equity

- Differentiate supports for students based on individual needs. (EP Goal 5)
- Interrogate our environment, data & practices. *Identify who is benefiting from the ways in which we do things, as well as who is missing from the conversations.* (EP Goals 6 & 8)

Attendance - Average Daily Attendance

Grade Level	2018-2019 <i>(Pre-COVID- Full Year)</i>	2021-2022 <i>(Full Year)</i>	2022-2023 <i>(1st Semester)</i>
K-4	89.9% <i>(1704 total students)</i>	92.2% <i>(1673 total students)</i>	92.1% <i>(1744 total students)</i>
5-8	90.6% <i>(1424 total students)</i>	94.1% <i>(1316 total students)</i>	94.2% <i>(1427 total students)</i>
9-12	89.7% <i>(1406 total students)</i>	95.2% <i>(1433 total students)</i>	94.9% <i>(1466 total students)</i>

K-4 Absence Data - by Sub-Group

(Data indicates the percentage of students within an identified sub-group that were absent out of all absences for 1st semester of the 2022-2023 school year at the specific level.)

K-4 Attendance Data (1744 total students)

Subgroup Categories for Total Population	Gender (Biological Sex)		Ethnicity (as reported in PowerSchool)					
	M	F	African American/Black	Asian	Hispanic	White	American Indian	Native Hawaiian
% of total population	52.0%	48.0%	8.6%	27.6%	5.7%	57.0%	1.0%	0.1%
% absent within subgroup of the total population	53.6%	47.4%	9%	27.3%	6.1%	56.5%	1.2%	0.1%

5-8 Absence Data - by Sub-Group

(Data indicates the percentage of students within an identified sub-group that were absent out of all absences for 1st semester of the 2022-2023 school year at the specific level.)

5-8 Attendance Data (1427 total students)

Subgroup Categories for Total Population	Gender (Biological Sex)		Ethnicity (as reported in PowerSchool)					
	M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian
% of total population	51.7%	48.8%	10.5%	25.1%	5.4%	58.2%	0.3%	0.5%
% absent within subgroup of the total population	51.7%	48.4%	10.6%	21.9%	6.5%	60.2%	0.5%	0.6%

9-12 Absence Data - by Sub-Group

(Data indicates the percentage of students within an identified sub-group that were absent out of all absences for 1st semester of the 2022-2023 school year at the specific level.)

9-12 Attendance Data *(1466 total students)*

Subgroup Categories for Total Population	Gender <i>(Biological Sex)</i>		Ethnicity <i>(as reported in PowerSchool)</i>					
	M	F	African American/Black	Asian	Hispanic	White	American Indian	Native Hawaiian
% of total population	50.1%	49.9%	10.0%	24.6%	5.1%	59.6%	0.5%	0.3%
% absent within subgroup of the total population	47.3%	52.7%	10.7%	21.4%	6.9%	60.2%	0.5%	0.3%

Behavior Data

**EVERY
BEHAVIOR
IS A
FORM
OF
COMMUNICATION.**

Behavior Responses and Alternatives to Suspension

- Restorative Practices
- Progressive Discipline
- ISS instead of OSS - Sustained support at school from staff
- Natural Consequences / Community Service Projects
- Reduction of consequence with willingness to participate in educational programming (CMH)

7 Factors to Consider Before Resorting to Suspension or Expulsion

1. Student's Age

- How old is the student in question?
- Does this influence the level of intervention necessary to address this behavior?

2. Disciplinary History

- What is this student's disciplinary history?
- Does this influence the level of intervention necessary to address this behavior?

3. Disability

- Does the student in question have a disability?
- Does this influence the level of intervention necessary to address this behavior?

4. Seriousness of Behavior

- What was the seriousness of this student's behavior?
- Does this influence the level of intervention necessary to address this behavior?

7 Factors to Consider Before Resorting to Suspension or Expulsion

5. Safety Risk

- Did the student pose a safety risk to others?
- Does this influence the level of intervention necessary to address this behavior?

6. Use of Restorative Practice

- Have restorative practices already been used as a means of intervention in this student's disciplinary history?
- Does this influence the level of intervention necessary to address this behavior?

7. Level of Intervention

- Would a lesser intervention than suspension or expulsion appropriately address this behavior in question?

Behavior Overview

Data Collection

- Documentation – Opportunity to Establish Patterns
- Communication Tool
- Information to Drive Supportive Responses
 - Connect students with resources
 - Group Sessions
 - Goal Setting
 - Reteaching of Expectations
 - Restorative Conversations
 - Environment Interrogation

Behavior - Suspensions

(3 or more days of Out of School Suspension for a single student)

Grade Level	2021-2022 (Full Year)	Grade Level	2022-2023 (1st Semester)
K-4	<1% <i>(4 of 1673 total students)</i>	K-4	0% <i>(0 of 1744 total students)</i>
5-8	<1% <i>(8 of 1316 total students)</i>	5-8	<1% <i>(3 of 1427 total students)</i>
9-12	1.3% <i>(18 of 1433 total students)</i>	9-12	1.0% <i>(15 of 1466 total students)</i>

Behavior Trends

Most Frequent Behavior(s) *(Based on K-12 Suspension Data)*

2021-2022 <i>(Full Year)</i>	2022-2023 <i>(1st Semester)</i>
Disruptive Behavior <i>(15/32)</i>	Illegal Substances/ Alcohol Use <i>(11/17)</i>
Aggression/ Fighting <i>(6/32)</i>	Aggression/ Fighting <i>(2/17)</i>
Illegal Substances/ Alcohol Use <i>(6/32)</i>	

5-8 Suspension Data – by Sub-Group

(3 or more days of suspension for a single student)

5-8 Suspension Data <i>(3 of 1427 total students)</i>									
Gender <i>(Biological Sex)</i>		Ethnicity <i>(as reported in PowerSchool)</i>						Special Ed.	Economically Disadvantaged
M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian		
3	0	1	0	1	1	0	0	2	2
100%		33%		33%	33%			67%	67%

9-12 Suspension Data - by Sub-Group

(3 or more days of suspension for a single student)

9-12 Suspension Data <i>(15 of 1433 total students)</i>									
Gender <i>(Biological Sex)</i>		Ethnicity <i>(as reported in PowerSchool)</i>						Special Ed.	Economically Disadvantaged
M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian		
7	8	4	0	3	8	0	0	7	12
47%	53%	27%		20%	53%			47%	80%

Behavior – Analysis and Takeaways

Summary of Data

- In comparison to overall enrollments, **suspension is used minimally at all levels** in response to student behaviors

Reflection for Equity

- Differentiate supports for students based on individual needs. (EP Goal 5)
- Interrogate our environment, data & practices. *Identify who is benefiting from the ways in which we do things, as well as who is missing from the conversations.* (EP Goals 6 & 8)

Behavior – Analysis and Takeaways

Celebrations

- Low behavior numbers/ suspensions at all levels
- Data shows little to no disproportionality, but does highlight areas for additional reflective practices
- Addition of Social Workers and SSAs have allowed for effective proactive measures and opportunity to successfully address and respond to minor incidents before becoming major situations

Behavior – Analysis and Takeaways

Opportunities

- Ongoing review of data at buildings and the district level
- Focus on keeping students in school for access to what they need
- Analysis to inform for what we can do better

Behavior Action Steps

Identify the “WHY”

- Seek to Understand
- Goal of Reteaching
- Support for Growth

Respond to the Need

- Student-centered approach AND environment centered approach (balance)
- Culturally Responsive Positive Behavior Interventions & Support (CRPBIS)
- Support from Ingham ISD
- Behavior Tiered Fidelity Inventory (TFI)
- Building consistency across all schools - processes, practices, definitions
- Identifying professional training needs - active supervision for lunch personnel

“The goal of behavior support is not ‘perfect children.’ Rather the goal should be creating the perfect environment for enhancing growth.”



-Randy Sprick



**OKEMOS PUBLIC SCHOOLS
BOARD OF EDUCATION RESOLUTION**

A regular meeting of the Okemos Public Schools] (“District”) Board of Education (the “Board”) was held on the 13th day of March , 2023 at the following time: 7:00 p.m. (the “Meeting”).

The meeting was called to order by Mary Gebara , President

Present: Buffett, Cvanaugh, Doxie, Gebara, Lynn, Phelps and
 Taylor

Absent:

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

WHEREAS:

1. The District is a plaintiff in a lawsuit against Juul Labs, Inc. (“Juul”) and other vaping product defendants, specifically Case No. 3:19-md-2913-WHO in the United States District Court for the Northern District of California (“Lawsuit”).

2. Certain Lawsuit defendants established a court-supervised settlement program to resolve the Lawsuit against them (“Settlement Program”), specifically Juul and Juul-related parties, as identified in the Settlement Program.

3. Pursuant to the Settlement Program, the District may accept the gross settlement amount reflected in Attachment 1 (“Settlement Amount”), including in exchange for the District releasing its claims against Juul and Juul-related parties (the “Juul Defendants”).

4. If the District fails to accept the Settlement Amount and to sign settlement documents, its claims against the Juul Defendants will continue, which may result in the District expending significant time and costs pursuing its claims, and which may result in no recovery from the Juul Defendants.

5. The District’s claims against the non-Juul Defendants in the Lawsuit will continue notwithstanding a settlement with the Juul Defendants.

6. The Board believes that it is in the District’s best interests to accept the Settlement Amount and to authorize and direct the District Superintendent or designee to sign settlement documents pertaining to the Juul Defendants on behalf of the District and to take such other action as necessary to obtain the Settlement Amount and to settle the Lawsuit against the Juul Defendants, subject to review and approval by the District’s legal counsel.



NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board accepts the Settlement Amount.

2. The Board authorizes and directs the District Superintendent or designee to sign Lawsuit settlement documents pertaining to the Juul Defendants on behalf of the District and to take such other action as necessary to obtain the Settlement Amount and to settle the Lawsuit against the Juul Defendants, subject to review and approval by the District's legal counsel.

3. The Board waives any applicable Board Policies and Bylaws for purposes of this settlement.

4. All resolutions and parts of resolutions that conflict with the provisions of this resolution are rescinded.

Ayes:

Nays:

Absent:

Motion Passed:

Board Secretary

The undersigned duly qualified and acting District Board Secretary hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at the Meeting, 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, Public Acts of Michigan, 1976, as amended).

Board Secretary

Date: _____

Attachment 1

Gross Settlement Amount Spreadsheet

JUN 24-JUL 03, 2024

Group Leader
Melissa Samluk

Group Leader ID
8485



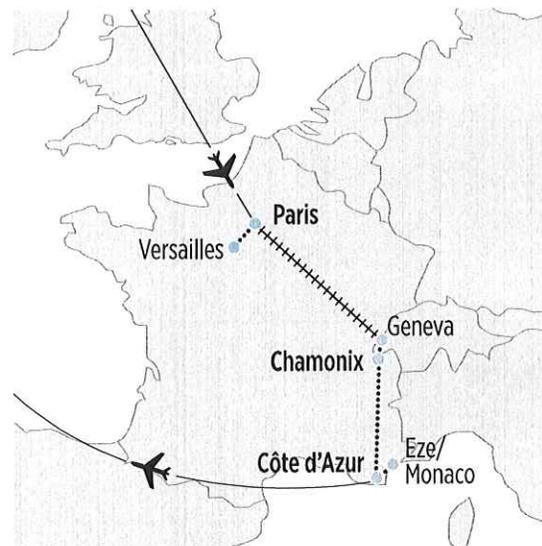
Le Mistral

WHAT'S INCLUDED

- ✈ Round-Trip Flights
- 🍽 Daily Breakfast and Dinner (unless otherwise noted)
- ★ 3- or 4-Star Hotels
- 👤 24-Hour Tour Manager
- 🏠 Centrally Located Hotels
- ★ Start Exploring
- 🌐 Global Network
- 🚗 All Local Transportation
- 🎧 Personal Headsets Included Throughout Tour
- 🗺 Paris Tour with Guide
- 🏛 Louvre with Guide and Reservation
- 🗼 Eiffel Tower Top Floor
- 🚤 Seine Boat Ride
- 🍷 French Bistro Dinner in Montmartre
- 🏰 Versailles Château and Gardens
- 🏰 Versailles Le Hameau and Petit Trianon
- 🚲 Versailles by Bike
- 🚄 Paris-Geneva TGV
- 🚤 Lake Geneva Boat Ride
- 🏔 Alpine Adventure
- 🌿 Jardin Exotique
- 🏭 Fragonard Perfume Factory Tour

TRIP ITINERARY

10 Days | Overnights: Overnight Flight (1), Paris (3), Chamonix (2), Côte d'Azur (3)

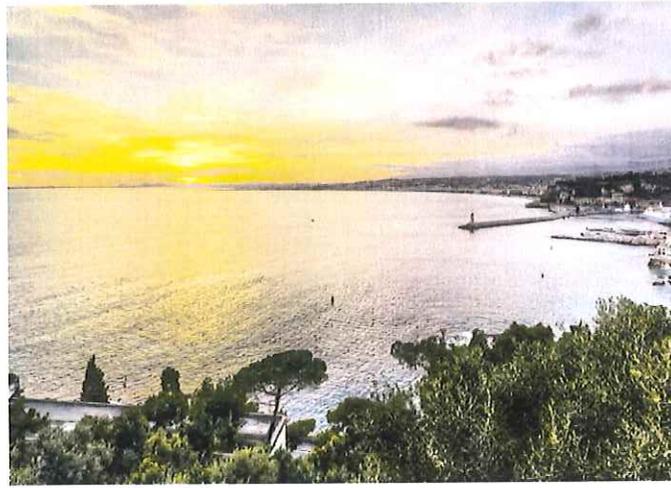


OUR PROMISE

Travel Changes Lives

In educational travel, every moment matters. Pushing the experience from “good enough” to exceptional is what we do every day. Our mission is to empower educators to introduce their students to the world beyond the classroom and inspire the next generation of global citizens.





ACIS TRIPSITE

Scan the code to view your group's Tripsite and learn more details about your upcoming trip, and to register!

Get Started Today

ONLINE:

Scan the above QR code or visit www.acis.com/findmytrip and enter your Group Leader's ID and last name and click Register Now when you're ready to sign up.

MAIL:

If you prefer, send your completed registration form to:
ACIS
330 Congress Street, Suite 5
Boston, MA 02210

QUESTIONS?

Contact Traveler Support via:
 Live Chat on acis.com or
 Email accounts@acis.com

TOUR COST

Depart From: Detroit

Cost per Traveler

\$5301

\$338 per month using an automatic payment plan

Full Payment Deadline

2/15/2024

Cost Breakdown

Program Fee	\$5076
Early Registration Discount	\$-100
Prepaid Tipping	\$117
Extra Night in Nice	\$208
Total Cost	\$5301

Valid through 4/1/2023

Additional Fees (as applicable)

Adult Surcharge	\$100
Single Room Supplement	\$760
Double Room Supplement	\$400
Ultimate Protection Plan	\$350
Ultimate-Plus Protection Plan	\$500

NOTES FROM ACIS

Save \$50 off your Total Participant Fees if you pay for your trip through E-Check or our Automatic Payments Plan.

All registered participants can enjoy the convenience and savings of having payments automatically withdrawn from a checking account with an Automatic Payment Plan. To learn more, visit acis.com/autopay.

Adult travelers over 21 should add in the Adult Surcharge and Double or Single Room Supplement to calculate Total Cost.

This educational travel program is not school or district sponsored unless expressly stated by the Group Leader.

FULL ITINERARY

DAY 1, JUN 24, 2024: OVERNIGHT FLIGHT

Depart from the USA.

DAY 2, JUN 25, 2024: PARIS

Paris greets you today! Take time to meet your ACIS Tour Manager, unpack and practice your French. (D)

DAY 3, JUN 26, 2024: PARIS

Today a guided sightseeing tour with an expert local guide shows you the city's most impressive monuments, from the magnificent Arc de Triomphe at the top of the Champs-Élysées to Napoleon's final resting place at Les Invalides to the Gothic wonder of Notre Dame. This afternoon, breeze by the crowds with your timed entrance to the Louvre and discover the many famous masterpieces that call it home. Insightful commentary from your local guide highlights the *Mona Lisa*, the *Winged Victory* and the *Venus de Milo*, believed to depict the Greek goddess Aphrodite. From its beginnings as a royal fortress to its current status as the world's most visited art museum, the Louvre has long been at the center of Parisian culture and home to a collection of 35,000 works of art from around the world. Then ride up to the third floor of the iconic Eiffel Tower for sensational views of this splendid city followed by an illuminated boat ride down the Seine. (B,D)

DAY 4, JUN 27, 2024: PARIS

Enjoy a full-day excursion to Louis XIV's palace at Versailles. Your all-access visit includes the Hall of Mirrors, where the Treaty of Versailles was signed, Marie Antoinette's Hameau, a small rustic village that served as her retreat from the pressures and intrigue of palace life, and the Petit Trianon, a personal palace the king gave to her in 1774. After exploring the immaculately manicured palace gardens on foot, hop onto a *vélo* and explore beyond the gardens on a Versailles by bike tour. Return to Paris to visit eclectic Montmartre. Explore this artistic haven—once the haunt of luminaries like Ernest Hemingway, Pablo Picasso, Salvador Dalí and Claude Monet. In the evening you will be served an authentic French dinner on the Place du Tertre—a square at the heart of Montmartre. (B,D)

DAY 5, JUN 28, 2024: CHAMONIX

The high-speed TGV train takes you from Paris toward the French Alps and the city of Geneva, Switzerland. See the massive statues and figures of the Reformation Wall and take in the impressive Jet d'Eau, a 450-foot tall fountain that's visible from 30 miles away, as you enjoy a wonderful Mouette water-taxi cruise on Lake Geneva. Continue on to picturesque Chamonix for dinner. (B,D)

DAY 6, JUN 29, 2024: CHAMONIX

Today enjoy a true Alpine Adventure. In the morning travel up one of the highest peaks in the Alps, Aiguille du Midi, named because it points to the midday sun when viewed from the valley below. A series of cable cars brings you to 13,000 feet for spectacular scenery and breathtaking views. Then speed on down a 1,300 meter long track on the thrilling Luge Alpine coaster. This day is sure to be a favorite. (B,D)

DAY 7, JUN 30, 2024: COTE D'AZUR

Departing Chamonix, leave the scenic French Alps for the chic Côte d'Azur. The drive provides stunning views of Europe's highest peaks. Experience the change in culture as you descend to the coast. (B,D)

DAY 8, JUL 01, 2024: COTE D'AZUR

Begin your day with an orientation tour of Nice led by your ACIS Tour Manager. As you explore its history and culture, enjoy the city's many fine attractions, from Place Massena to the winding streets of the Old Town to dazzling Mediterranean views. In the afternoon, drive to Monaco, the glamorous playground of the rich and famous and home of the Grimaldi royal family. After viewing the Prince's Palace, you'll travel along a spectacular *corniche* to Eze, a fortified medieval-age village perched high atop a rocky peak. There you'll enjoy sweeping vistas from the fragrant Jardin Exotique, a magnificent botanical garden, and tour the Fragonard Perfume Factory, where you'll learn about the centuries-old French art of making *parfum*. (B,D)

DAY 9, JUL 02, 2024: COTE D'AZUR

Enjoy an extra day in the Cote D'Azur. Perhaps visit one of its famous beaches. Join your group for your final dinner overseas. (B,D)

DAY 10, JUL 03, 2024: DEPARTURE

Depart for the USA. (B)



FAQs - Student Gender Identity Policy

Where can I find this policy?

All board policies can be found on the Okemos Public Schools website (www.okemosk12.net). Under the “Board of Education” tab, select “Policies.” The policy is also linked [here](#).

How different is this policy from what is already happening in Okemos schools?

The policy describes and institutionalizes our current practices, which have been used for years. This policy does not add any new practices in our schools.

This policy is focused on students. How do caregivers/parents fit in?

The district always prefers and strives to work in partnership with students’ and their caregivers - academically, socially, and emotionally. When a student informs us that they want a name or pronoun change, they meet with a counselor, administrator, or other trusted staff member to complete a support plan. Part of that conversation centers on how the student wants their caregivers/parents involved with and informed of the change. Helping students build and/or maintain positive relationships with their caregivers is part of how we support their safety, health, and well-being.

Caregiver support is critical for all children, but some may not support a gender identity or name change. What should we, as a school, do if this is the case?

The ideal solution is for the student and caregivers to discuss a compromise that works for everyone. It is, however, a reality that LGBTQ+ students are disproportionately experiencing housing instability/homelessness, and their homes could be physically and/or psychologically unsafe. The school can use a nickname for a student without parental consent, but this practice could have negative consequences. Working with caregivers is always our primary goal; we want to work in partnership with families. School personnel should talk to the student about the realities of going by a name that their caregivers don’t support, and they will help students develop a plan for communicating with their caregivers.

Two resources for talking with parents who aren't fully supportive are the [Family Acceptance Project](#) and [A Practitioner's Resource Guide: Helping Families Support Their LGBT Children](#).

Why was this policy drafted?

The policy responds to requests from students, staff, and community members for creating an inclusive environment for transgender and gender non-conforming people.

The policy expresses the district's strong commitment to providing a safe and welcoming environment for all community members regardless of gender identity or expression. A policy-level statement is important given the vulnerability of transgender and gender non-conforming populations to discrimination, harassment, and threats to their safety and well-being.

The [Trevor Project's 2021 National Survey on LGBTQ Youth Mental Health](#) captures the experiences of nearly 35,000 LGBTQ youth ages 13–24 across the United States. Here are some of the key findings, including risk and protective factors:

- 42% of LGBTQ youth seriously considered attempting suicide in the past year, including more than half of transgender and nonbinary youth.
- 75% of LGBTQ youth reported that they had experienced discrimination based on their sexual orientation or gender identity at least once in their lifetime.
- Transgender and nonbinary youth who reported having pronouns respected by all of the people they lived with attempted suicide at half the rate of those who did not have their pronouns respected by anyone with whom they lived.
- Transgender and nonbinary youth who were able to change their name and/or gender marker on legal documents, such as driver's licenses and birth certificates, reported lower rates of attempting suicide.
- LGBTQ youth who had access to spaces that affirmed their sexual orientation and gender identity reported lower rates of attempting suicide.

What was the process for developing the policy?

The policy was drafted by Thrun Law Firm and reviewed by staff from the Michigan Department of Education's LGBTQ+ Student Project. It was then presented to the OPS leadership team, which consists of all administrators in the district, for review and revision. Prior to review, administrators had collected feedback from students, teachers, counselors, and social workers. The Board of Education's Policy Committee examined the policy before recommending that it be presented to the full BOE for approval.

Is it legal to change a student's name within the district's student information system (PowerSchool)?

If a school can say it's acting in the best interest of the student by using their preferred name and pronouns, then they are on firm legal ground, specifically when it comes to Title IX. Thrun Law Firm presented [this webinar](#) with the LGBTQ+ Students Project for the Michigan Association of Secondary School Principals earlier this spring on this topic.

When a student changes their name in PowerSchool, our registrars preserve the legal name within the system. Their chosen name will be used for in-district things like class rosters, but their legal name will be used for state testing.

Does changing a student's name in PowerSchool result in a legal name change?

Our process does not affect a student's legal name. If a legal name change is desired, students/families must apply through government offices (see the [State of Michigan's "Legal Name Change"](#) and [Ingham County's "Information for Name Changes"](#) for more information).

If school staff refuse to call a student by their chosen/preferred name, are they in violation of any district policies?

Okemos Public Schools [Board Policy 4121/5121](#) prohibits discrimination and discriminatory harassment on the basis of race, color, religion, sex (including pregnancy, gender identity, or sexual orientation), national origin, disability, or any other legally protected class. A student's name is a significant part of their identity and expression, and students who attend our schools should be addressed by their preferred name and personal pronouns.

Why is it important for us to use a student's chosen/preferred name and pronouns?

Studies indicate that when a student's chosen/preferred name is used, their risks of depression and suicide decrease. [This article](#) provides an overview on the impact on the mental health of transgender students when students' correct names and pronouns are used. There is also research from the Trevor Project that speaks to [gender and LGBTQ-affirming spaces](#) and the impact they have on reducing suicidality.

What guidance have schools received from the Michigan State Board of Education regarding transgender and gender expansive students?

In 2016, the State Board of Education passed a [Statement and Guidance on Safe and Supportive Learning Environments for LGBTQ Students](#). The second half of the document focuses on transgender and gender expansive students, with specific language about how schools should handle names, pronouns, and student information systems. The State Board of Education's recommendations align with Title IX and its interpretation by the Office for Civil Rights.

How can people learn about the pronouns, gender identities and/or names of their students, family members, colleagues, etc.?

People can ask about someone's names and pronouns in a respectful way. For example:

- When welcoming someone, you can say, "Hello, my name is [insert name] and my pronouns are [insert pronouns]. Please introduce yourselves by sharing your name and pronouns if you are comfortable doing so."
- When introducing yourself, you can say, "Hi my name is [insert name] and my pronouns are [insert pronouns]. May I ask what your pronouns are, if you use them?"

Consider the following strategies:

- Share your own name and pronouns first;
- Ask everyone in the group the same questions, rather than only asking people whose pronouns you have a question about;
- Do not limit a person's choice of pronouns or require them to share their pronouns.

One helpful resource to learn about pronoun usage is [my pronouns.org](#).

Key terms: Source: [State Board of Education Statement and Guidance on Safe and Supportive Learning Environments for Lesbian, Gay, Bisexual, Transgender, and Questioning \(LGBTQ\) Students](#) - Michigan Department of Education

Gender identity—a person’s deeply-held internal sense or psychological knowledge of their own gender, regardless of the biological sex they were assigned at birth.

Gender expression—the manner in which a person represents or expresses gender to others, often through one’s name, pronouns, behavior, clothing, haircut, activities, voice, mannerisms, and other distinctive cultural markers of gender.

Transgender—an adjective describing a person whose gender identity or expression is different from their biological sex assigned at birth.

Gender nonconforming (GNC)—an umbrella term for people whose gender expression differs from stereotypical expectations of the biological sex they were assigned at birth. GNC people may identify as girls, boys, neither girls nor boys, or some other gender.

For further information:

Mccann, E., & Brown, M. (2018). Vulnerability and Psychosocial Risk Factors Regarding People who Identify as Transgender. A Systematic Review of the Research Evidence. *Issues in Mental Health Nursing*, 39(1), 3-15.

James, S. E., Herman, J. L., Rankin, S., Keisling, M., Mottet, L., & Anafi, M. (2016). *The Report of the 2015 U.S. Transgender Survey*. Washington, DC: National Center for Transgender Equality.

Series 5000: Students, Curriculum, and Academic Matters

5100 Student Rights

5106 Student Gender Identity

The board supports protecting the rights of all students to self-identify and use the name, pronouns, and facilities that correspond with their gender identity. The board prohibits unlawful discrimination, bullying, and harassment on the basis of sex, which includes sexual orientation and gender identity. The board further prohibits unlawful discrimination, bullying, and harassment on the basis of gender, gender identity, gender expression, or gender-based stereotypes pursuant to Title IX of the Education Amendments of 1972.

Supportive environments that acknowledge and affirm a student's gender identity is a protective factor that improves health and educational outcomes. The board recognizes that transgender students, nationally and in Michigan, are targeted with physical violence and experience a hostile school environment more frequently than their peers.

A. Definitions

1. "Gender" means a set of social, physical, psychological and emotional traits, often influenced by societal expectations and a person's sexual and reproductive anatomy that classify an individual as feminine, masculine, androgynous, or other.
2. "Gender identity" means a person's deeply-held internal sense or psychological knowledge of their own gender. A person's gender identity can be the same or different from their sex assigned at birth. Gender identities may include, "male," "female," "androgynous," "transgender," "genderqueer" and many others, or a combination thereof.
3. "Gender expression" means the multiple ways in which a person represents or expresses gender to themselves and others, often through one's name, pronouns, behavior, clothing, haircut, activities, voice, and other distinctive cultural markers of gender, and which may or may not conform to socially defined behaviors and characteristics typically associated with being masculine or feminine.
4. "Gender neutral" means not gendered, usually operating outside the male/female binary, and may refer to language (e.g., pronouns), spaces (e.g., bathrooms), or identities.
5. "Transgender" means a person whose gender identity or expression is different from their sex assigned at birth.
6. "Cisgender" means a person whose gender identity aligns with the sex assigned at birth.

7. "Gender nonconforming" includes people whose gender identity or expression does not conform to the stereotypical expectations of the sex they were assigned at birth. People who identify as gender nonconforming may or may not also identify as transgender.
8. "Gender-fluid" means a person who does not identify with a single fixed gender and whose identification and presentation may shift, whether within or outside of the male/female binary.
9. "Nonbinary" includes people who do not identify with the binary concepts of man/woman or masculine/ feminine. Not all transgender people identify as nonbinary. Other genders that may be included under the nonbinary umbrella are genderqueer, gender-fluid, and agender.
10. "Preferred gender pronouns" means the pronoun or set of pronouns by which a person would like others to call them when their proper name is not being used. Traditional examples include "she/her/hers" or "he/him/his." Some people prefer gender neutral pronouns such as "they/them/theirs." Some people prefer no pronouns at all.

B. Unlawful Discrimination, Harassment, and Bullying

If a district employee receives a verbal, written, or electronic report of, witnesses, or otherwise directly or indirectly has notice that a student has experienced discrimination, harassment, or bullying based on a student's actual or perceived gender, gender identity, or gender expression, in violation of this policy, the staff member must promptly report the alleged misconduct pursuant to the district's unlawful discrimination and harassment policies.

If a student receives a verbal, written, or electronic report of, witnesses, or otherwise directly or indirectly has notice there has been an incident of discrimination, harassment, or bullying based on a student's actual or perceived gender, gender identity, or gender expression in violation of this policy, the student is encouraged to promptly report such incident pursuant to the district's unlawful discrimination and harassment policies.

Complaints alleging unlawful discrimination, harassment, or bullying based on a person's actual or perceived gender, gender identity, or gender expression must be taken seriously and handled pursuant to the district's unlawful discrimination and harassment policies.

C. Initial Notification

The person best suited to determine a student's gender identity is the individual student. A student will not be required to present legal or medical documentation of a gender transition when the student notifies the district of his, her, or their gender identity, preferred name, or preferred gender pronouns.

Once a student or the student's parent/guardian notifies the district of the student's gender identity, the district will meet with the student and the student's parents/guardian, as appropriate, to discuss whether the student requires any accommodations or supports at school and how any needed supports will be communicated to staff and students. The district will ensure that all staff engage in reasonable and good faith efforts to address the student by the student's preferred name and preferred gender pronouns.

The nature and type of supports the student may need at school may vary depending on the student's age, grade level, abilities, family situation, and other factors. Any determination made about accommodations and supports for the student at school will take into account the student's preferences, the parent/guardian preferences, as appropriate, input from staff, and the most recent guidance from the U.S. Department of Education and the Michigan State board of Education.

The District prefers to work in conjunction with a student's parents/guardians; however, a student may not have informed the parents/guardians of the student's gender identity. In this case, administrators should involve the school counselor and/or social worker and consider the health, safety, and well-being of the student as the paramount consideration in decisions regarding parent/guardian notification.

D. Student Records

Upon request of the student, if a student's gender identity requires changes to student records, the district will make the appropriate changes, regardless of whether the student has "transitioned", sought a legal name change, or taken other legal or medical action. This includes, but is not limited to, updating the district's information systems, email addresses, class rosters, transcripts, and diplomas.

E. Student Privacy

A student's birth name and sex assigned at birth, or the fact that those differ from the student's preferred name and preferred gender pronouns is confidential information that constitutes personally identifiable information under the Family Educational Rights and Privacy Act. The district will ensure that any information relating to a student's gender identity or gender expression is kept confidential in accordance with applicable state, local, and federal privacy laws.

Unless authorized by law, district staff will not disclose information that may reveal a student's birth name or sex assigned at birth, or that those differ from the student's preferred name and preferred gender pronouns to others, including parents/guardians and other school staff.

F. Restroom and Locker Room Access

Students will have access to the facilities that correspond with their gender identity, but may also choose to use single-user or gender-neutral restrooms.

The district will not force or coerce a student to use a sex-segregated facility that does not correspond with the student's gender identity.

Alternative and non-stigmatizing options, like gender-neutral or single-user restrooms will be made available to all students who request them.

G. Staff Training

The district will incorporate training on this policy into the district's training on responding to and investigating unlawful discrimination and harassment. The Superintendent or designee will ensure that district personnel are notified of mandatory training sessions.

Legal authority: MCL 380.1310b; 20 USC 1232g; 20 USC 1681 et seq.; 20 USC 7151; Policy No. 5143, 5121, 3118, 5116.2, 4116.2.

Future Policy for References: Policy No. 5207 (Bullying); Policy No. 5202 (Discriminatory Harassment of Students); Policy No. 3118 (Title IX Sexual Harassment)

Date adopted:

Date revised:

Okemos Public Schools
Preliminary Budget Assumptions
2023-24

Increased Expenditures/Decreased Revenue	Optimistic	Most Likely	Worst Case
MPSERS rate increase (+3.11% base to 31.34% from 28.23%, eff. 10/1/23)	970,680	970,680	970,680
Rollup costs (Service Yrs w/FICA & Retirement)	233,050	233,050	233,050
Teacher division advancement (15,18,20)	126,150	151,380	168,200
	\$1,329,880	\$1,355,110	\$1,371,930
Increased Revenue/Decreased Expenditures	Optimistic	Most Likely	Worst Case
Increase in per-pupil Foundation Allowance (\$458,\$300,\$200)	2,040,400	1,336,500	891,000
Enrollment (Feb 23 +100; Oct 23: +70,+30,-10;) Blend 10/90	701,000	349,700	9,000
Savings from teacher retirements (6)	250,020	250,020	250,020
	\$2,991,420	\$1,936,220	\$1,150,020
Projected Impact on General Fund Balance before Negotiations	\$1,661,540	\$581,110	(\$221,910)
Carry forward effect on General Fund Budget (6/30/24)	829,893	829,893	829,893
Total Impact on General Fund Balance	\$2,491,433	\$1,411,003	\$607,983

Fund Balance - as percentage of expenditures		
Audited 6/30/20	\$ 5,248,843	9.8%
Audited 6/30/21	\$ 8,093,308	14.9%
Audited 6/30/22	\$ 8,677,164	14.6%
2022-23 Original Budget	\$ 7,025,143	11.4%
2022-23 Revised Budget	\$ 8,930,942	14.0%
<i>Pro Forma 6/30/24</i>		
<i>optimistic</i>	\$ 11,422,375	17.7%
<i>most likely</i>	\$ 10,341,945	16.0%
<i>worst case</i>	\$ 9,538,925	14.8%

Okemos Public Schools
2022-23 Net Effect on Carry Forward Fund Balance
2023-24 Proposed Budget

	Most Likely
2022-23 Net Change in Fund Balance at Feb Revision	253,778
Preliminary Budget Revisions, May/June	
Transportation 2 addl full-time subs, on-going	(10,702)
New SE Teacher, on-going	(34,658)
	(45,360)
	208,418
2022-23 Non-Structural, 1x revisions	
(removed from 23-24 preliminary assumptions)	
Athletics Equipment & Uniforms	58,700
Graduation alliance overpayment	(100,000)
Retention bonus, 22-23 negotiations	526,775
22-23 State Aid, various sections	11,000
New classrooms set-up costs	20,000
Textbooks	25,000
Operations Equipment	80,000
	621,475
Carry forward effect on General Fund Budget (6/30/24)	829,893

OKEMOS PUBLIC SCHOOLS

2023-24 Preliminary Budget Assumptions

Board Meeting of March 20, 2023

Expenditure Increases/Revenue Decreases

Decrease to General Fund	Optimistic	Most Likely	Worst Case
MPSERS rate increase (+3.11% to 31.34% from 28.23%, eff. 10/1/23)	970,680	970,680	970,680
Rollup costs (Service Yrs w/FICA & Retirement, steps not included)	233,050	233,050	233,050
Teacher division advancement (15,18,20)	126,150	151,380	168,200
	\$1,329,880	\$1,355,110	\$1,371,930

Expenditure Increases/Revenue Decreases

<u>Decrease to General Fund</u>	<u>Optimistic</u>	<u>Most Likely</u>	<u>Worst Case</u>
Increase in per-pupil Foundation Allowance (\$458,\$300,\$200)	2,040,400	1,336,500	891,000
Enrollment (Feb 23 +100; Oct 23: +70,+30,-10;) Blend 10/90	701,000	349,700	9,000
Savings from teacher retirements (6)	250,020	250,020	250,020
	\$2,991,420	\$1,936,220	\$1,150,020

2022-23 Carryforward Impact on 2023-24 Budget

	<u>Most Likely</u>
2022-23 Net Change in Fund Balance	253,778
Staffing, +2 Transportation Subs +1 SE Teacher	(45,360)
Non-Structural Budget Items (removed from 23-24 budget)	
Athletics Equipment & Uniforms	58,700
Graduation alliance overpayment	(100,000)
22-23 State Aid, various sections	11,000
Retention bonus, 22-23 negotiations	526,775
New classrooms set-up costs	20,000
Textbooks	25,000
Operations Equipment	80,000
Carryforward effect on General Fund Budget	\$829,893

Projected Impact on General Fund Budget

	Optimistic	Most Likely	Worst Case
Expenditure Increases/Revenue Decreases	(\$1,329,880)	(\$1,355,110)	(\$1,371,930)
Revenue Increases/Expenditures Decreases	2,991,420	1,936,220	1,150,020
Net Impact on General Fund Balance	\$1,661,540	\$581,110	(\$221,910)
Carryforward effect on GF Budget (6/30/24)	829,893	829,893	829,893
Total Impact on General Fund Balance	\$2,491,433	\$1,411,003	\$607,983
<i>Fund Balance as a % of Expenditures</i>	17.7%	16.0%	14.8%

Impending Budget Discussion 2023-24

Topics w/financial impact not in assumptions

- State Aid
- Staffing Levels
- Negotiations
- Insurance rates
- Carryforward Effect of Prior Year Budget
- ISD Special Education revenue
- Board Priorities
- Food Service, Community Ed. Contribution to General Fund
- Other Variable Sources of General Fund Revenue