

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.

6:30 PM

**MEETING AGENDA
Monday, May 22, 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 (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 – Contract Negotiations & Attorney-Client Privileged Communication

Pursuant to Sections 8(a) and 8(h) of the Open Meetings Act, the board of education may adjourn to Executive Session for the purpose of discussing contract negotiations, and attorney-client privileged information.

That the board adjourn to Executive Session pursuant to Section 8(a) of the Open Meetings Act for the purpose of discussing contract negotiations (Roll Call).

RECONVENE

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

DISCUSSION MOVED FORWARD – PHASE Curriculum & Chairs (15 Min)

Reproductive Health Supervisor Jill Dehlin will present information regarding proposed Personal Health and Sexuality Education curriculum for use by students in 4th through 6th grades. The proposed curriculum has already been previewed and unanimously approved for use by the PHASE (Personal Health and Sex Education) board. In addition, Supervisor Dehlin will provide information regarding the recommendations from the district’s Parent Council for two co-chair appointments to the district’s Personal Health and Sexuality Education Advisory (PHASE) Board.

DISCUSSION MOVED FORWARD - Budget Revision, Update & Priorities (30 Min)

Finance Director Elizabeth Lentz will provide information regarding a 2022-2023 budget revision, as well as information regarding the development of the 2023-2024 budget including preliminary assumptions and priorities.

CITIZENS ADDRESS AGENDA AND NON-AGENDA ITEMS

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

HIGH SCHOOL STUDENT REPORTS/REQUESTS (5 Min)

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

SUPERINTENDENT REPORTS/REQUESTS (10 Min)

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

BOARD REPORTS/REQUESTS (10 Min)

The board will acknowledge receipt of correspondence.

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

ACTION ITEMS

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

CONSENT AGENDA (5 Min)

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

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

Item 1: Approval of the minutes of the Regular Meeting of May 8, 2023; Item 2: Approval of the minutes of the Special meeting of April 15, 2023; Item 3: Approve the leave of absence request for Sara Baker, Math teacher at CMS for the period of May 15th through June 10, 2023.

OTHER ACTION ITEMS

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

Ingham Intermediate School District Bi-Annual Election

Ingham Intermediate School Board members are elected by the constituent local district boards of education. The Okemos Board of Education previously discussed appointing _____ as representative and _____ as alternate on the electoral body to fill two six-year terms of office on the Ingham ISD board of education.

That the board waive the reading and adopt the resolution designating _____ as its representative and _____ as alternate, to the electoral body for the June 5, 2023 Ingham Intermediate School District election of board members and instruct Member _____ concerning the board's choice of _____ to fill one vacant six-year term on the Ingham ISD board of education (Roll Call Vote).

Spanish Student Trip

The OHS Spanish students have the opportunity to travel to Ecuador and the Galapagos Islands with their teacher and chaperones from June 11th through June 18, 2024 as part of a cultural and language experience.

That the board endorse the OHS Spanish student trip to Ecuador and the Galapagos Islands from June 11th through June 18, 2024 with the understanding the students will abide by all school policies and procedures while abroad.

Administrator Contracts

Each administrator is evaluated annually. 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 the following administrator contracts through June 30, 2025 Nicole Beard - Principal at Hiawatha Elementary; Tempie Brown - Athletic Director at Okemos High School; Allison Cironi - Assistant Principal at Okemos High School; Dan Kemsley - Principal at Okemos High School; Jody Noble - Principal at Chippewa Middle School; Tracy Ojerio - Principal at Cornell Elementary; Heather Pricco - Director of Special Education; Andre Ridley - Assistant Principal at Chippewa Middle School; Sara Roland - Assistant Principal at Kinawa; Lauren Schefke - Principal at Bennett Woods Elementary; Joe Schmidt - Assistant Principal at Okemos High School; Steve Stierley - Principal at Kinawa; Kelly Sundeen - Principal at Central Montessori (Roll Call Vote).

Amendment to Assistant Superintendent Contract

The superintendent has evaluated the performance of the Assistant Superintendent of Instruction and found them to be highly effective.

That the board amend the contract of Assistant Superintendent Stacy Bailey to extend their dates of employment through June 30, 2026.

Employment - Certified

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

That the board approve the employment of Salvatore Antonucci, English Teacher at OHS at Step 2, Division I; Laura Kueffner, Math Teacher at CMS at Step 9, Division II; Jennifer Nanzer, Speech and Language Pathologist for the District at Step 2, Division II; Diane Smith, Science Teacher at CMS at Step 9, Division III; Kristyn Stierley, Spanish Teacher at CMS at Step 9, Division II; and Ryan Volz, PE Teacher at Hiawatha at Step 1, Division I of the teacher salary schedule, effective August 22, 2023 in accordance with sections 1230 (2) and 1230 a (2) of the Revised School Code conditioned upon receipt of acceptable criminal history checks and criminal records checks.

DISCUSSION ITEMS

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

Work Session & Start Times Follow-Up (15 Min)

The board will discuss the outcomes of the most recent work session regarding initial strategic priorities to inform the superintendent's work including start times.

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



Puberty: the Wonder Years

**Synopsis, Learning Goals,
and Student Learning Objectives**
for Grades 4, 5, and 6
2021 edition

www.PubertyCurriculum.com

Puberty: The Wonder Years

Grade 4 “I Wonder How Things Work”

Synopsis

“I Wonder How Things Work” is the introductory level of the *Puberty: The Wonder Years* curriculum. Most schools will find these lessons suitable for students in fourth grade. Lessons for grades 5 and 6 are also available at www.PubertyCurriculum.com. Synopsis “I Wonder How Things Work” begins by reminding students how much they have grown and changed since they were born, and how much more growing and changing lies ahead on their path to adulthood. Guidelines for a safe and productive classroom climate are introduced, and prior knowledge about puberty is assessed.

Students prepare to have ongoing discussions with their parents, caregivers, and other trusted adults about puberty. Next, students identify positive qualities about their families and prepare to express appreciation to two family members. The impacts of gender, roles, and stereotypes are discussed.

Students identify the normal social, emotional, and physical changes that occur during puberty and how individuals develop at different rates. The anatomy and physiology of the reproductive system is introduced. The unique hygiene needs that come with puberty are described. Students practice communication skills with their family members and peers. The emphasis is on communication with parents and other trusted adults about puberty.

Learning Goals and National Health Education Standards

Learning Goals	National Health Education Standard
Students will engage in learning about puberty in a respectful manner using classroom guidelines and communication strategies that allow all learners to participate.	<ul style="list-style-type: none"> • Accessing Information • Interpersonal Communication
Students will communicate with parents or other trusted adults about puberty so that they are continuing to build relationships with adults who can continue to be a support throughout adolescence.	<ul style="list-style-type: none"> • Accessing Information
Students will increase their understanding of the valuable contributions made by family members and/or other trusted adults so that they recognize the ways their family and community system provide support.	<ul style="list-style-type: none"> • Core Concepts • Advocacy
Students will increase their understanding of gender identity and expression so that they can enjoy respectful relationships with peers.	<ul style="list-style-type: none"> • Core Concepts • Interpersonal Communication
Students will increase their understanding of the physical, social, and emotional changes that occur during puberty so that they are better prepared to navigate puberty.	<ul style="list-style-type: none"> • Core Concepts • Accessing Information
Students will be able to care for their bodies as they change during puberty, so they are better prepared to care for their changing bodies.	<ul style="list-style-type: none"> • Goal Setting

Lessons and Student Learning Objectives

LESSON 1: A Climate for Growth

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> • Participate in classroom discussions and related activities in a way that is respectful of themselves, their peers, teachers as demonstrated by active participation in community guideline creation and use of guidelines in discussions.
<ul style="list-style-type: none"> • Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by describing three strategies to prepare for the conversation.
<ul style="list-style-type: none"> • Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by identifying two adults they could engage in conversation.

LESSON 2: Families and Roles

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> • Demonstrate ways to promote dignity and respect for all types of families by listing at least four characteristics that can make family members unique.
<ul style="list-style-type: none"> • Demonstrate appreciation for family members and other trusted adults by listing at least four positive traits for each family member and communicating gratitude to two of these people.

LESSON 3: Respecting Our Friends: Gender

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> • Define at least three of five terms used to describe gender identity and gender expression during a matching game.
<ul style="list-style-type: none"> • Demonstrate the respectful use of at least two gender-related terms while discussing student scenarios that illustrate gender diversity with peers and include respectful body language, words, and tone of voice.

LESSON 4: Puberty in Male-Bodied People

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Describe at least five changes that typically occur in male-bodied people during puberty after viewing a video about puberty.
<ul style="list-style-type: none"> Match at least four out of six terms for the anatomy of the male reproductive system by labeling a diagram.
<ul style="list-style-type: none"> Display their communication skills by talking with a parent or other trusted adult about puberty using the second family activity sheet as evidenced by the adult’s signature on the activity sheet.

LESSON 5: Puberty in Female-Bodied People

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Describe at least five changes that typically occur in female-bodied people during puberty after viewing a video about puberty.
<ul style="list-style-type: none"> Match at least five out of seven terms for the anatomy of the female reproductive system by labeling a diagram.
<ul style="list-style-type: none"> Display their communication skills by talking with a parent or other trusted adult about puberty using the second family activity sheet as evidenced by the adult’s signature on the activity sheet.

LESSON 6: Caring for the Changes

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Explain ways to care for their bodies as they go through puberty by correctly identifying at least three challenges and solutions for personal hygiene.
<ul style="list-style-type: none"> Make a plan for maintaining personal hygiene during puberty that includes at least four ways to care for their bodies.

Puberty: The Wonder Years

Grade 5 “I Wonder What Is Happening to Me”

Synopsis

“I Wonder What Is Happening to Me” is the intermediate level of the *Puberty: The Wonder Years* curriculum. Most schools will find these lessons suitable for students in fifth grade.

“I Wonder What Is Happening to Me” begins by reviewing prior knowledge about puberty and developing guidelines for a safe and productive classroom climate. Students learn about the anatomy and physiology of the reproductive system and the changes that occur during puberty. To care for their changing bodies, the students learn new personal hygiene and health habits. Students practice communicating with their family members and other trusted adults, and clarifying misinformation and promoting healthy behavior among their peers. Students learn about consent and how to respond in situations when consent is violated. The emphasis is on promoting respect for peers as they experience puberty, impressing young people with the awe and responsibility of becoming physically capable of reproduction, and the importance of reaching for their goals for the future.

Learning Goals and National Health Education Standards

Learning Goals	National Health Education Standards
Students will engage in lessons about puberty in a respectful manner using classroom guidelines and communication strategies that allow all learners to participate.	<ul style="list-style-type: none"> • Accessing Information • Interpersonal Communication
Students will communicate with parents or other trusted adults about puberty so that they build relationships with adults who can continue to be supportive throughout adolescence.	<ul style="list-style-type: none"> • Accessing Information
Students will have an increased understanding of the physical, social, and emotional changes that occur during puberty so that they are better able to navigate puberty.	<ul style="list-style-type: none"> • Core Concepts • Accessing Information
Students will explain the anatomical structures and functions of the reproductive system and ways to promote sexual health so that they are better informed and able to make safe and healthy choices.	<ul style="list-style-type: none"> • Core Concepts • Accessing Information
Students will be able to develop a care plan for their bodies, so they are better prepared to care for their changing bodies during puberty.	<ul style="list-style-type: none"> • Core Concepts • Accessing Information • Goal Setting
Students will increase their ability to participate in respectful treatment of peers and demonstrate respectful communication strategies when engaging with peers so that they can develop healthy and positive relationships with peers.	<ul style="list-style-type: none"> • Core Concepts • Interpersonal Communication
Students will increase their understanding of consent including ways to communicate consent, and receive consent, and respond in situations where consent is not given or abuse occurs so that they are better able to avoid harassment and exploitation.	<ul style="list-style-type: none"> • Core Concepts • Interpersonal Communication

Lessons and Student Learning Objectives

LESSON 1: Ready, Set, Grow!

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Participate in classroom discussions and related activities in a way that is respectful of themselves, their peers, teachers as demonstrated by active participation in community guideline creation and use of guidelines in discussions.
<ul style="list-style-type: none"> Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by describing three strategies to prepare for the conversation.
<ul style="list-style-type: none"> Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by identifying two adults they could engage in conversation.

LESSON 2: Puberty and the Male Reproductive System

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Display their communication skills by talking with a parent or other trusted adult about puberty using the second family activity sheet as evidenced by the adult’s signature on the activity sheet.
<ul style="list-style-type: none"> Describe five changes that typically occur in people assigned male at birth during puberty after viewing a video about puberty.
<ul style="list-style-type: none"> Identify terms for the anatomy of the male reproductive system by labeling a diagram, matching at least four out of six terms.

LESSON 3: Puberty and the Female Reproductive System

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Display their communication skills by talking with a parent or other trusted adult about puberty using the second family activity sheet as evidenced by the adult’s signature on the activity sheet.
<ul style="list-style-type: none"> Describe five changes that typically occur in people assigned female at birth during puberty after viewing a video about puberty.
<ul style="list-style-type: none"> Identify terms for the anatomy of the female reproductive system by labeling a diagram, matching at least five out of seven terms.

LESSON 4: Reproduction

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Describe two key changes in puberty that indicate an individual is physically capable of becoming pregnant or getting someone pregnant.
<ul style="list-style-type: none"> Explain the roles of eggs, sperm, and sexual intercourse in reproduction.
<ul style="list-style-type: none"> List ways pregnancy can occur by giving three examples.

LESSON 5: Personal Hygiene and Healthy Habits

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Distinguish between accurate and inaccurate sources of information about puberty by listing five or more accurate sources.
<ul style="list-style-type: none"> Develop a personal puberty plan to show their intent to implement personal hygiene and healthy habits.
<ul style="list-style-type: none"> Identify benefits of delaying close sexual contact, including prevention of STIs and pregnancy by naming three benefits of waiting.

LESSON 6: Social and Emotional Changes

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Identify six social and emotional changes and the role of hormones during puberty.
<ul style="list-style-type: none"> Demonstrate respectful communication and boundaries when responding to biographies about peers who are going through puberty.

LESSON 7: Consent

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Explain consent, personal boundaries, and bodily autonomy by identifying their presence in scenarios and creating two cartoons to illustrate consent.
<ul style="list-style-type: none"> Identify situations where consent is violated and strategies for responding to uncomfortable or dangerous situations, including sexual harassment, by analyzing scenarios and naming three actions to take.

Puberty: The Wonder Years **Grade 6 “I Wonder What Happens Next”**

Synopsis

“I Wonder What Happens Next” is the highest level of the *Puberty: The Wonder Years* curriculum. Most schools will find these lessons most suitable for students in sixth grade.

“I Wonder What Happens Next” lessons begin with a review of prior knowledge about puberty and development of guidelines for a safe and productive classroom climate. Students learn about reproduction, reproductive anatomy and physiology, and the social-emotional changes in puberty. Students learn about consent and how to differentiate between respectful relationships versus disrespectful relationships; they learn ways friendships are similar and different from romantic relationships. Students practice interpersonal skills for respectful relationships and practice communication skills for risky sexual situations. Students learn about sexually transmitted diseases (STIs) and media literacy. They conclude by advocating for a bright future for themselves and their peers. The emphasis is on motivating young people to make behavioral choices that will keep themselves safe and healthy now and into the future.

Learning Goals and National Health Education Standards

Learning Goals	National Health Education Standards
Students will engage in lessons about puberty in a respectful manner using classroom guidelines and communication strategies that allow all learners to participate.	<ul style="list-style-type: none"> • Accessing Information • Interpersonal Communication
Students will communicate with parents or other trusted adults about puberty so that they build relationships with adults who can continue to be supportive throughout adolescence.	<ul style="list-style-type: none"> • Accessing Information
Students will have an increased understanding of the physical, social, emotional, and cognitive changes that occur during puberty so that they are better able to navigate puberty and demonstrate respect for individual differences in development.	<ul style="list-style-type: none"> • Core Concepts • Accessing Information
Students will increase their ability to apply the principles of consent and demonstrate communication skills so that they are better able to form respectful peer relationships.	<ul style="list-style-type: none"> • Core Concepts • Interpersonal Communication
Students will increase their ability to identify interpersonal and sexual violence, so they are better able to seek help for themselves and others when needed.	<ul style="list-style-type: none"> • Core Concepts • Interpersonal Communication
Students will discuss the potential risks of behaviors, so they are better able to make a plan to avoid unintended pregnancy and sexually transmitted infections.	<ul style="list-style-type: none"> • Core Concepts • Interpersonal Communication • Goal Setting
Students will apply their media literacy skills to analyze media messages and online information about sexuality so that they are better able to understand media influences and access accurate information related to sexual topics.	<ul style="list-style-type: none"> • Accessing Information • Analyzing Influences

Lessons and Student Learning Objectives

LESSON 1: Growing Together

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Participate in classroom discussions and related activities in a way that is respectful of themselves, their peers, teachers as demonstrated by active participation in community guideline creation and use of guidelines in discussions.
<ul style="list-style-type: none"> Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by describing three communication skills that will support healthy relationships.

LESSON 2: How My Body Works

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Identify three physical changes that occur during puberty after viewing a video about puberty.
<ul style="list-style-type: none"> Name three ways puberty may vary among individuals through participation in discussion.

LESSON 3: Changing as We Grow

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Identify three social, emotional, and cognitive changes that occur during puberty by sorting cards with characteristics of brain changes and social-emotional competencies.
<ul style="list-style-type: none"> Display two communication skills by talking with a parent or other trusted adult about puberty using the first family activity sheet as evidenced by the adult's signature on the activity sheet.

LESSON 4: Healthy Relationships

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Analyze two similarities and two differences between friendships and romantic relationships by sorting characteristics into categories.
<ul style="list-style-type: none"> Describe three elements of consent and the impact using consent has on healthy relationships after viewing a video.

LESSON 5: Relationship Challenges

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> • Demonstrate two types of positive communication skills that will support healthy relationships after viewing a video.
<ul style="list-style-type: none"> • Demonstrate two strategies to communicate personal boundaries and two ways to honor the boundaries of others by discussing and rewriting student scenarios about consent and honoring boundaries.

LESSON 6: Making Responsible Decisions

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> • Define vaginal, oral, and anal sex after hearing a mini-lecture.
<ul style="list-style-type: none"> • Compare and contrast three behaviors, including sexual intercourse and abstinence, to assess potential risks of pregnancy and STIs during class discussion of behaviors.
<ul style="list-style-type: none"> • Demonstrate two ways to communicate decisions about whether to engage in sexual behaviors by applying a model for decision-making.

LESSON 7: Sexually Transmitted Infections

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> • Describe sexually transmitted infections (STIs), including HIV, and how they are and are not transmitted after viewing a video.
<ul style="list-style-type: none"> • Describe the signs and symptoms, or lack thereof, of STIs while working in small groups to compile facts.
<ul style="list-style-type: none"> • Discuss current biomedical approaches to prevent and treat STIs and HIV and why HIV can now be considered a chronic condition after viewing a series of videos and having class discussion.

LESSON 8: Refuse or Report

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Define four forms of interpersonal and sexual violence and describe their impacts on sexual health after analyzing a power and control wheel and viewing a series of video clips.
<ul style="list-style-type: none"> Demonstrate two positive strategies to use when negative or unwanted sexual behavior occurs, using refusal skills and reporting.

LESSON 9: Media and Information Literacy

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Explain the impact that technology and media, including sexually explicit media, can have on one's body image and relationships by analyzing media samples.
<ul style="list-style-type: none"> Define accuracy and analyze accurate sources of information about puberty, adolescent development, and sexual health by using a formula to analyze websites.
<ul style="list-style-type: none"> Identify sources of support, such as trusted adults and community resources, they can go to if they or someone they know needs help by asking a trusted adult to help them analyze a website for accuracy.

LESSON 10: Future Me

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> Define racism and intersectionality and describe their impacts on sexual health after viewing a series of video clips and engaging in class discussion.
<ul style="list-style-type: none"> Develop a plan to promote dignity and respect for everyone by identifying how to be an advocate.
<ul style="list-style-type: none"> Develop a plan to promote sexual health by creating a vision board.

Add-On Lessons

These lessons are only to be used as a supplement to *Puberty: The Wonder Years*, not as stand-alone lessons. They are optional because they are not critical to the primary goals of *Puberty: The Wonder Years*. They extend the learning in the core lessons. Some have been included because the topics are often included in puberty education; others address issues that some, but not all, schools want to address. These lessons may be added to a curriculum subscription at any grade.

LESSON A: Building Blocks of Life

OBJECTIVES
Students will be able to:
• Describe prenatal development from a single cell to a complex organism.
• Review the anatomy of human body cells and the roles of chromosomes, DNA, and genes as the basic units of heredity.
• Compare and contrast human body cells with reproductive cells.
• Explain how sex is determined by the X and Y chromosomes received from the egg and sperm cells.
• Assess themselves for the presence of inherited traits.

LESSON B: Dominant or Recessive? Identical or Fraternal?

OBJECTIVES
Students will be able to:
• Explain the difference between dominant and recessive traits.
• Draw diagrams that illustrate possible combinations of dominant and recessive traits in offspring.
• Compare and contrast identical twins and fraternal twins.
• Distinguish between the roles of heredity, environment, and lifestyle on their health by making a personal commitment to a healthy lifestyle choice.

LESSON C: Fetal Development

OBJECTIVES
Students will be able to:
• Explain how heredity and environment impact fetal development.
• Describe the developmental milestones of a developing fetus.
• List factors that increase the likelihood of being able to bear healthy children in the future.
• Recommend lifestyle choices that will favorably affect a developing fetus.

LESSON D: New Life

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> • Compare and contrast reproduction in four types of animals by comparing how they are born, their gestation period, and resemblance to parents through large group reports and collaborative completion of a guided worksheet
<ul style="list-style-type: none"> • Describe three resources human parents and caregivers need in order to provide the care needed by human offspring.

LESSON E: Understanding Ourselves and Others: Gender and Sexual Orientation

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> • Define and differentiate between gender identity and sexual orientation.
<ul style="list-style-type: none"> • Identify credible sources of information, including trusted adults, whom students can ask questions about sexual orientation.

LESSON F: Safe and Nurturing Touches Only

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> • Describe the ways personal boundaries, bodily autonomy, and consent relate to touch after watching a video.
<ul style="list-style-type: none"> • Define sexual abuse and factors that can affect a person’s ability to give or perceive consent to sexual activity.
<ul style="list-style-type: none"> • Identify strategies a person could use to get help or leave a situation involving unwelcome touch, including continuing to tell trusted adults.
<ul style="list-style-type: none"> • Explain why a person who has been the target of unwelcome touch, including sexual abuse, is never to blame for the actions of the perpetrator.

LESSON G: Preventing Pregnancy and STIs

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none"> • List at least four methods of short- and long-term contraception that are safe and effective and describe how to access them.
<ul style="list-style-type: none"> • Explain ways to eliminate or reduce the risk of unintended pregnancy and sexually transmitted infections.

LESSON H: HIV and STIs

OBJECTIVES
Students will be able to:
<ul style="list-style-type: none">• Describe sexually transmitted infections (STIs), including HIV, and how they are and are not transmitted.
<ul style="list-style-type: none">• Describe the signs and symptoms, or lack thereof, of STIs.• Discuss current biomedical approaches to prevent and treat STIs and HIV and why HIV can now be considered a chronic condition.

A Summary of Legal Obligations and Best Practices HIV/STI and Sex Education in Michigan Public Schools



This document is a summary of legal statutes, departmental interpretations, and best practices pertaining to HIV/STI and sex education in Michigan public schools. This summary should not be used to replace statute. For the exact language of the MCL, go to www.michiganlegislature.org. Concerns regarding interpretation should be directed to legal counsel.

Key Components, the Law, and Best Practice	
Mandated HIV and Allowed Sex Education	<p>School districts are required to teach about dangerous communicable diseases, including, but not limited to, HIV/AIDS. (§380.1169) Instruction regarding dangerous communicable diseases, including, but not limited to, HIV/AIDS, must be offered at least once a year at every building level (elementary, middle/junior, senior high).</p> <p>School districts can choose to teach sex education. If they do, they must do so in accordance with those sections of the Michigan Compiled Laws (MCL) related to sex education and reproductive health. (§380.1506, §380.1507, §380.1507a, §380.1507b, §388.1766, §388.1766a)</p>
Parental Rights and Exclusion From Instruction	<p>For HIV/AIDS and sex education instruction, parents and/or legal guardians must be notified in advance of:</p> <ul style="list-style-type: none"> • The content of the instruction. • Their right to review materials in advance. • Their right to observe instruction. • Their right to excuse their child without penalty. (§380.1507, §388.1766) <p>For sex education only, if a parent or legal guardian files a continuing written notice (i.e., a request to have their child permanently excluded from sex education classes), the student shall not be enrolled in the class(es) unless the parent or legal guardian submits a written authorization for that enrollment. (§380.1507a)</p>
Sex Education Advisory Board Membership	<p>Every district that chooses to implement sex education must have a sex education advisory board (SEAB).</p> <ul style="list-style-type: none"> • The local school board determines the terms of service, the number of members, and a membership selection process that reasonably reflects the school district population. • The SEAB must include: parents of children attending the district’s schools, pupils in the district’s schools, educators, local clergy, and community health professionals. • At least half of the members must be parents who have a child attending a school operated by the school district. A majority of those parent members must not be employed by a school district. • Members must be given two weeks written or electronic notice of meetings. (§380.1507)
SEAB Chairs	<p>Two co-chairs must be appointed by the school board to chair the SEAB, at least one of whom is a parent of a child attending a school operated by the school district. (§380.1507)</p>
SEAB Role	<p>The SEAB is responsible for:</p> <ul style="list-style-type: none"> • Establishing program goals and objectives for pupil knowledge and skills that are likely to reduce the rates of sex, pregnancy, and STDs. • Reviewing and recommending materials and methods to the local school board, taking into consideration the district’s needs, demographics, and trends including, but not limited to, teenage pregnancy rates, STD rates, and incidents of sexual violence and harassment. • Evaluating, measuring, and reporting the attainment of program goals and objectives and making the resulting report available to parents in the district at least once every two years. (§380.1507)
Sex Education Supervisor	<p>Every district choosing to have a sex education program must have a sex education supervisor, approved by the Michigan Department of Education (MDE), who oversees the program of instruction. (§380.1506, §380.1507)</p>

<p>Required Content, Including Emphasis on Abstinence</p>	<p>Instruction in HIV/AIDS and sex education must stress that abstinence from sex is a responsible and effective method of preventing unplanned or out-of-wedlock pregnancy, and that it is the only protection that is 100% effective against unplanned pregnancy, sexually transmitted disease, and sexually transmitted HIV infection and AIDS. (§380.1169, §380.1507, §380.1507b)</p> <p>Instruction in HIV/AIDS must include the principal modes by which dangerous communicable diseases are spread and the best methods for the restriction and prevention of these diseases. (§380.1169)</p> <p>Sex education material discussing sex must be age-appropriate, must not be medically inaccurate, and must do all of the following:</p> <ol style="list-style-type: none"> Discuss the benefits of abstaining from sex until marriage and the benefits of ceasing sex if a pupil is sexually active. Include a discussion of the possible emotional, economic, and legal consequences of sex. Stress that unplanned pregnancy and sexually transmitted diseases are serious possibilities of sexual intercourse that are not fully preventable except by abstinence. Advise pupils of the laws pertaining to their responsibility as parents to children born in and out of wedlock. Ensure that pupils are not taught in a way that condones the violation of laws of this state pertaining to sexuality, including, but not limited to, those relating to sodomy, indecent exposure, gross indecency, and criminal sexual conduct in the first, second, third, and fourth degrees. Teach pupils how to say "no" to sexual advances and that is wrong to take advantage of, harass, or exploit another person sexually. Teach refusal skills and encourage pupils to resist pressure to engage in risky behavior. Teach that the pupil has the power to control personal behavior, and teach pupils to base their actions on reasoning, self-discipline, a sense of responsibility, self-control, and ethical considerations, such as respect for self and others. Provide instruction on healthy dating relationships and on how to set limits and recognize a dangerous environment. Provide information for pupils about how young parents can learn more about adoption services and about the provisions of the Safe Delivery of Newborns Law. Include information clearly informing pupils that having sex or sexual contact with an individual under the age of 16 is a crime punishable by imprisonment and that one of the other results of being convicted of this crime may be to be listed on the sex offender registry for 15 years, 25 years, or life.¹ (§380.1507b)
<p>Allowed Content Regarding Risk Reduction</p>	<p>School districts must teach about the best methods for the restriction and prevention of dangerous communicable diseases, including, but not limited to HIV/AIDS. (§380.1169)</p> <p>Districts are not prohibited from teaching about behavioral risk reduction strategies, including the use of condoms, within their sex education program. (§380.1507)</p>
<p>Prohibited Content or Actions</p>	<p>Clinical abortion cannot be considered a method of family planning, nor can abortion be taught as a method of reproductive health. (§380.1507) "Family planning" means to regulate the number and spacing of children in a family through the practice of contraception or other methods of birth control. "Reproductive health" means that state of an individual's well-being which involves the reproductive system and its physiological, psychological, and endocrinological functions. (§380.1506)</p> <p>A person cannot dispense or otherwise distribute a family planning drug or device in a public school or on public school property. (§380.1507)</p>

¹ The wording of "k" has been revised to be consistent with changes to the Sex Offender Registry Act passed with Public Acts 17-19 of 2011. See http://www.michigan.gov/documents/mde/memo_2011_SORA_and_Sex_Ed_366707_7.pdf

	A school official, member of a governing board, employee of the district or intermediate district, or other person is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion. (§388.1766)
Sex Education Program Parameters	The definition determines which content and materials are considered “sex education” and need to go through the approval and parent notification process detailed in §380.1507 and §388.1766a. Many districts have found it useful to develop or adopt a definition of sex education that aligns with existing definitional language in the law.
Approval Process	Curricula, materials, and methods used as a part of HIV/STI or sex education instruction offered by a school district must go through the formal approval process, including two public hearings and school board approval (§380.1169, §380.1507), in advance of instruction regardless of the: <ul style="list-style-type: none"> • class in which it is taught (e.g., health class, school-wide assembly, English class); • person providing the instruction (teacher, school nurse, guest speaker); or • place the instruction takes place (within the building versus off the school premises).
Teacher Qualifications	Each person who teaches K-12 pupils about HIV/AIDS shall have training in HIV and AIDS education for young people. (§380.1169) Any certified teacher who has completed this training may teach HIV/AIDS prevention. In order to teach sex education, teachers must be qualified to teach health. ² (§380.1507) At the secondary level, this means teachers must have either the MA (health), MX (health, physical education, recreation and dance), or KH (family and consumer science) endorsement. If course content and lessons are being taught outside of the classroom setting, but within the instructional day, state law regarding teacher qualification applies. Because the classroom teacher is ultimately responsible for all instruction, the teacher must always be in the classroom if guest speakers are presenting. Trainings in both HIV/AIDS and sex education/reproductive health are usually offered through the regional school health coordinator that serves that school district. The MDE therefore recommends that teachers of sexuality education receive a minimum of six clock-hours of professional development in sexuality education content, teaching methods, and Michigan laws at least once every five years. The Office of Professional Preparation Services at MDE accepts applications from districts for full-year permits that allow certified teachers to teach without the required endorsements, while pursuing coursework toward earning the endorsement.
Complaint Process	If a parent or legal guardian of a pupil enrolled in a district or intermediate district (ISD) believes that the district or intermediate district has violated the following sections of Michigan law pertaining to HIV/AIDS instruction or sex education (§380.1169, §380.1506, §380.1507, §388.1766a), the person can file a complaint with the superintendent or chief administrator of the district or ISD in which the pupil is enrolled. The district has 30 days to investigate, provide a written report, and if violations are found, develop a plan for corrective action. The district has an additional 30 days to take corrective action. If the parent is not satisfied with the investigation or findings made by the superintendent, the parent can appeal the findings to the ISD in which the district is located. The ISD has 30 days to investigate, provide a written report, and if violations are found, develop a plan for corrective action. The district has an additional 30 days to take corrective action. If the parent is not satisfied with the investigation or findings made by the ISD superintendent, the parent can appeal the findings to the MDE . The MDE has 90 days to investigate, provide a written report, and if violations are found, develop a plan for corrective action. The district has an additional 30 days to take corrective action. (§380.1766)

² See the section on teacher qualifications at www.michigan.gov/hived

<p>Penalties</p>	<p>If an investigation conducted by MDE (see Complaint Process section) reveals that a district or ISD has committed one or more violations of the following sections of the Revised School Code or State School Aid Act (§380.1169, §380.1506, §380.1507, §388.1766a) the district or intermediate district shall forfeit an amount equal to 1% of its total state school aid allocation. (§388.1766a)</p> <p>If a school official, member of a governing board, employee of the district or intermediate district or other person refers a student for an abortion or assists a student in obtaining an abortion they will be subject to a penalty that is equivalent to not less than 3% of their annual compensation. The governing board must establish a disciplinary policy to provide penalties for violation of 380.1607 by 10/1/2019 or forfeit \$100,000 of their school state aid allocation. (388.1766)</p>
<p>State Board Policy</p>	<p>The Michigan State Board of Education adopted a Policy to Promote Health and Prevent Disease and Pregnancy in September of 2003. The policy recommends that local school boards select, adopt, and implement comprehensive sexuality education programs that are based on sound science and proven principles of instruction. For a copy, go to www.michigan.gov/hived, under Law and Policy; click "State Board of Education Policy to Promote Health and Prevent Disease and Pregnancy."</p>
<p>Health Education Standards and Model Curricula</p>	<p>In 2007, the Michigan State Board of Education adopted the Grade Level Content Expectations (GLCEs) for Grades K-8 and Michigan Merit Curriculum Credit Guidelines (MMC) for Grades 9-12 for Health Education. The GLCEs and MMC for Health Education provide recommendations for content and skills to include in HIV prevention (Strand 6), and growth and development and sex education (Strand 7) at specific grade levels.</p> <p>Michigan's model health education curriculum, the <i>Michigan Model for Health</i>[®], is aligned with the GLCEs and MMC and is used by a majority of school districts in Michigan. It includes model curricula on HIV/STI prevention for Grades 4 and 5, 7-8, and 9-12. Districts can choose to adopt, adapt, or disregard the model curriculum and implement commercially or locally developed curricula.</p>

Key to Michigan Compiled Laws Regarding HIV/STI and Sex Education			
MCL No.	Public Act	Last Action	Focus
380.1169	School Code	Amended 6/2004	Dangerous communicable diseases; human immunodeficiency virus infection and acquired immunodeficiency virus infection; teacher training; teaching materials; curricula; teaching of abstinence from sex.
380.1506	School Code	Amended 11/1977	Program of instruction in reproductive health; supervision; request to excuse pupil from attendance; "reproductive health" defined.
380.1507	School Code	Amended 6/2004	Instruction in sex education; instructors, facilities, and equipment; stressing abstinence from sex; elective class; notice to parent or guardian; request to excuse pupil from attendance; qualifications of teacher; sex education advisory board; public hearing; distribution of family planning drug or device prohibited; "family planning," "class," and "course" defined.
380.1507a	School Code	Added 7/1996	Notice of excuse from class; enrollment.
380.1507b	School Code	Amended 6/2004	Sex education and instruction; curriculum requirements.
388.1766	State Aid Act	Amended 1/2016	Violations of MCL 380.1507 or referral of pupil for abortion or assisting pupil in obtaining aborthion: disciplinary policy.
388.1766a	State Aid Act	Added 6/2004	Instruction in reproductive health or other sex education; complaint process.

For more information on HIV/STI and sex education in Michigan public schools, go to the MDE web site, www.michigan.gov/hived. Questions should be directed to Laurie Bechhofer, MDE HIV/STD Education Consultant, at 517-335-7252 or BechhoferL@michigan.gov

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

Date 5/8/21

Name Martha Nokken Home Phone 517 256-3773

Address 918 Rosewood Ave City East Lansing

Occupation VP Patient Care Operations, Planned Parenthood Work Phone Same as home

Email Address Marnokken@gmail.com

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

Interested Citizen Elementary/Middle/High School Parent
 Community Health Professional Ages of any children 10 and 12

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

Health and sexuality education in schools is vital. When students have access to fact based, unbiased information, combined with discussions with parents/guardians/ trusted adults, they are more likely to delay sexual activity. They are also more likely to engage in less risky behavior when they do decide to become sexually active. It is important to give students facts and not rely on them to educate each other using information from untrustworthy sources.

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

Overall, I think Okemos has taken a good approach and would like to move the curriculum to one that is more inclusive for students who do not identify as traditionally cis gender heterosexuals.

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

It is awkward enough discussing these issues with your own child. I can only imagine how difficult it is for teachers navigating this discussion with children from a broad range of backgrounds. I would like to ensure that those teachers are provided with the tools and information to be comfortable and successful in teaching this vital course.

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

Evidence and fact based information
The move towards more inclusive language; girl/boy to people with penis/people with vulva
The definition of sexual activity to go beyond penis/vagina to fully inform and educate about risks associated with any type of sexual behavior.

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

I have worked at Planned Parenthood for 25 years, providing education to patients and our community. I have also worked with our education department in various peer education programs. Additionally, I am a mother of two children that ask a lot of questions and give me feedback about the information they receive at school- both from sanctioned education sessions as well as from their peers.

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

7. **Are you willing to come regularly to four to five evening meetings per school year for a period of three years?**

Yes

Information for the Applicant

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

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

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

Applications are due by May 14th, and should be mailed or emailed to:

Stacey Molenda
Administrative Assistant to the Assistant Superintendent
4006 N. Okemos Rd.
Okemos, MI 48864
stacey.molenda@okemosk12.net

Your application will be forwarded to a subcommittee of the Okemos Parent Council, who review the applications and recommend applicants to the Okemos School Board. This process may take up to two months. You will be notified in writing about the status of your application after School Board approval.

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

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

For over 20-years I have been a public health researcher. I am trained social worker and have spent much of my career working in areas relevant to sexual and reproductive health, as well as studying protective factors among adolescents.

I am a parent with 3-kids in the district and an Okemos community member.

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

7. **Are you willing to come regularly to four to five evening meetings per school year for a period of three years?**

Yes

Information for the Applicant

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

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

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

Applications are due by May 28th, and should be mailed or emailed to:

Stacey Molenda
Administrative Assistant to the Assistant Superintendent
4006 N. Okemos Rd.
Okemos, MI 48864
stacey.molenda@okemosk12.net

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

To: John Hood, Superintendent
Board of Education
From: Elizabeth Lentz, Executive Director of Finance
Subject: 2022-23 Budget Revision
Date: May 17, 2023

Following a thorough review and analysis of the most recently adopted 2022-23 budget, revisions are necessary to more accurately reflect updated expenditure and revenue projections. The following highlights significant areas of revision:

- Special Education (SE) revenue distributed by Ingham ISD, was increased by \$539,000. These SE Funds are distributed in accordance with the SE Funding Formula as outlined in the ISD SE Plan. Of the increase, \$127,000 represents one-time revenue sources that will not repeat in 2023-24.
 - The 2022-23 State Aid Budget included additional grant opportunities to address learning loss, student mental health and safety. Applications were submitted for all opportunities we were eligible for and we were notified earlier this Spring of our awards. The budget includes an increase in revenue of \$906,067 to account for these awards of which approximately \$589,000 of the award can be used to offset existing expenditures. The other \$317,000 relates to expenditures related to security assessments and funding for a portion of the secure vestibule projects.
 - The Great Start Readiness Program (GSRP) grant was reduced by \$25,433 as 3 spots were unable to be filled due to the short time frame we had to get the new program up and running in January. Expenditures were adjusted to reflect the reduced revenue.
 - Michigan was awarded \$700 million through the American Rescue Plan to provide financial assistance to childcare providers. During the 1st budget revision, we increased our budget for a third round of funding. Assumptions for use of the 3rd round of funding were adjusted after accounting for final expenditures of the previous rounds. Therefore, we are increasing the budget by \$245,769 as we anticipate being able to spend more of the award. This increase also includes a tuition refund (offset by our grant award) of 8% for tuition paid from September – April and an enhanced refund for families who were eligible for free/reduced lunch. Approximately \$63,000 of the award can be used to offset existing expenditures.
-

- Utilities and transportation fuel expenditures were increased by \$205,500 to reflect current year usage and additional costs of services.
- A special education teacher was added mid-year due to caseload sizes as well as two additional full-time substitute bus drivers. While our regular routes are fully staffed the pool of substitute drivers continues to be small. Therefore, the addition ensures we have coverage for absences as well as meeting the need of after school trips. The budget was increased by \$45,360 due to these staffing increases.
- Operations expenditures increased by \$280,000 to account for increased need in repairs & maintenance this past year. Some examples include the set-up of specialized behavior rooms, swipe locks at Edgewood, power washing the exterior of the high school, bleacher repairs, etc. In addition, Director Fargo is performing preventative maintenance, such as sealing parking lots and floors, to increase the life of our systems. Directors Fargo and Lentz will review this increase more thoroughly to determine if this is a one-time anomaly or if due to our aging buildings an increase in the budget should be considered.
- Salary and benefits were reduced by \$268,114 to adjust for one-time savings related to positions which were not filled for various portions of the school year.
- Other smaller adjustments were made to reflect revenue sources and spending trends more accurately.

Impact on Operating Surplus, Fund Balance

- Revenue and expense changes resulted in a revised budget of \$1,424,208 revenues over expenditures.
- The beginning fund balance was decreased due to the implementation of GASB 96 which resulted in a revised beginning General Fund Balance of \$8,044,337. The ending projected General Fund balance of \$9,468,545 represents 14.7% of expenditures.

The proposed revisions to the 2022-23 general fund budget reflect a more fact-based understanding of projected revenue and expenditure activity.

**Okemos Public Schools
General Operating Fund
2022-23 Proposed Budget Revision**

	2022-23 Revised Budget	2022-23 Revised Budget #2	Impact of Change
Revenues			
Local	12,154,156	12,052,402	(101,754)
State	43,569,123	44,323,989	754,866
Federal	3,901,401	4,376,041	474,640
Transfers - ISD	4,511,000	5,053,000	542,000
Other Financing Sources	80,000	80,000	-
Total Revenues	64,215,680	65,885,432	1,669,752
Expenditures			
Elementary Instruction	9,245,177	9,166,427	78,750
Middle School Instruction	8,524,353	8,629,353	(105,000)
High School Instruction	9,194,789	9,216,981	(22,192)
Montessori (PPK-8)	3,443,100	3,416,850	26,250
Beginnergarten	170,341	170,341	-
Special Education	9,314,557	9,349,215	(34,658)
Compensatory Education	1,525,219	1,523,319	1,900
Gifted Programs	145,053	145,053	-
Guidance	1,576,402	1,576,402	-
Other Pupil Services	784,313	784,313	-
Improvement of Instruction	1,858,929	1,860,829	(1,900)
Libraries & Audio Visual	647,894	647,894	-
Direction of Special Education	307,305	307,305	-
Other Instructional Staff Services	117,758	43,777	73,981
Board of Education	121,300	151,300	(30,000)
Executive Administration	486,632	471,632	15,000
School Administration	3,817,784	3,577,765	240,019
Fiscal Services	565,936	575,936	(10,000)
Internal Services	156,013	156,013	-
Other Business Services	106,200	106,200	-
Staff/Personnel Services	236,272	236,272	-
Technology Services	1,538,576	1,538,576	-
Operations & Maintenance	5,055,183	5,566,543	(511,360)
Pupil Transportation	1,249,724	1,290,426	(40,702)
Facilities Construction/Improvement	-	250,000	(250,000)
Athletics	1,001,429	1,001,429	-
Community Education	2,771,663	2,701,073	70,590
Total Expenditures	63,961,902	64,461,224	(499,322)
Effect on Fund Balance	253,778	1,424,208	1,170,430

**Okemos Public Schools
General Operating Fund
2022-23 Proposed Budget Revision**

	2022-23 Revised Budget	2022-23 Revised Budget #2	Impact of Change
Revenues:			
Local Sources:			
Property Taxes	9,670,193	9,568,439	(101,754)
Community Ed, Programming	1,546,888	1,546,888	0
Community Ed, Facility Rental	130,000	130,000	0
Community Ed, Senior Center	113,541	113,541	0
Athletics, Registration Fees	144,000	144,000	0
Athletics, Gate Receipts	90,000	90,000	0
Okemos Education Association	13,000	13,000	0
Tuition	103,858	103,858	0
Print Shop Fees (internal)	55,000	55,000	0
Transportation Fees (internal)	20,000	20,000	0
Student Parking	10,380	10,380	0
Donations	25,000	25,000	0
NAHF Grant - Mascot	193,664	193,664	0
Miscellaneous	38,632	38,632	0
State Sources:			
Foundation	31,181,872	31,304,965	123,093
Special Education	3,262,805	3,260,815	(1,990)
Hold Harmless	467,360	467,360	0
MPSERS Stabilization	5,353,889	5,353,889	0
MPSERS Cost Offset	1,181,000	1,166,000	(15,000)
At-Risk	870,211	870,211	0
Assessment & Literacy	106,445	106,445	0
Great Start Readiness Grant	447,954	422,521	(25,433)
Mental Health & Safety Grants	463,322	1,137,518	674,196
Other	234,265	234,265	0
Federal Sources			
Title I	199,443	199,443	0
Title II	48,047	48,047	0
Title III	90,583	90,583	0
Title IV	10,000	10,000	0
Special Education IDEA	22,067	22,067	0
Medicaid Outreach	25,000	22,000	(3,000)
Cornovirus Child Care Relief	1,213,457	1,459,226	245,769
Cornovirus Relief Funds	2,292,804	2,524,675	231,871
Transfers - ISD			
Special Education ISD	4,511,000	5,053,000	542,000
Other Financing Sources			
Transfers to General Fund	80,000	80,000	0
	<u>64,215,680</u>	<u>65,885,432</u>	<u>1,669,752</u>
Summary of Fund Balance			
Beginning Fund Balance	8,677,164	8,044,337	(632,827)
Operational surplus (deficit)	253,778	1,424,208	1,170,430
	<u>8,930,942</u>	<u>9,468,545</u>	<u>537,603</u>
	14.0%	14.7%	

**Okemos Public Schools
General Operating Fund
2022-23 Proposed Budget Revision**

	2022-23 Revised Budget	2022-23 Revised Budget #2	Impact of Change
Elementary Instruction, 111			
Teacher Salaries			
Cornell	1,699,071	1,699,071	-
Hiawatha	1,642,403	1,642,403	-
Bennett Woods	1,642,544	1,642,544	-
Teacher Benefits			
Cornell	341,774	341,774	-
Hiawatha	293,556	293,556	-
Bennett Woods	306,440	306,440	-
Teacher Retirement			
Cornell	479,648	479,648	-
Hiawatha	463,650	463,650	-
Bennett Woods	463,693	463,693	-
Teacher Retirement Stabilization			
Cornell	287,139	287,139	-
Hiawatha	277,563	277,563	-
Bennett Woods	277,587	277,587	-
Teacher FICA			
Cornell	129,980	129,980	-
Hiawatha	125,643	125,643	-
Bennett Woods	125,652	125,652	-
Contracted Staff & Services			
Cornell	53,904	53,904	-
Hiawatha	40,451	40,451	-
Bennett Woods	45,915	45,915	-
Supplies			
Cornell	22,000	22,000	-
Hiawatha	30,435	30,435	-
Bennett Woods	22,128	22,128	-
Textbooks, Replacement			
Cornell	8,496	8,496	-
Hiawatha	7,974	7,974	-
Bennett Woods	8,622	8,622	-
Textbooks, New	78,750	-	78,750
Outgoing Transfer - Subs IISD	201,095	201,095	-
	9,076,113	8,997,363	78,750
Beginnergarten, 117			
Teacher Salaries	80,773	80,773	-
Aide Wages	24,539	24,539	-
Benefits	8,283	8,283	-
Retirement	29,729	29,729	-
Retirement Stabilization	17,798	17,798	-
FICA	8,056	8,056	-
Supplies & Textbooks	1,163	1,163	-
	170,341	170,341	-

**Okemos Public Schools
General Operating Fund
2022-23 Proposed Budget Revision**

	2022-23 Revised Budget	2022-23 Revised Budget #2	Impact of Change
Grades 5-8 Instruction, 112			
Teacher Salaries			
Kinawa	2,241,835	2,241,835	-
Chippewa	2,487,605	2,487,605	-
Teacher Benefits			
Kinawa	409,588	409,588	-
Chippewa	385,496	385,496	-
Teacher Retirement			
Kinawa	632,867	632,867	-
Chippewa	702,252	702,252	-
Teacher Retirement Stabilization			
Kinawa	378,868	378,868	-
Chippewa	420,405	420,405	-
Teacher FICA			
Kinawa	171,498	171,498	-
Chippewa	190,304	190,304	-
Contracted Staff & Services			
Kinawa	19,200	19,200	-
Chippewa	9,300	9,300	-
Supplies			
Kinawa	25,308	25,308	-
Chippewa	25,798	25,798	-
Textbooks, Replacement			
Kinawa	7,030	7,030	-
Chippewa	7,030	7,030	-
Textbooks, New	70,000	175,000	(105,000)
Tuition Payments (MVU)	8,000	8,000	-
Outgoing Transfer - Subs IISD	178,295	178,295	-
	8,370,679	8,475,679	(105,000)

**Okemos Public Schools
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	2022-23 Revised Budget	2022-23 Revised Budget #2	Impact of Change
High School Instruction, 113			
Salaries	4,928,659	4,928,659	-
Benefits	799,372	799,372	-
Retirement	1,391,361	1,391,361	-
Retirement Stabilization	771,957	801,149	(29,192)
FICA	377,039	377,039	-
Contracted Services & Staff	16,000	16,000	-
Supplies	166,306	166,306	-
Textbooks, Replacement	18,668	18,668	-
Textbooks, New	125,000	125,000	-
Tuit Pymts (Early College, MVU, HSDCI)	167,000	170,000	(3,000)
Student Recovery Services	12,050	12,050	-
Dual Enrollment	70,600	60,600	10,000
Outgoing Transfer - Subs IISD	152,965	152,965	-
	8,996,977	9,019,169	(22,192)
Montessori Elementary, 116			
Teacher Salaries	984,825	984,825	-
Aide Wages	269,554	269,554	-
Benefits	234,755	234,755	-
Retirement	354,112	354,112	-
Retirement Stabilization	211,989	211,989	-
FICA	95,961	95,961	-
Contracted Services & Staff	8,904	8,904	-
Supplies	14,071	14,071	-
Textbooks, Replacement	5,238	5,238	-
Textbooks, New	26,250	-	26,250
Outgoing Transfer - Subs IISD	21,265	21,265	-
	2,226,924	2,200,674	26,250
Montessori 5-8, 112-9700			
Teacher Salaries	564,327	564,327	-
Aide Wages	109,943	109,943	-
Benefits	151,767	151,767	-
Retirement	190,345	190,345	-
Retirement Stabilization	113,951	113,951	-
FICA	51,580	51,580	-
Contracted Services & Staff	450	450	-
	1,182,363	1,182,363	-
Total Montessori Instruction	3,409,287	3,383,037	26,250

**Okemos Public Schools
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	2022-23 Revised Budget	2022-23 Revised Budget #2	Impact of Change
Special Education - Instructional Programs 122			
Teacher Salaries	2,542,790	2,566,518	(23,728)
Aide Wages	1,214,355	1,214,355	-
Benefits	688,379	690,795	(2,416)
Retirement	1,060,661	1,067,359	(6,698)
Retirement Stabilization	634,953	634,953	-
FICA	287,420	289,236	(1,816)
Contracted Services & Staff	57,574	57,574	-
Supplies	35,800	35,800	-
Outgoing Transfer - Subs IISD	72,800	72,800	-
	6,594,732	6,629,390	(34,658)
Special Education - IDEA			
Salaries	12,683	12,683	-
Benefits	2,691	2,691	-
Retirement	3,580	3,580	-
Retirement Stabilization	2,143	2,143	-
FICA	970	970	-
	22,067	22,067	-
Special Education - Psychological Services, 214			
Salaries	311,969	311,969	-
Benefits	52,627	52,627	-
Retirement	88,069	88,069	-
Retirement Stabilization	52,723	52,723	-
FICA	23,867	23,867	-
Contracted Services & Staff	1,200	1,200	-
Supplies	5,000	5,000	-
	535,455	535,455	-
Special Education - Speech & Language Services, 215			
Salaries	361,650	361,650	-
Benefits	45,874	45,874	-
Retirement	102,093	102,093	-
Retirement Stabilization	61,119	61,119	-
FICA	27,666	27,666	-
Contracted Services & Staff	1,520	1,520	-
Supplies	1,400	1,400	-
	601,322	601,322	-
Special Education - Social Work Services, 216			
Salaries	486,758	486,758	-
Benefits	66,760	66,760	-
Retirement	137,414	137,414	-
Retirement Stabilization	82,263	82,263	-
FICA	37,237	37,237	-
Contracted Services & Staff	1,520	1,520	-
Supplies	1,400	1,400	-
	813,352	813,352	-

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	2022-23 Revised Budget	2022-23 Revised Budget #2	Impact of Change
Special Education - Teacher Consultants, 218			
Salaries	166,946	166,946	-
Benefits	24,428	24,428	-
Retirement	47,129	47,129	-
Retirement Stabilization	28,213	28,213	-
FICA	12,771	12,771	-
	279,487	279,487	-
Special Education - Interpreter			
Salaries	37,052	37,052	-
Benefits	2,832	2,832	-
Retirement	10,460	10,460	-
Retirement Stabilization	6,262	6,262	-
FICA	2,834	2,834	-
	59,440	59,440	-
Total Special Education	8,905,855	8,940,513	(34,658)
Compensatory Education			
English as 2nd Language At Risk, 3060			
Teacher & Parapro Salaries	310,415	310,415	-
RTI Coaches	94,667	94,667	-
Benefits	69,627	69,627	-
Retirement	114,356	114,356	-
Retirement Stabilization	68,459	68,459	-
FICA	30,989	30,989	-
Supplies	10,000	10,000	-
Contracted Staff	170,698	170,698	-
Transfer - Breakfast (food service)	1,000	1,000	-
	870,211	870,211	-
Title IA, IMPROVING BASIC PROGRAMS, 125-601x			
Salary	118,470	118,470	-
Retirement	33,489	33,489	-
Retirement Stabilization	20,735	20,735	-
FICA	9,027	9,027	-
Benefits	13,722	13,722	-
Supplies	4,000	4,000	-
	199,443	199,443	-

**Okemos Public Schools
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	2022-23 Revised Budget	2022-23 Revised Budget #2	Impact of Change
Interventionists, 126			
Teacher Salaries	208,081	208,081	-
Benefits	30,985	30,985	-
Retirement	58,741	58,741	-
Retirement Stabilization	35,165	35,165	-
FICA	15,918	15,918	-
	348,890	348,890	-
Title III, LEP & Immigrant, 125-684x			
Salary	43,450	36,650	6,800
Retirement	20,360	17,291	3,069
FICA	3,278	2,758	520
Contracted Staff & Services	9,491	12,632	(3,141)
Supplies	5,715	12,881	(7,166)
Transportation	8,289	8,371	(82)
	90,583	90,583	-
Title IV, Support & Enrichment, 125-753x			
Textbooks	10,000	10,000	-
	10,000	10,000	-
Early Literacy, 36xx			
Salary	63,739	63,739	-
Retirement	18,063	18,063	-
Retirement Stabilization	11,767	11,767	-
FICA	4,784	4,784	-
Benefits	4,647	4,647	-
Supplies	84	84	-
Transportation	3,361	3,361	-
	106,445	106,445	-
Bilingual, 3070			
Salary	29,582	29,582	-
Retirement	13,350	13,350	-
FICA	2,263	2,263	-
Benefits	8,010	8,010	-
Contracted Staff	14,370	14,370	-
Supplies	4,377	4,377	-
	71,952	71,952	-
Total Compensatory Education	1,697,524	1,697,524	-

**Okemos Public Schools
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	2022-23 Revised Budget	2022-23 Revised Budget #2	Impact of Change
Gifted Programs, 9200			
Teacher Salaries	91,257	91,257	-
Benefits	5,631	5,631	-
Retirement	25,762	25,762	-
Retirement Stabilization	15,422	15,422	-
FICA	6,981	6,981	-
	145,053	145,053	-
Guidance Services, 212			
Salaries	953,345	953,345	-
Benefits	116,880	116,880	-
Retirement	269,130	269,130	-
Retirement Stabilization	161,114	161,114	-
FICA	72,933	72,933	-
Supplies	3,000	3,000	-
	1,576,402	1,576,402	-
COVID Grants, non child care			
Salary	865,713	865,713	-
Benefits	103,828	103,828	-
Retirement	269,646	269,646	-
Retirement Stabilization	164,408	164,408	-
FICA	72,750	72,750	-
Contracted Staff & Services	488,536	488,536	-
Contracted Instruction	131,200	131,200	-
Supplies & Materials	196,723	196,723	-
	2,292,804	2,292,804	-
Other Pupil Services, 219			
Safety Patrol	9,955	9,955	-
Club Advisors	54,013	54,013	-
Noon Hour Wages	90,538	90,538	-
Benefits	17,670	17,670	-
Retirement	43,617	43,617	-
Retirement Stabilization	23,002	23,002	-
FICA	11,818	11,818	-
Noon Hour Contracted Staff & Services	190,000	190,000	-
	440,613	440,613	-
Title II, Part A Teacher/Principal Training, 221-764x			
Salaries	28,962	28,962	-
Retirement	8,176	8,176	-
Retirement Stabilization	4,895	4,895	-
FICA	2,216	2,216	-
Benefits	2,773	2,773	-
Contracted Services	1,025	1,025	-
	48,047	48,047	-

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	2022-23 Revised Budget	2022-23 Revised Budget #2	Impact of Change
Improvement of Instruction, 221			
Salaries, all other	180,031	180,031	-
Curriculum Development Wages	15,535	15,535	-
Mentor Instruction	30,525	30,525	-
Benefits	27,334	27,334	-
Retirement	63,826	63,826	-
Retirement Stabilization	38,209	38,209	-
FICA	17,295	17,295	-
Contracted Staff & Services	3,500	3,500	-
Workshops & Conference			
Cornell	4,200	4,200	-
Central	2,850	2,850	-
Hiawatha	4,350	4,350	-
Bennett Woods	4,200	4,200	-
Kinawa	6,300	6,300	-
Chippewa	6,150	6,150	-
High School	10,950	10,950	-
Program Development			
Cornell	4,800	4,800	-
Central	3,600	3,600	-
Hiawatha	5,100	5,100	-
Bennett Woods	5,100	5,100	-
Kinawa	8,100	8,100	-
Chippewa	7,500	7,500	-
High School	13,350	13,350	-
Supplies	15,150	15,150	-
Benchmark Assessments	38,875	38,875	-
Software Licenses	47,000	47,000	-
	563,830	563,830	-
MTSS Coaches (non-grant funded)			
Teacher Salaries	347,309	347,309	-
Benefits	68,140	68,140	-
Retirement	98,046	98,046	-
Retirement Stabilization	57,009	57,009	-
FICA	26,569	26,569	-
	597,073	597,073	-
Total Improvement of Instruction	1,208,950	1,208,950	-
Libraries, 222			
Salaries	345,266	345,266	-
Benefits	66,899	66,899	-
Retirement	97,467	97,467	-
Retirement Stabilization	58,349	58,349	-
FICA	26,413	26,413	-
Library Books	20,000	20,000	-
Library A/V	5,000	5,000	-
Periodicals	5,000	5,000	-
Supplies	5,000	5,000	-

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	2022-23 Revised Budget	2022-23 Revised Budget #2	Impact of Change
Audio Visual, 223	629,394	629,394	-
Repairs	4,500	4,500	-
Supplies	11,000	11,000	-
Software	3,000	3,000	-
	18,500	18,500	-
Total Libraries & Audio Visual	647,894	647,894	-
Special Education, Staff Direction, 226			
Salaries	159,765	159,765	-
Benefits	45,366	45,366	-
Retirement	45,102	45,102	-
Retirement Stabilization	27,000	27,000	-
FICA	12,222	12,222	-
Contracted Staff & Services	13,250	13,250	-
Supplies & Other	4,600	4,600	-
	307,305	307,305	-
Other Instructional Staff Services, 229			
Salaries	45,567	-	45,567
Benefits	4,363	-	4,363
Retirement	12,864	-	12,864
Retirement Stabilization	7,701	-	7,701
FICA	3,486	-	3,486
	73,981	-	73,981
Board of Education, 231			
Contracted Services	117,100	147,100	(30,000)
Travel & Conference	4,200	4,200	-
	121,300	151,300	(30,000)
Executive Administration, 232			
Salaries	241,812	241,812	-
Benefits	46,091	46,091	-
Retirement	68,264	68,264	-
Retirement Stabilization	40,866	40,866	-
FICA	18,499	18,499	-
Graduation	8,500	8,500	-
Contracted Staff & Services	35,000	20,000	15,000
Travel & Conference	2,000	2,000	-
Postage, Printing & Advertising	9,800	9,800	-
Supplies & Capital Outlay	5,800	5,800	-
Dues & Fees	10,000	10,000	-
	486,632	471,632	15,000

**Okemos Public Schools
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	2022-23 Revised Budget	2022-23 Revised Budget #2	Impact of Change
Building Administration, Elementary, 241			
Salaries	926,338	772,893	153,445
Benefits	189,367	155,503	33,864
Retirement	261,508	219,025	42,483
Retirement Stabilization	156,552	131,157	25,395
FICA	70,864	59,210	11,654
Contracted Staff & Services			
Cornell	2,500	2,500	-
Central	2,500	2,500	-
Hiawatha	2,500	2,500	-
Bennett Woods	2,500	2,500	-
Supplies, Equipment & Other			
Cornell	2,820	2,820	-
Central	2,820	2,820	-
Hiawatha	2,820	2,820	-
Bennett Woods	2,820	2,820	-
Supplies, grant			
Central	184	184	-
Hiawatha	260	260	-
Bennett Woods	587	587	-
	1,626,940	1,360,099	266,841
Building Administration, Middle School, 242			
Salaries	615,270	613,661	1,609
Benefits	122,562	122,245	317
Retirement	173,690	173,235	455
Retirement Stabilization	103,980	103,713	267
FICA	47,069	46,946	123
Contracted Staff & Services			
Kinawa	10,900	10,900	-
Chippewa	10,900	10,900	-
Supplies, Equipment & Other			
Kinawa	4,250	4,250	-
Chippewa	4,250	4,250	-
	1,092,871	1,090,100	2,771
Building Administration, High School, 243			
Salaries	476,324	476,324	-
Benefits	84,268	84,268	-
Retirement	134,472	134,472	-
Retirement Stabilization	80,499	80,499	-
FICA	36,439	36,439	-
Contracted Staff & Services	13,795	13,795	-
Supplies, Equipment & Other	12,325	12,325	-
	838,122	838,122	-
Total Building Administration	3,557,933	3,288,321	269,612

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	2022-23 Revised Budget	2022-23 Revised Budget #2	Impact of Change
Fiscal Services, 252			
Salaries	301,321	301,321	-
Benefits	74,877	74,877	-
Retirement	85,064	85,064	-
Retirement Stabilization	50,923	50,923	-
FICA	23,051	23,051	-
Contracted Services & Staff	27,500	37,500	(10,000)
Supplies & Other	3,200	3,200	-
	565,936	575,936	(10,000)
Internal Services - Print shop, 258			
Salaries	41,493	41,493	-
Benefits	17,621	17,621	-
Retirement	11,713	11,713	-
Retirement Stabilization	7,012	7,012	-
FICA	3,174	3,174	-
Contracted Services	30,000	30,000	-
Supplies	45,000	45,000	-
	156,013	156,013	-
Other Business Services, 259			
Workers Compensation	36,000	36,000	-
Summer Tax Fee	1,900	1,900	-
Legal Liability Insurance	20,800	20,800	-
Interest on Notes	500	500	-
Bank Service Charges	40,000	40,000	-
Fingerprinting	7,000	7,000	-
	106,200	106,200	-
Staff/Personnel Services, 283			
Salaries	128,230	128,230	-
Benefits	22,362	22,362	-
Retirement	36,199	36,199	-
Retirement Stabilization	21,671	21,671	-
FICA	9,810	9,810	-
Contracted Services	17,000	17,000	-
Supplies & Other	1,000	1,000	-
	236,272	236,272	-
Safety & Security Grants			
NonInstructional Supplies	-	-	-
Contracted Services	-	63,680	(63,680)
Facilities Construction/Improvement	-	250,000	(250,000)
	-	313,680	(313,680)

**Okemos Public Schools
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	2022-23 Revised Budget	2022-23 Revised Budget #2	Impact of Change
Operation & Maintenance, 261			
Salaries, all other	121,914	121,914	-
Custodial & Maintenance Wages	788,057	788,057	-
Overtime Wages	52,500	52,500	-
Benefits	222,700	222,700	-
Retirement	271,705	271,705	-
Retirement Stabilization	162,655	162,655	-
FICA	73,629	73,629	-
Contracted Custodial	1,109,050	1,109,050	-
Contracted Services	370,750	539,750	(169,000)
Telephone	31,000	31,000	-
Heating Fuel/Natural Gas	343,000	446,000	(103,000)
Electricity	570,000	635,000	(65,000)
Water & Sewer	61,000	61,000	-
Waste & Trash Disposal	39,500	47,000	(7,500)
Property, Casualty & Fleet Insurance	186,450	186,450	-
Maintenance & Custodial Supplies	354,500	457,680	(103,180)
Capital Outlay & Other	158,570	158,570	-
	4,916,980	5,364,660	(447,680)
Pupil Transportation, 271			
Salaries, all other	163,837	163,837	-
Driver Wages	352,327	358,111	(5,784)
Field Trip Wages	50,500	50,500	-
Benefits	144,239	147,083	(2,844)
Retirement	159,970	161,602	(1,632)
Retirement Stabilization	95,765	95,765	-
FICA	43,352	43,794	(442)
Contracted Services	32,500	32,500	-
Fleet Insurance	11,200	11,200	-
Vehicle Fuel	91,000	121,000	(30,000)
Vehicle Repair, Parts & Supplies	33,500	33,500	-
Supplies, Uniforms & Physicals	5,000	5,000	-
	1,183,190	1,223,892	(40,702)
Technology Services, 284			
Salaries	615,088	615,088	-
Benefits	168,719	168,719	-
Retirement	173,638	173,638	-
Retirement Stabilization	103,950	103,950	-
FICA	47,055	47,055	-
Contracted Services & Staff	31,626	31,626	-
Annual User Fees/Contracts	350,000	350,000	-
Maintenance & Repair	45,000	45,000	-
Supplies	3,500	3,500	-
	1,538,576	1,538,576	-

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	2022-23 Revised Budget	2022-23 Revised Budget #2	Impact of Change
Athletics, 293			
Salaries	133,088	133,088	-
Coaches/Games Workers	192,816	192,816	-
Benefits	17,223	17,223	-
Retirement	92,003	92,003	-
Retirement Stabilization	55,077	55,077	-
FICA	24,932	24,932	-
Contracted Coaches/Game Workers	214,560	214,560	-
Contracted Services	91,600	91,600	-
Supplies & Other	180,130	180,130	-
	1,001,429	1,001,429	-
Community Education - Child Care, 351			
Salaries	273,606	78,771	194,835
Benefits	49,594	(2,509)	52,103
Retirement	76,341	20,484	55,857
Retirement Stabilization	42,406	9,001	33,405
FICA	20,755	6,305	14,450
Contracted Services & Staff	41,113	132,836	(91,723)
Supplies, Equipment & Other	66,999	64,593	2,406
	570,814	309,481	261,333
Community Education - Recreation/Enrichment, 321			
Salaries	44,236	44,236	-
Benefits	22,308	22,308	-
Retirement	12,488	12,488	-
Retirement Stabilization	7,476	7,476	-
FICA	3,384	3,384	-
Contracted Services & Staff	208,000	208,000	-
Supplies & Other	11,000	11,000	-
	308,892	308,892	-
Community Education - School Readiness, 343x			
Salaries	138,090	138,090	-
Benefits	32,477	32,477	-
Retirement	38,930	38,930	-
Retirement Stabilization	23,777	23,777	-
FICA	10,517	10,517	-
Contracted Staff & Services	142,362	109,090	33,272
Supplies & Other	61,801	69,640	(7,839)
	447,954	422,521	25,433

**Okemos Public Schools
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	2022-23 Revised Budget	2022-23 Revised Budget #2	Impact of Change
Child Care Relief Fund			
Salaries	309,739	534,085	(224,346)
Benefits	73,196	129,111	(55,915)
Retirement	83,525	146,875	(63,350)
Retirement Stabilization	54,599	92,451	(37,852)
FICA	23,754	40,377	(16,623)
Contracted Staff	506,063	414,341	91,722
Supplies & Other	162,581	101,986	60,595
	1,213,457	1,459,226	(245,769)
Community Education - Senior Center, 391			
Secretarial Wages	53,211	53,211	-
Benefits	5,379	5,379	-
Retirement	15,021	15,021	-
Retirement Stabilization	8,993	8,993	-
FICA	3,937	3,937	-
Contracted Services & Staff	27,000	27,000	-
	113,541	113,541	-
Community Education - Facilities Use, 311			
Secretarial Wages	10,110	10,110	-
Benefits	1,259	1,259	-
Retirement	2,854	2,854	-
Retirement Stabilization	1,709	1,709	-
FICA	773	773	-
Contracted Services & Staff	45,000	45,000	-
Utilities	53,800	53,800	-
Supplies & All Other	1,500	1,500	-
	117,005	117,005	-
Total Community Services	2,771,663	2,730,666	40,997
Total Expenditures	63,961,902	64,461,224	(499,322)

2023-24 Budget Priorities

1 - The board should seriously consider this...(NEEDS)

2 - The board might consider this...(WANTS)

3 - The board should consider this at another time (DREAMS)

Department/ Building	Strategic Plan Area	Item	Impact Statement	Budget Impact
Level 1 = First to Consider				
District		Positions Currently Funded w/COVID Grants	<p>We currently have 9 positions funded with COVID relief grants which total approximately \$960,000 in salary and benefit costs. While funding exists through 6/30/24, we need to start planning for the impact to our general fund. We propose to budget for 2 positions in the general fund now and potentially an additional 2 in 2022-23. These positions will still be funded through COVID however, which will create budget to actual variances for 2 years. However, for planning purposes, we will see those positions in our budget so we won't have a funding cliff in 2024-25.</p> <p>Behavior Specialist (K-8) Director of DEI (District) 2 Student Support Advisors (SSAs) (Elementaries) RTI Coach (High School) Speech, .50 Program Specialist Custodian (full-time sub) Bus Driver (full-time sub)</p>	\$200,000
Kinawa/Chippewa	Organizational Capacity	+2.0 Clerk (1.00 at each MS)	<p>We currently have 2 full time administrative assistants. Their roles and responsibilities have continued to increase. Their responsibilities include, but not limited to: allowing visitors in the building, scheduling meetings (IEPS, 504s, problem solving), enrollment, schedule changes (3-6 times per year), 'play' nurse (manage medical action plans, covid calls), truancy documentation, facility scheduling, purchasing/ordering, first line of defense, collection of extra curricular fees, inputting master scheduling into P.S., attendance, count day documentation, student verification for International students, records requests, MICR reports, buzzing students and parents in and out of the building.</p>	\$86,000
District	Organizational Capacity	HR Specialist	<p>The HR Department in Okemos consists of one full time employee (HR Director) and a part time administrative assistant support. A mid level position to assist with HR duties with hiring, servicing employees, wage & benefit related questions, onboarding/offboarding, workflow, modernizing HR systems would allow for building administration and administrative assistants to focus on building issues. Several administrators spend upwards of 25% of their time posting positions, reviewing resumes and hiring individuals for positions that have high turnover.</p>	\$108,000
Athletics	Equity	Participation Fee	<p>Okemos began charging athletic fees in 2003-04, and raised rates when the district was cutting</p>	\$14,400

			<p>programs due to decreased enrollments to avoid impact on athletics and other programs. Families are eligible for reduced or waived fee. Concerns with our rates were that they were amongst the highest in the area/State as well as equity issues for students and families. Okemos athletic fee history:</p> <p>2003-04 MS \$50/HS \$100 2019-20 MS \$208/HS \$288 2008-09 MS \$100/HS \$175 2020-21 MS \$260/HS \$360 2009-10 MS \$125/HS \$200 2021-22 MS \$210/HS \$310 2010-11 MS \$200/HS \$300 2022-23 MS \$160/HS \$260 2011-12 MS \$260/HS \$360</p>	per 10% reduction
			Total Level 1 = First to Consider	\$408,400
Level 1.5 = First to Consider If..				
High School	Organizational Capacity	+1.0 student supervisor	To better align with our beliefs regarding discipline and equity, HS administration wants to decrease the number of out of school suspension days and after school detentions. To do so, we need a more reliable daily mechanism to support students. Right now, we have the capacity to run in school suspension one day per week, using a student supervisor. While this is beneficial, it is not frequent enough and removes a student supervisor from our hallways. The High School is requesting we hire an additional supervisor to supervise our in school suspension room, allowing us to have lunch detentions as well; consequently, we will decrease days of out of school suspension and hours of after school detention.	\$25,950
Kinawa, Chippewa, High School	Extra-curricular	Clubs	<p>We wish to value our students' interests and provide unique educational opportunities in a safe, dependable setting. To that end, we wish to honor our teachers' time as they advise numerous clubs throughout the District. We are requesting full funding for 25 clubs at the HS; and 5 clubs each at Chippewa and Kinawa.</p> <p>Current: High School 9, Chippewa & Kinawa 3 each</p>	\$24,160
Technology	Operational	+1.0 Cyber Security Technician	From Networks, Servers/Systems, from student/staff devices to cyber security, there is a need to focus more manpower on security for OPS. The need is for a New employee for a position as Tech manager. (Desktop techs and server management) - Adding a new employee to the IT department is a priority. Not just staffing relief but structured security support for it. We have more technology than ever, and with the onset of security focused on levels never seen before, the need is more significant. Our current security is broken into two parts: system and network security. But it is also layered and managed by two employees with only one overarching backup. Both have expert experience in their areas but are being spread too thin. We have over 5000 devices (teacher/student), 400 access points, 350 cameras, 300 interactive monitors, 275 classroom audio systems, 200 printers, 100 switches, almost 50 servers, and many other technologies, all of which connect to our network and are potential points for hacking. Having the additional staff in a higher role and having the two experts in networking and systems security focus on those specific areas of security and their primary responsibilities will help keep our students, staff, systems, and our network more secure.	\$108,000

Special Education	Instruction & Learning, Equity, Social Emotional Learning	+1.0 Early Childhood Teacher Consultant	In February of 2012, the US Dept of Education issued a "Dear Colleague" letter reiterating the least restrictive environment provision applies to placement of preschool children. The US Dept of Ed states that LEAs should offer a full continuum of placements for preschool children with disabilities. In Okemos, we are currently limited on options available to our preschool students because we do not have an Early Childhood Teacher Consultant who can provide Early Childhood services in our community education preschool classrooms or our GSRP classrooms. The only preschool option we have for students with IEPs that need a classroom setting is our Early Childhood Special Education program. This is a full time special education placement and students do not have access to their neurotypical peers. We are monitored on preschool environments yearly and every year we do not meet the target set by the MDE of 80% or more of our preschool students with IEPs receiving their special education services in an inclusive environment. We were able to utilize our ECSE program teacher as an EC teacher consult in the mornings this year and only offer an ECSE program in the afternoon. The following document outlines some of the activities our ECSE TC/Teacher has been able to complete this year. Teacher Consultant Services 2022-23 By expanding the EC teacher consultant role to a full time position, we would be able to increase the number of students with an IEP we are servicing within an inclusive setting. We would also expand this role to include training of paraprofessionals at Edgewood, supporting students transitioning from preschool to Kindergarten, teacher consultant services available all day to our preschool teachers instead of just in the morning, and supporting families as they navigate the special education process. Research has shown that early intervention is critical to a child's development. Adding a full time Early Childhood Teacher Consultant would provide our district an opportunity to provide early intervention to a greater number of students and allow us to take a more proactive approach to supporting our youngest learners.	\$95,000
Total Level 1.5 = First to Consider After Enrollment Impact				\$253,110
Level 2 = Next Level				
Elementary	Equity; Social Emotional Learning; Organizational Capacity	+2.0 Counselors (.50 at each elementary)	Mental health concerns continue to increase with our youngest students and having someone only available for half the day makes it difficult for all students to get what they need. We are asking our counselors to split their time between two schools, making their caseloads difficult to manage. With this addition, we would be able to do more proactive measures such as more Tier II small group lessons and supports.	\$190,000
Chippewa	Instruction & Learning	+1.0 ELA Teacher	Our data continues to demonstrate that we are not closing our achievement gap. Post covid the gap has increased significantly. The addition of an ELA instructor will allow for proper Tier 1 interventions to occur within the classroom setting. Our students need individualized/small group instruction on reading comprehension and writing. We know to grow writers it requires thoughtful feedback, which requires a significant amount of time and conferencing.	\$95,000

High School	Equity	Parking pass fee	Schooling is compulsory; therefore, admin does not want students paying \$40 to park their cars at school. Current handbook language: \$40 full year/ \$20 semester. HS administration would like to institute the following: All parking passes \$20 year/ \$10 semester. Seniors may pay an additional \$20 for preferential parking and the opportunity to paint their spots. Financial assistance is provided for those that cannot afford to "paint their spot." We are excited about this possible new tradition at OHS. In sum, we are lessening the cost for all students; Seniors who wish to paint their spots and have the "best" spots will pay more, voluntarily offsetting the other's costs in part.	\$4,000
District		Communications Support Personnel	To increase the Okemos Public Schools capacity for proactive communication aligned with its strategic plan, communications support would assist with the following deliverables: 1. Develop and implement an intentional district communication strategy, aligned with the strategic plan, for employees and the community. 2. Work with building and district level leadership to create messaging and develop purposeful, cascading communication plans to ensure appropriate messaging reaches the right audiences, at the right time using multiple dissemination tools (website, social media, newsletters) 3. Manage district social media presence and assist media and technology with the website. 4. Create publications and materials, as needed (print and electronic). Examples include: two district print/digital publications annually, support for staff newsletter, create school newsletter templates, etc. 5. Work collaboratively with the district on crisis communication, including being involved in drills, have access to and being trained on alert systems as a back-up and have a plan of support should a crisis occur.	\$60,000 (contract) or \$87,300 (hire)
District		Community Newsletter (annual)	To publish and mail one newsletter per year to all community members to keep our community informed and connected with the Okemos Schools initiatives and information. The goal is to communicate with the larger community in print format so they are aware of district events, initiatives and are connected to the district	\$11,000
Total Level 2 = Next Level				\$360,000
				\$387,300
Level 3 = Not Considerations at This Time				
Elementary	Organizational Capacity	Student Services Advisors to Assistant Principals (4)	While our SSAs are school leaders, they are not administrators, which limits how they are able to support. As Assistant Principals, they would be able to attend IEPs and 504s, conduct evaluations, supervise the building in the absence of the principal, and make administrative decisions.	\$25,780
Elementary	Equity; Instruction and Learning; Organizational Capacity	Addition of Exploratory or Special area teacher in each school. +2.64 FTE	Providing common planning time for all level teams which will impact student achievement by allowing teachers to collaborate regularly around best instructional practices.	\$247,670

Kinawa		Choir Performance Shirts 5-8	Students need polos for performances. This becomes an equity issue for many students and families. We would like to purchase a common polo for all students 5-8 in our choir program to use for performances. We need 250 shirts for students at KMS and CMS, and each shirt costs \$20 (\$5000 total). Students will keep the shirts all year and turn them back in at the end of the year. Each student will pay a \$5 rental/cleaning fee for the shirt each year. Parents will launder shirts throughout the year.	\$5,000
High School	Equity	Field Trip Budget	We wish to increase the amount of educational opportunities and experiences during the school day (field trips) for our students. Admin neither wants departments to worry about the cost of busing, nor do we want those costs paid by our students. To this end, the High School is requesting \$5,000 annually to mitigate the costs of these opportunities for our students. This allocation will also preserve dollars in each department account as each department will have more money to spend on instruction, not allocating money toward field trips or to offset the cost of field trips. Finally, these funds will decrease student financial obligation which aligns directly with our equity goals. In some cases, students are being charged for field trips that are mandatory and a part of their grades. The practice of students paying for mandatory trips tied to curriculum or grades must end, regardless of a new allocation or not.	\$5,000
Community Education	Instruction & Learning, Operational	Supply Budget increase	In the first year of the pandemic we cut our supply budgets in half from \$1200/classroom to \$600 and have been supplementing them with grant money. With no future grants predicted, we will need an increase in our supply budgets to meet the classroom demands and increase costs of supplies.	\$9,000
District		SRO	The National Association of School Resource Officers (NASRO) states, "A school resource officer (SRO) is a carefully selected, specifically trained, and properly equipped law enforcement officer with sworn authority, trained in school-based law enforcement and crisis response and assigned by an employing law enforcement agency to work collaboratively with one or more schools using community-oriented policing concepts." NASRO considers it a best practice to use a "triad concept" to define the three main roles of school resource officers: Educator (i.e. guest lecturer) - Provide lessons, co-teach, read to students, etc. Informal counselor/mentor Law enforcement officer Years 1-3 = 50% funded each year by State grant; Total Cost for year 1 = \$145,440	\$72,720
District	Instruction & Learning, Equity, Social Emotional Learning	District Professional Development & Training	To provide high-quality professional development to staff in learning models and supports in order to meet the needs of all students, specifically targeting our demographic groups with the highest demonstrated needs: special education, economically disadvantaged, black or African American students. Staff professional learning may include: conferences, training by experts, supplies & materials, site visits (mileage, hotel, substitute), collaborative planning/data analysis/instructional practices (substitute costs) \$8,000 training day, 1 elementary day & 1 secondary day= \$16,000; \$8,000 coaching day, 0.5 X 4 elementary= 2 days; 1 x 3 secondary= 3 days	\$56,000
Athletics	Operational	Supply Budget increase	Increase operating budget by \$20k to allow to simple replacement, purchase and maintenance of items for competition. For example, replace soccer nets, purchase new ball carts for basketball teams or maintenance of Gates for Ski. These items have increased in price 40% over the last 3 years.	\$20,000

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
20f Hold Harmless Guarantee	0	0	474,560
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	\$1,846,490
Increased Revenue/Decreased Expenditures	Optimistic	Most Likely	Worst Case
Increase in per-pupil Foundation Allowance (\$500,\$366,\$366)	2,227,500	1,630,500	1,630,500
Enrollment (Feb 23 +100; Oct 23: +55,+15,-10;) Blend 10/90	574,000	223,600	10,000
Increase in Special Education Reimbursement (100%, 87.5%; current = 75%)	236,620	118,310	118,310
Savings from teacher retirements (6)	250,020	250,020	250,020
Improving Student Mental Health Grant (carryover)	173,052	173,052	173,052
MPSERS Retirement State Aid (+75%)	582,300	582,300	582,300
	\$4,043,492	\$2,977,782	\$2,764,182
Projected Impact on General Fund Balance before Negotiations	\$2,713,612	\$1,622,672	\$917,692
Carry forward effect on General Fund Budget (6/30/24)	7,861	7,861	7,861
Total Impact on General Fund Balance	\$2,721,473	\$1,630,533	\$925,553

* - *subject to negotiations*

Additional Information

Compensation reference - Steps ~ \$886,500

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

Fund Balance - as percentage of expenditures

Audited 6/30/20	\$ 5,248,843	9.8%
Audited 6/30/21	\$ 8,093,308	14.9%
Audited 6/30/22	\$ 8,677,164	14.6%
2022-23 Original Budget	\$ 7,025,143	11.4%
2022-23 Revised Budget	\$ 8,930,942	14.0%
2022-23 Revised Budget	\$ 9,468,545	14.7%
<i>Pro Forma 6/30/24</i>		
<i>optimistic</i>	\$ 12,190,018	18.9%
<i>most likely</i>	\$ 11,099,078	17.2%
<i>worst case</i>	\$ 10,394,098	16.1%

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 Proposed Revision 1,424,208

2022-23 Non-Structural, 1x revisions

(removed from 23-24 preliminary assumptions)

Childcare Grants, covid relief	(1,315,489)
Positions, open portion of 22-23	(268,114)
Athletics Equipment & Uniforms	58,700
Graduation alliance overpayment	(100,000)
Retention bonus, 22-23 negotiations	526,775
Ingham ISD Revenue, 1x	(127,000)
22-23 State Aid, various sections	(231,661)
Learning Loss & Mental Health Grants	(589,207)
New classrooms set-up costs	20,000
Textbooks	25,000
Operations Equipment	80,000
Transportation Fuel & Utilities	205,500
Operations Expenditures	280,000
All Other	19,149
	<u>(1,416,347)</u>

Carry forward effect on General Fund Budget (6/30/24) 7,861

**2023-243 BUDGET PRIORITIES
FOR IMPLEMENTATION IN THE PROPOSED BUDGET**

Board Homework Due Friday, May 26

Support Level 1 = The board should seriously consider this...(NEEDS)

Support Level 2 = The board might consider this...(WANTS)

Support Level 3 = The board might consider this at another time...(DREAMS)

Budget Impact	Administrative Recommendation	Assign Support Level 1, 2, 3
---------------	-------------------------------	---------------------------------

Budget for Positions Funded w/COVID Grants	\$200,000	1	
+2.0 Clerk (1.00 at each MS)	\$86,000	1	
HR Specialist	\$108,000	1	
Athletic Participation Fee; 10% Reduction	\$14,400	1	
+1.0 Student Supervisor at the High School	\$25,950	1.5	
+20 Clubs (+16 at the HS, +2 at each MS)	\$24,160	1.5	
+1.0 Cyber Security Technician	\$108,000	1.5	
+1.0 Early Childhood Teacher	\$95,000	1.5	
+2.0 Counselors (.50 at each elementary)	\$190,000	2	
+1.0 ELL Teacher at Chippewa	\$95,000	2	
Eliminate HS Parking Pass Fee	\$4,000	2	
Communications Support Personnel (hire or contract)	\$60,000-\$87,300	2	
Community Newsletter	\$11,000	2	
Move Student Services Advisors to Assistant Principals (1 at each elementary)	\$25,780	3	
Addition of Exploratory/Special Area Teacher (1 at each elementary)	\$247,670	3	
Fund Choir Performance Shirts at Kinawa	\$5,000	3	
Increase High School Budget for Field Trips	\$5,000	3	
Supply Budget Increase at Community Education	\$9,000	3	
+1.0 School Resource Officer	\$72,720	3	
Additional Budget for District Professional Development & Training	\$56,000	3	
Supply Budget Increase for Athletics	\$20,000	3	
Priority Not Mentioned Above, Should be Considered (if any)			
	to be determined		
	to be determined		

OKEMOS PUBLIC SCHOOLS

2022-23 Preliminary Budget Revision

2023-24

Preliminary Budget Assumptions

Budget Priorities

Board Meeting of May 22, 2023

2022-23 Preliminary Revised Budget #2

Preliminary Revised Budget Assumptions - Revenues

	Budget Impact
Learning Loss, Sec 98c	231,871
Improving Student Mental Health, Sec 31aa	357,336
Improving Safety, Sec 97's	316,860
ISD SE Revenue	539,000
Childcare Stabilization	245,769
GSRP	(25,433)
Other	4,349
	<u>\$1,669,752</u>

Preliminary Revised Budget Assumptions - Expenditures

	Budget Impact
Utilities & Transportation Fuel	(205,500)
Operations Expenditures	(280,000)
Improving Safety Projects	(316,860)
Positions not filled for portion of year	268,114
Childcare Stabilization	(245,769)
Childcare Operations, portion offset by grant	308,769
Staffing, +2 Transportation Subs +1 SE Teacher	(45,360)
GSRP	25,433
Other	(8,149)
	<u>(\$499,322)</u>

Projected Impact on General Fund Budget

	Budget Impact
Operating Revenues	\$1,669,752
Operating Expenditures	(499,322)
Projected Impact on Fund Balance	\$1,170,430

Structural	\$370,989
One-time	799,441
	<hr/>
	\$1,170,430

2022-23 Budget Revision – Summary

	Adopted Budget	Net Impact	Revised Budget
Operational Surplus/(Deficit)			
Total Revenues	\$64,215,680	\$1,669,752	\$65,885,432
Total Expenses	(63,961,902)	(499,322)	(64,461,224)
Preliminary Effect on Fund Balance	\$253,778	\$1,170,430	\$1,424,208

2022-23 Budget Revision – Fund Balance Summary

	Adopted Budget	Revisions	Revised Budget
Beginning Fund Balance	\$8,677,164	(\$632,827)	\$8,044,337
Operational Surplus/(Deficit)	253,778	1,170,430	1,424,208
Ending Fund Balance, preliminary	\$8,930,942	\$537,603	\$9,468,545
as a % of Expenditures	14.0%		14.7%

2023-24 Proposed Budget Assumptions

Enrollment Considerations

Factors Used in Projections

- June 23 Graduates
- *Incoming Kindergarten size*
- Annual Retention Rates
- Estimates to actual in prior years
- Community

Current Reality for Kindergarten

- Prior 10 year: average = 327 / low = 306
- Since Fall 2007: low was 250 (Fall 2009 & 2010)
- Estimate after K roundup = 272; down ~15 from last year

Expenditure Increases/Revenue Decreases

<u>Decrease to General Fund</u>	<u>Optimistic</u>	<u>Most Likely</u>	<u>Worst Case</u>
MPSERS rate increase (+3.11% to 31.34% from 28.23%, eff. 10/1/23)	970,680	970,680	970,680
20f Hold Harmless Guarantee	0	0	474,560
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	\$1,846,490

Revenue Increases/Expenditure Decreases

increase to General Fund	Optimistic	Most Likely	Worst Case
Increase in per-pupil Foundation Allowance (\$500,\$366,\$366)	2,227,500	1,630,500	1,630,500
Enrollment (Feb 23 +100; Oct 23: +55,+15,-10;) Blend 10/90	574,000	223,600	10,000
Increase in SE Reimbursement (100%, 87.5%, 75%-current)	236,620	118,310	118,310
Savings from teacher retirements (6)	250,020	250,020	250,020
Improving Student Mental Health Grant (carryover)	173,052	173,052	173,052
MPERS Retirement State Aid (+75%)	582,300	582,300	582,300
	\$4,043,492	\$2,977,782	\$2,764,182

Projected Impact on General Fund Budget

	<u>Optimistic</u>	<u>Most Likely</u>	<u>Worst Case</u>
Operating Revenues	\$4,043,492	\$2,977,782	\$2,764,182
Operating Expenditures	1,329,880	1,355,110	1,846,490
Projected Impact on Fund Balance	\$2,713,612	\$1,622,672	\$917,692
Structural		\$1,449,620	
One-time		173,052	
		<u>\$1,622,672</u>	

2022-23 Carryforward Impact on 2023-24 Budget

2022-23 Prelim, Net Change in Fund Balance	\$1,424,208
Non-Structural Budget Items (removed from 23-24 budget)	
Childcare Grants, covid relief	(1,315,489)
Open Positions, portion of 22-23	(268,114)
Athletics Equipment & Uniforms	58,700
Graduation alliance overpayment	(100,000)
22-23 State Aid, various sections	(820,868)
Retention bonus, 22-23 negotiations	526,775
Ingham ISD Revenue, 1x	(127,000)
New classrooms set-up costs & All Other	39,149
Textbooks	25,000
Operations Equipment	80,000
Transportation Fuel & Utilities	205,500
Operations Expenditures	280,000
	(1,416,347)
Carryforward effect on General Fund Budget	\$7,861

Projected Impact on General Fund Budget

	Optimistic	Most Likely	Worst Case
Net Impact on General Fund Balance	\$2,713,612	\$1,622,672	\$917,692
Carryforward effect on GF Budget (6/30/23)	7,861	7,861	7,861
Total Impact on General Fund Balance	\$2,721,473	\$1,630,533	\$925,553
<i>Fund Balance as a % of Expenditures</i>	18.9%	17.2%	16.1%

Budget Timeline

Board Review of Budget Priorities	May 22
Board Homework Rating Due	May 26
Review Homework Ratings & Finalization of Priority Level	June 5
Board Action on Budget	June 26

Impending Budget Discussion 2023-24

Topics w/financial impact not in assumptions

- State Aid
- Staffing Levels
- Negotiations
- Grants
- Insurance rates
- Board Priorities
- Food Service, Community Ed. Contribution to General Fund
- Other Variable Sources of General Fund Revenue

RESOLUTION DESIGNATING DISTRICT'S ELECTION REPRESENTATIVE

[To be adopted on or after May 15, 2023]

Okemos Public Schools (the "District")

A regular meeting of the board of education of the District (the "Board") was held in the Community Conference Room, within the boundaries of the District, on the 22nd day of May, 2023, at 7 o'clock in the PM

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

Present: Members Buffett, Cavanaugh, Doxie, Gebara, Lynn, Phelps and Taylor

Absent: Members

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

WHEREAS:

1. The biennial election of the Board of Ingham Intermediate School District, Michigan (the "ISD Board") will be held on Monday, June 5, 2023; and

2. The members of the ISD Board will be elected by an electoral body composed of one (1) person designated by the board of each of the constituent school districts; and

3. In accordance with Section 614(2) of the Revised School Code, MCL 380.614(2), this Board desires to designate _____ as this District's proposed representative and _____ as an alternate designated representative in the event the designated representative is unable to attend and further desires to direct said representative and alternate to vote on behalf of this Board for a specific candidate.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. This Board does hereby approve the designation of _____ as the representative of this Board for the electoral body, which body will elect two (2) candidates to the vacancies on the ISD Board on Monday, June 5, 2023 and _____ as an alternate in the event the designated representative is unable to attend.

2. The designated representative and alternate are further directed to cast a vote on the first ballot on behalf of this Board for _____ and _____.

3. The Secretary of this Board is hereby further directed to file a certified copy of this resolution with the Secretary of the ISD Board.

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

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Okemos Public Schools, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at a regular meeting held on May 22, 2023, 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).

Secretary, Board of Education



MEMORANDUM

TO: Local District Superintendents
FROM: Jason Mellema
DATE: May 12, 2023

Re: Ingham ISD Board of Education Candidate/Election

The deadline for filing for a seat on Ingham Intermediate School District's Board of Education was Monday, May 8, 2023.

Two (2) candidates have filed to run for the two (2) open six-year board seats:

- Lori Zajac, Incumbent, who resides in Holt.
- John Wolenberg, Incumbent, who resides in East Lansing.

We requested biographical information from all candidates; however, the candidates may also contact you directly. Please forward the candidate names and the attached biographies from our candidates to your board members.

According to current statute, Monday, May 15, 2023 is the earliest date a local district board can adopt a resolution to approve the district's voting representative and designate the two Ingham ISD candidates the board supports.

Ingham ISD's board members are elected by the local district boards of education which include Dansville, East Lansing, Haslett, Holt, Lansing, Leslie, Mason, Okemos, Stockbridge, Waverly, Webberville, and Williamston. The representatives from these local districts will convene at Ingham ISD on June 5 at 6:00 p.m. to cast votes that reflect resolutions passed by their boards. An official notice about the election date, time, and location will be sent to your board secretary on May 26. A copy will also be sent to your office.

In the meantime, after your board takes action, please forward the resolution approving your representative and designating your board's two candidate choices for the Ingham ISD board to my office.

Please contact Barbara Weathers, 517.244.1230 or bweathers@inghamisd.org, if you have any questions about the election procedures or any other related matters.

Thank you for your assistance.

Attachments

RESOLUTION DESIGNATING DISTRICT'S ELECTION REPRESENTATIVE

[To be adopted on or after May 15, 2023]

_____ (the "District")

A _____ meeting of the board of education of the District (the "Board") was held in the _____, within the boundaries of the District, on the _____ day of _____, 2023, at _____ o'clock in the _____ PM

The meeting was called to order by _____, President.

Present: Members

Absent: Members

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

WHEREAS:

1. The biennial election of the Board of Ingham Intermediate School District, Michigan (the "ISD Board") will be held on Monday, June 5, 2023; and
2. The members of the ISD Board will be elected by an electoral body composed of one (1) person designated by the board of each of the constituent school districts; and
3. In accordance with Section 614(2) of the Revised School Code, MCL 380.614(2), this Board desires to designate _____ as this District's proposed representative and _____ as an alternate designated representative in the event the designated representative is unable to attend and further desires to direct said representative and alternate to vote on behalf of this Board for a specific candidate.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. This Board does hereby approve the designation of _____ as the representative of this Board for the electoral body, which body will elect two (2) candidates to the vacancies on the ISD Board on Monday, June 5, 2023 and _____ as an alternate in the event the designated representative is unable to attend.
2. The designated representative and alternate are further directed to cast a vote on the first ballot on behalf of this Board for _____ and _____.
3. The Secretary of this Board is hereby further directed to file a certified copy of this resolution with the Secretary of the ISD Board.

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

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of _____, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at a _____ meeting held on _____, 20__, 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).

Secretary, Board of Education

School Board Candidate Biographical Information

NAME: John C. Wolenberg

ADDRESS: 2459 Barnsbury Rd., East Lansing, MI 48823

SCHOOL DISTRICT WHERE YOU CURRENTLY RESIDE: Haslett

EDUCATIONAL BACKGROUND:

Bachelor of Science in Business Administration - Central Michigan University

Master of Business Administration - Central Michigan University

PROFESSIONAL BACKGROUND:

2018 to present - Retired

As a former Certified Public Accountant, I do continue to provide tax services for a small group of loyal clients.

1993-2018 - Consultant & Real Estate Development

As a consultant, I worked with businesses and individuals, particularly related to financial negotiations and enterprise assessment, assisting both business buyers and sellers. I have also been active in real estate development, mostly in the Lansing area.

1978-1993 - Michigan State University

At MSU, I worked with the Institute for Community Development, specializing in local government finance and organization, and taught government accounting for the College of Business. I also served as an Assistant Dean for the College of Lifelong Education.

1975-1978 - Michigan Department of Treasury, Bureau of Local Government Financial Services

1971-1975 - Accounting Instructor, Central Michigan University

PREVIOUS BOARD EXPERIENCE AND YEARS OF SERVICE:

2005 to present - Board Member, Ingham ISD

I was elected to the Ingham Intermediate School District Board of Education in 2005 and re-elected in 2011. I have served as Trustee, Secretary, Treasurer, Vice President and President. I have also served on the policy, technology, curriculum and budget committees and as the board representative to Ingham School Officers Association. I have supported policy initiatives that promote collaboration among local districts and also between local districts and Ingham ISD.

1989-2014 - Board Member, Foundation for Haslett Schools

I was a Board Member of the Foundation for Haslett Schools for 25 years and served on a variety of committees. I am very proud of our work through the Foundation which helped teachers, staff and administrators define diversity for the Haslett Public Schools. I developed the Foundation's Proud Sponsors of Books Program which helped add hundreds of books to every building's library.

1981-1989 - Board Member, Meridian Charter Township Planning Commission

1987-1989 – served as Chair

OTHER PUBLIC SERVICE/VOLUNTEER EXPERIENCE AND YEARS OFF SERVICE:

I enjoy helping kids. For that reason, I coached youth baseball, basketball, hockey and soccer for thirty years from 1984 to 2014. During that time, I coached soccer for kids from 5 to 18 years of age as well as high school aged hockey players. I founded the Haslett Soccer Club.

1990-2010 - Board Member, East Side Soccer Club

1995 - served as Board President

1997-2009 - served as Board Vice President

1994-2000 – Board Member, Greater Lansing Area Hockey Association

I was a Board Member of the Greater Lansing Area Hockey Association from 1994 to 2000, including two years as president. At the time, the Lansing area had only one "sheet" of ice. I helped to bring the Dome to Washington Park as well as two rinks each to East Lansing and Lansing's west side.

OTHER RELEVANT INFORMATION:

On a personal note, I'm married to Carol. We have two adult sons and are the proud, doting grandparents of three grandsons and a granddaughter. Our home is in Meridian Township which puts us equal distance from our sons and their families who live in West Bloomfield and Grand Rapids. We also enjoy spoiling Finn, our golden retriever puppy, and love hiking with him at Rose Lake.

I have been a member of the Ingham Intermediate School District (IISD) board for eighteen years. While my home district is Haslett, I have always acted as a representative of all 12 IISD constituent districts. I am proud of the IISD programs in Special Education, Early Childhood Readiness, professional development services, career preparation through the Wilson Talent Center, and the IISD advocacy for Multi-Tiered Support Systems. I am proud and privileged to be a member of the IISD Board, and believe my background, IISD experience, knowledge and temperament make me uniquely qualified to serve on the IISD Board.

The Ingham Intermediate School District Strategic Plan lists the organization's core values as Collaboration, Compassion, Innovation, Integrity, and Student Focus. I feel all five core values are compelling; however, I believe IISD Board members must concentrate first on the following core values.

Collaboration which is defined as follows: "We will seek, share and respect diverse perspectives. We will function as a team with our colleagues and stakeholders to define and achieve common goals." Collaboration with constituent districts is of vital importance to the effectiveness of IISD programming. The IISD cannot simply offer our constituent districts a list of services. It is the IISD Board's obligation to see that constituent districts and the IISD value the IISD services equally.

Integrity which is defined as follows: "We will be honest, trustworthy, respectful and ethical. We will honor our commitments and be accountable for our actions." The IISD must be forthright about the results of its programs. The IISD must employ data driven methodology to determine the success or failure of programs. It is incumbent on the IISD Board to see that all programs are evaluated and the results are communicated to staff, constituent districts, and individual program participants.

Student Focus which is defined as follows: "We will place students and their success as the driving force behind our decisions." The IISD is in business to provide services to students and by extension to their families. The IISD employs administrators, teachers, support staff, and engages contractors and vendors in order to provide students with the best possible services. The IISD Board must always ask the question "how does this help students and is this the best way to help our students?"



School Board Candidate Biographical Information

Name: Lori Zajac

Address: 3840 Lone Pine Dr, Apt #3
Holt MI 48842

School district where you currently reside: Holt Public Schools

Educational background: Graduate of Lansing Community College – 1982
Graduate of Holt Public Schools – 1980

Present occupation: Account Executive at JFP Benefit Management, Inc. (Sept. '99 to Current)
(Third Party Administrator/Group Life-Health Insurance Agent)

Previous board experience; please include years of services:

Ingham Intermediate School District Board of Education – August 2018 to Current
Holt Public Schools Board of Education – November 2005 through June 2017
-Vice President (2014) & President (2015-2017)
Ingham School Officers Association-ISOA Representative – 5 Years
-President (2016/17)

Other public service or volunteer experience; please include years of service:

BSA/CubMaster for Pack 640 (8 years)
Co-Chairperson of Horizon Elementary Organization of Parents/Staff-PTO (4 years)
Destination Imagination-Reg'l Sales/Mktg Coordinator & Team/Account Administrator (7 years)
Holt Athletic Booster Club
-Football Rep-7 years; Executive Board Secretary-3 years
Judson Memorial Baptist Church - Lansing
-Financial Secretary-8 years; Elder Board Secretary-9 years; Church Clerk-2 years

Any other information you would like to share with the constituent districts which may assist them in learning more about you, focusing on why you want to serve on the Ingham ISD Board of Education.

See Next Page



Any other information you would like to share with the constituent districts which may assist them in learning more about you, focusing on why you want to serve on the Ingham ISD Board of Education.

For much of the same reason that my family chose to become part of the Ingham Intermediate School District when I was very young (as part of the Holt/Dimondale community back in 1968), my husband and I similarly chose to remain within the area/district when starting our own family over 30 years ago...predominantly because of the exceptional schools and educational opportunities within Ingham County. It has always been with a tremendous amount of pride and conviction that our entire family has strived to maintain very active roles within the community at large...with most of our time & energy focused on various school programs and/or student-athlete organizations. Based on that strong desire to 'serve' in some capacity or another, my motivation has always been the passion I have for encouraging and/or creating opportunities for *all* students/children. Having the chance to be a part of anything that supports, promotes and provides for a world class education for each & every one of them has always been a privilege...and a responsibility that I do not take lightly.

In the midst of recent challenges facing us all (from pandemics to matters of safety to ongoing financial demands, etc.), it has become an even bigger priority to be part of a team/board that emphasizes the importance of steady, thoughtful guidance for our administrators, teachers, staff, students and families at the ISD & Local Districts. Even in the midst of those very unique & ever-evolving obstacles, it remains an honor to play a small part in the process of navigating those challenges while never losing sight our key goal and the importance of maintaining and encouraging high quality educational/vocational opportunities for all students...the type of learning opportunities that are present & are continuing to develop right here in Mid-Michigan. I strive to support the ongoing initiatives that are genuinely aimed at enhancing student learning performance & solid educational programs in Ingham County...all within a rapidly evolving environment based on those very unique & extremely pressing challenges for which we must always be prepared to adapt and respond to quickly - for the continued safety and educational support for all of our learners/families/staff.

I thank you for any consideration you are willing to extend to me as a continuing member of the Ingham Intermediate School District's Board of Education. Please do not hesitate to contact me directly if you have any additional questions...I am always interested in hearing your opinions and (for those of you that know me personally can attest), I eagerly look forward to discussing 'all things education' at every opportunity! Your support in the upcoming election...along with the ongoing work you all devote to the students in Ingham County is sincerely appreciated.

Thank you,
Lori Zajac



ECUADOR Y LAS ISLAS GALÁPAGOS

Señorita (Trisha) Funk
OHS - World Language Dept.
B116
trisha.funk@okemosk12.net
517-706-4985



ECUADOR Y LAS ISLAS GALÁPAGOS

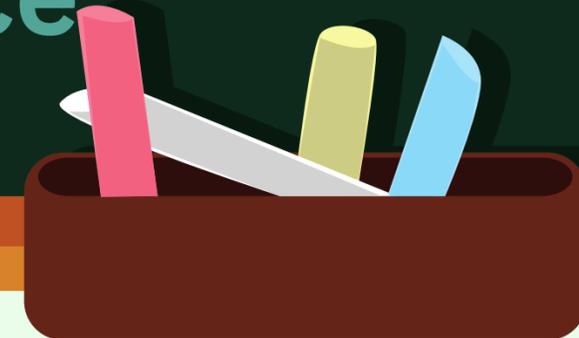
June 11 - 18, 2024

**Current cap of 30 students
5 teacher chaperones**

ECUADOR Y LAS ISLAS GALÁPAGOS

cross-curricular benefits

- Spanish
- Biology, science



ECUADOR Y LAS ISLAS GALÁPAGOS

Trip highlights:

- 3 days in Quito (capital de Ecuador)
fly in / out, sight seeing
- 5 days in Las Islas Galápagos
 - hiking, snorkeling, museums, wildlife

WORLDSTRIDES

15 years+
working w/
Okemos HS

Hold kids
account &
keep them
safe

On-tour
support

Insurance

- accident
- liability
- illness
- dental



Q&A

**Answers to follow up questions by the Okemos Bord of Education after the
April 10, 2023 presentation on School Start Time
by Hanne Hoffmann, PhD, MSU.**

Q1. I am curious how this body of research landed on 8:30 specifically but do not need to know this for our conversation.

Most teens' sleep-wake cycle is delayed 2-3h as compared to adults. Research shows the optimal time for teens to wake up is ~9AM. However, due to societal pressure and logistics, dialogue between schools, parents, medical doctors and researchers have agreed that a reasonable compromise would be to recommend that “no middle and high school should start school earlier than 8:30AM”. That said, a recent [article](#) from New Zealand highlights that the optimal time for teens to start school is ~9.45AM. In summary, 8:30AM is not the optimal time for teens to start school, rather significantly better than before 8AM, as supported by a large literature.

Based on what is actually best for the teens, I recommend we consider starting Okemos middle and high school at 9AM or 9:15AM. This later school start time would also allow elementary school to start after 8AM, and therefore not negatively impact this age group (see Q3+Q4 below).

Q2. The presentation included a pro of reduced cost-improved student health (mental and physical). Is there quantified data to support this?

The reduced cost on mental health is an expected outcome, based on the well-established large improvement on mental health in non-sleep deprived teens. No published research I am aware of has yet evaluated the true \$ savings from the reduced mental health costs. Many studies have shown the detrimental effect of sleep deprivation on mental health in teens, and this is reversed by increased sleep. The mental health benefit of adequate sleep in teens is one of the most well established benefits of delayed school start time.

The economic impact of healthy school start time has been recently estimated in the RAND report (attached). In order to complete the report, the study was based on two variables where there was sufficient data to make realistic estimations of the economic impact of school start time. The RAND report specifically considered the economic gain from improved learning and reduced car accidents, after shifting school start time for middle and high schools to 8:30AM. This means that the numbers in the RAND report are expected to be an underestimation of the true economic benefit to schools and the state of delayed school start times.

From page 12 of the RAND report the predicted benefit cost-ratios per student is summarized. If Michigan does not start middle and high school before 8:30AM, the predicted benefit-cost ratio after just 2 years of delayed school start time is 1.12 (and 0.72 when corrected for additional installation costs of lighting etc). After 5 years, the benefit cost ratio is 1.97 (and 1.59 when correcting for an initial investment for lighting etc.) meaning that for every \$1 spent, the return is between \$1.97 and \$1.59 after 5 years.

Table ES1: Predicted benefit–cost ratios by state over time

State	Years after policy shift									
	2 years		5 years		10 years		15 years		20 years	
	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)
Michigan	1.12	0.72	1.97	1.59	2.57	2.27	3.10	2.83	3.56	3.30

Michigan is among the states in the US that will benefit the most from delayed school start time. One reason is that Michigan is among the states in the US that start school the earliest.

Further, on page 30, table 1, the RAND report shows the predicted cumulative economic gain by Michigan (\$ million GSP) after adjusting school start times for students in middle schools (Grades 6 to 8) and high schools (Grades 9 to 12).

Predicted cumulative economic gain by state (\$ million GSP) after indicated number of years of school start change implementation

State	Years after policy change									
	2 years		5 years		10 years		15 years		20 years	
	\$	%	\$	%	\$	%	\$	%	\$	%
Michigan	295	0.06%	1,218	0.26%	2,894	0.62%	4,794	1.02%	6,728	1.44%

Early school start times reduce performance among disadvantaged students by an amount equivalent to having a highly ineffective teacher. In school districts with greater flexibility to adjust start times, starting school even an hour later can boost performance at a low initial cost and allow economic gain to the schools and society. As estimated on page 32 (Table 2) of the RAND report the economic benefits per student after 2, 5, 10, 15 and 20 years, respectively are shown:

Table 2: Predicted cumulative economic gain by state (\$ per student)

State	Years after policy change (gain \$ per student)				
	2	5	10	15	20
Michigan	331	1,367	3,248	5,381	7,551

Q3. It may not be possible, but I would love more information about the effect of possibly moving the start times of our elementary and 5/6 students earlier. I don't want our younger students to be negatively affect because we are blinded by al the middle/high school data.

Q4. She mentioned that there isn't much research on the effects of earlier start times on younger children and their families, however, this is of concern to me. Are we helping one group by hurting another?

One large study was published in 2021 on this topic. See the attached research paper entitled "2021 Changing school start times: impact on sleep in primary and secondary school students". The summary of this study is as follows: "This study highlights the significant benefit of later school start times for middle school and high school students, while also demonstrating no significant negative effects of earlier elementary school start times. The study is novel due to the large sample size, the 2-year follow-up period, and the relatively diverse sample. The implementation of healthy school start times (at or after 8:30 am for middle and high school students) is a critical health policy that can quickly and effectively address significant adolescent sleep debt, with minimal impact on younger students, who often are required to start earlier in order to accommodate later secondary school start times."

This study is further supported with a second study attached called "School start time and elementary kids". This second study concludes that "Regarding academic outcomes, our estimates are small in magnitude and suggest that earlier elementary start times have near-zero effects. Earlier start times predict a slight increase in absences and modestly higher math

scores, especially for traditionally disadvantaged students. In districts that need to stagger start times, it may be advisable for elementary schools to start earlier to accommodate later secondary school start times”.

These findings are not surprising. We do know that elementary school age children are recommended to sleep 9-11h/night. Most elementary school children go to bed ~7-8:30PM. This means that in the extreme scenario that a child goes to bed at 8.30 PM, they will have the opportunity to sleep 11h by 7.30AM.

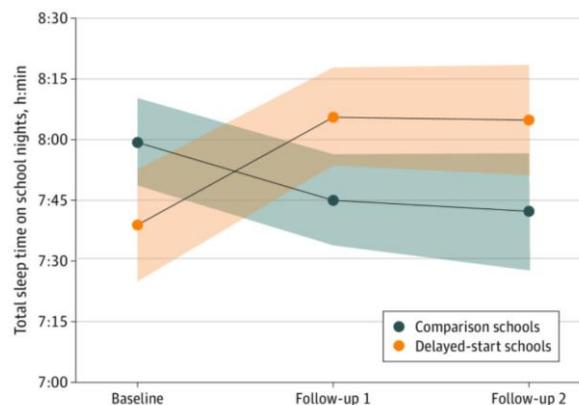
Given the commute to elementary schools is shorter for most children than middle and high schools, starting elementary school between 8:15 or 8:30AM, which is a later school start time than what was evaluated in the scientific studies above, this would allow this age group to get the recommended amount of sleep each night, and will therefore not negatively impact these students.

Because of the unique feature of Okemos, where 5th and 6th grades start school at approximately the same time as the elementary school, I would expect that if Okemos flip-flops elementary and high school start times, a group of 5th and 6th graders would not get the recommended amount of sleep because school start time would be before 8AM. To overcome this, **I recommend to flip-flop AND delay school start time in Okemos.**

Q5. I still have wonders around 'if they can sleep later, they'll just stay up later.' I'm sure this will occur in some students, but the vast majority will probably go to bed when they normally do. That said, it is still a wonder. I don't think I need an answer to this specific question

Because many adults have asked this question, this has been answered with objective research data. See the attached research paper: “Sleep more in Seattle 2018”. The main take home from this study is that they **delayed school start time by 55min and the daily median sleep duration increased by 34 min. This increase in sleep was associated with a 4.5% increase in the median grades of the students and an improvement in attendance.** This paper has been nicely summarized [here](#).

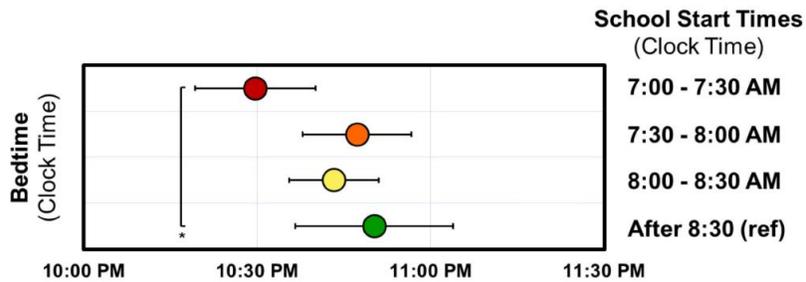
Many more studies have determined that although some teens do stay up later when school starts later, the large majority of teens will sleep ~40 min more per night more if school is delayed by 60 min. See for example this additional study entitled “Association of Delaying School Start Time With Sleep Duration, Timing, and Quality Among Adolescents”.



As can be seen from the above figure, high school students who attended schools that shifted to later starts after baseline measurements got approximately 43 minutes more objectively

measured sleep on school nights. The baseline data was collected during spring 2016 (9th grade); follow-up 1, spring 2017 (10th grade); and follow-up 2, spring 2018 (11th grade). In addition, this study found that the students in schools that delayed start time also slept less on weekends (=less catching up because they slept enough on weekdays), and had similar bedtimes 2 years after the start time delay, relative to students attending comparison schools that started early throughout the observation period.

Finally, the study entitled: “High school start times after 8:30AM are associated with later wake times and longer time in bed among teens in a national urban cohort study” confirms the previous study, and shows that bedtime for teens stays the same if they start school at between 7:30 - 8:00AM, 8:00 - 8:30AM and after 8:30AM. The only group of teens that goes to bed earlier are the students who start school between 7-7:30AM.



Due to the earlier wake times to get to school before 8:30AM, the only group of students who archives the recommended minimum 8h sleep/night are the students who start school after 8:30AM, as shown below.

