

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, June 12, 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

Pursuant to Section 8(a) of the Open Meetings Act, the board of education may adjourn to Executive Session for the purpose of discussing contract negotiations.

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

Bond/Bid Package #1 Update (15 Min)

Rob Crowe and Superintendent Hood will provide an update and review the "soft cost" incurred by the district to implement bond bid package #1.

DISCUSSION MOVED FORWARD: 2023-2024 Budget Development (30 Min)

Finance Director Elizabeth Lentz will provide 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 may or may not be part of the evening's agenda. Citizens are required to limit comments to three minutes, except when this requirement is waived by the board president during the meeting. A designated timekeeper will communicate to the individual who is addressing the board at three minutes. The board highly values public comment and input; however, the board meeting format is designed to facilitate the evening's agenda and, therefore, restricts board members from engaging in conversation with speakers or immediately responding to

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

SUPERINTENDENT REPORTS/REQUESTS (10 Min)

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

BOARD REPORTS/REQUESTS (10 Min)

The board will acknowledge receipt of correspondence.

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

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 4 for immediate implementation and appropriate action.

Item 1: Approval of the minutes of the Regular Meeting of May 22, 2023; Item 2: Approval of the minutes of the Executive Session Meeting of May 22, 2023; Item 3: Acknowledge receipt of the May financial statement and approve payment of bills for May; and Item 4: Acknowledge receipt of the leave of absence report and approve the requested leave of absence for Jamie Coy, 4th Grade Teacher at Cornell Elementary for the period of August 21st through November 13, 2023.

OTHER ACTION ITEMS

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

Employment - Certified

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

That the board approve the employment of Natalie Holcomb, Special Education Teacher at Hiawatha Elementary at Step 1, Division I; Erin Holt, Special Education Teacher at Cornell Elementary at Step 1, Division I; Cecil Roberts, Social Worker for the District, at Step 7, Division II; Elijah Whitman, Social Studies Teacher at OHS at Step 1, Division I; and Rebecca Wieger, Elementary ASD Teacher at Step 15, 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.

PHASE Curriculum & Chairs

The board of education reviewed Personal Health and Sexuality Education curriculum for use by students in 4th, 5th, and 6th grades at its May 22nd meeting. In addition, the board reviewed 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.

That the board adopt the Personal Health and Sexuality Education curriculum for use by students in 4th through 6th grades; as well as appoint the following individuals to serve as co-chairs on the district's PHASE Advisory Board: Sabrina Avripas and Martha Nokken.

Certification of Summer Tax

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

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

Membership in MHSAA

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

That the board waive the reading and adopt the resolution permitting Okemos Public Schools to continue membership in the Michigan High School Athletic Association for the year August 1, 2023 through July 31, 2024.

2022-2023 Amended Budget

As required by law, the 2022-2023 Budget was approved by the board of education in June. Throughout the year the budget is revised to reflect an update in revenue and expenditures. The board reviewed the proposed 2022-2023 budget revisions during its meeting on May 22, 2023.

That the board approve the amended 2022-2023 Budget. (Roll Call Vote).

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.

Textbook/Curriculum Recommendations (15 Min)

Assistant Superintendent Bailey will present the new textbook recommendations for 2023-2024. It is not assumed that funds will be available in the general fund to purchase textbooks. The recommendations include:

- Lit/Comp 9
- American Literature
- PreCalculus
- AP Calculus
- Algebra I
- Physical Science
- Psychology
- K-5 Science
- 6-8 Science

Work Session & Start Times Follow-Up (30 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

May 22, 2023

John Hood
Superintendent
Okemos Public Schools
4406 Okemos Rd.
Okemos, MI 48864

RE: Guaranteed Maximum Price (GMP) Amendment for BP #1 and #2

Dear Mr. Hood:

The Christman Company is pleased to present this GMP Amendment for Construction Management (CM) Services for the 2022 Okemos Public Schools Bond Program, Bid Packages #1 and #2.

1. The 2022 Okemos Public Schools Bond Program as defined in the Application for Preliminary Qualification of Bonds that was voted on November 8, 2022. The construction scope included in these bid packages is defined in Design Documents produced by Tower Pinkster and listed in the Attachment A herein, and summarized to include secure vestibule renovations to Edgewood Early Childhood Center, Bennett Woods Elementary School, Cornell Elementary School, and Central Montessori Elementary School, and pressing needs renovations at Central Montessori Elementary School and Okemos High School athletics facilities. The GMP includes only work which is specifically identified in the Design Documents or identified within this GMP Amendment or its associated attachments.
2. Clarifications and Assumptions:
 - a. Edgewood Elementary Fire rated assemblies 545A and 545B are quoted as 1-hour frames under Work Category 20.
 - b. High School Athletics banner material and bases are not included in Work Category 02's base bid.
 - c. Work Category 18 scope of work is based on the door/window frame elevations instead of the door/window schedule where there is a conflict on the drawings.
 - d. Does not include professional services for:
 - i. Hazardous Material Testing
 - ii. Hazardous Material Abatement
 - iii. Construction Material Testing
 - iv. Geotechnical Investigation and Reporting
 - v. Commissioning Agent
 - e. No Owner Fixtures, Furnishes & Equipment (FFE) have been included.
3. Statement of GMP for BP #1 and #2:
 - a. The value of this GMP Amendment is \$5,304,370.
 - b. Detailed information for the GMP value is listed in Attachment B.
4. Anticipated dates:
 - a. Commencement of Construction Phase: June 1, 2023.
 - b. Substantial Completion: December 31, 2023.

5. Acceptance date for GMP
 - a. This GMP Amendment must be accepted by the Owner by June 5, 2023.
6. Preconstruction and Construction Phase Staff Billing Rates:

Position	Rate (\$/hr)	Position	Rate (\$/hr)
Project Director	\$148	Project Accountant	\$65
Project Executive	\$125	Safety Manager	\$95
Senior Project Manager	\$119	Project Planning Director	\$130
Project Manager	\$111	Lead Estimator	\$115
Assistant Project Manager	\$92	MEP Estimator	\$95
Project Engineer	\$81	ASC Support Estimator	\$87
Superintendent, Lead	\$122		
Superintendent	\$111		
Intern	\$30		

Attachments:

- A – List of Drawings and Specifications
- B – GMP Summary Spreadsheet
- C – Contract Award Recommendation Letter to OPS BoE, Dated 5/8/2023
- D – Schedule

Signed on Behalf of:

The Owner – **Okemos Public Schools**

Signature: _____

Title: John Hood, Superintendent

Date: _____

The Construction Manager – **The Christman Company**

Signature:  _____

Title: Robert Crowe, Vice President

Date: 5/22/2023 _____

Okemos Public Schools
Bid Package 1 & 2

Okemos, Michigan

Date: **May 22, 2023**

Rev:



Project Planning Group

GMP SUMMARY

TCC Proj #: **221126**

SQFT: **2,688**

GMP ITEMS				
TCC	WC	Description	Value	Awarded To / Notes
02		Earthwork & Site Utilities	679,500	Woodhull Construction Co., Inc.
05		Concrete	741,700	Angelo lafrate Construction Co.
07		Fencing	190,000	Trois Amis Corp. DBA Dewitt Fence Co.
08		Landscaping	152,540	Anderson-Fischer & Associates, Inc.
11		Masonry	136,800	Leidel & Hart Mason Contractors, Inc.
18		Glass/Glazing & Aluminum Entrances	285,855	Aaron Glass Company, Inc.
20		Carpentry & General Trades	512,000	Dobie Construction, Inc.
21		Walls & Ceilings	47,300	William C. Reichenbach Co.
22		Flooring & Hard Tile	51,750	Integrity Interiors, Inc.
24		Painting	96,150	R&L Painting, LLC
27		Mechanical & Plumbing Systems	257,430	Pleune Service Company
28		Electrical and Security	1,115,000	Superior Electric of Lansing, Inc.
Subtotal:			4,266,025	
Subtotal Construction:			4,266,025	
CM Risk/Construction Contingency: 5.00%			213,301	
Subtotal Const. w/CM Contingency:			4,479,326	
CM Services:				
		Preconstruction Phase Staff: LSUM	102,518	Includes portion of program preconstruction staff cost. Reimbursable Allowance per A133 § 14.3.1.6.1. Reimbursable Allowance Reimbursable Allowance
		Construction Phase Staff: LSUM	309,651	
		CM Fee: 2.92%	124,568	
		Commercial General Liability Insurance: 0.75%	39,375	
		Builders Risk Insurance: 0.20%	8,532	
		Subcontractor Default Insurance: 1.20%	51,192	
		P&P Bonds: LSUM	39,470	
		Permit(s): 1.01%	43,087	
		General Conditions: 2.50%	106,651	
Subtotal CM Services and General Conditions:			825,044	
TOTAL CONSTRUCTION GMP VALUE:			5,304,370	

Project: 2022 Bond Program, Bid Packages 1 & 2
 Job No.: 221126
 Client: Okemos Public Schools
 Date: Monday, May 8, 2023

Secure Vestibules, Pressing Needs, High School Athletics (2023 Phase)

I. Budget and Scope Overview

- a. Total Project Phase Budget: \$6,387,109
- b. Trade Contractor Budget: \$4,711,368
- c. Facilities Included:
 - i. Edgewood – Secure Vestibule
 - ii. Cornell – Secure Vestibule
 - iii. Bennett Woods – Secure Vestibule
 - iv. Central Montessori – Secure Vestibule, Pressing Needs, Toilet Rooms
 - v. High School Athletics – Pressing Needs at Stadium
- d. Bid Results:
 - i. Work Categories: 12
 - ii. Bids Received: 26 (two proposals rejected because incomplete or not as specified)
 - iii. Average Bids Per Category: 2.2

2. Contract Award Recommendations

Work Category	Bidder	Address	Proposal Amount
02 – Earthwork & Site Uts.	Woodhull Construction Co., Inc.	9609 E. Price Rd., Laingsburg, MI	\$679,500.00
05 – Concrete	Angelo Iafrate Construction Co.	26300 Sherwood, Warren, MI	\$741,700.00
07 – Fencing	Trois Amis Corp. DBA Dewitt Fence Co.	3236 West St. Joseph, Lansing, MI	\$190,000.00
08 – Landscaping	Anderson-Fischer & Associates, Inc.	225 E. Kipp Rd., Mason, MI	\$152,540.00
11 – Masonry	Leidal & Hart Mason Contractors, Inc.	12100 Globe St., Livonia, MI	\$136,800.00
18 – Glass/Glazing & Aluminum Entrances	Aaron Glass Company, Inc.	2421 N. Larch St., Lansing, MI	\$285,855.00
20 – Carpentry & General Trades	Dobie Construction, Inc.	15733 S. Hinman Rd., Eagle, MI	\$512,000.00
21 – Walls & Ceilings	William C. Reichenbach Co.	2869 Jolly Rd., Okemos, MI	\$47,300.00
22 – Flooring & Hard Tile	Integrity Interiors, Inc.	622 Cesar Chavez Ave., Lansing, MI	\$51,750.00
24 – Painting	R & L Painting, LLC	0220 West Herbison Rd. Eagle, MI	\$96,150.00
27 – Mechanical & Plumbing Systems	Pleune Service Company	4302 S. Creyts Rd., Lansing, MI	\$257,430.00
28 – Electrical Systems	Superior Electric of Lansing, Inc.	212 W. Sheridan Rd., Lansing, MI	\$1,115,000.00
Total			\$4,266,025.00

3. Overall Bid Results

Work Category	Bidder	Address	Proposal Amount
02 – Earthwork & Site Uts.	Woodhull Construction Co., Inc.	9609 E. Price Rd., Laingsburg, MI	\$679,500.00
02 – Earthwork & Site Uts.	Angelo lafrate Construction Co.	26300 Sherwood, Warren, MI	\$1,228,200.00
05 – Concrete	Angelo lafrate Construction Co.	26300 Sherwood, Warren, MI	\$741,700.00
07 – Fencing	Trois Amis Corp. DBA Dewitt Fence Co.	3236 West St. Joseph, Lansing, MI	\$190,000.00
07 – Fencing	Straight Line Fence	3121 Chicago Dr.SW, Grandville, MI	\$219,700.00
08 – Landscaping	Anderson-Fischer & Associates, Inc.	225 E. Kipp Rd., Mason, MI	\$152,540.00
08 – Landscaping	Lawn Sprinklers Sales Service Design Inc.	16343 S US 27, Lansing, MI	No Bid Bond
11 – Masonry	Leidal & Hart Mason Contractors, Inc.	12100 Globe St., Livonia, MI	\$136,800.00
11 – Masonry	Complete Enclosures Inc.	3651 Toles Rd. Mason, MI	\$202,100.00
18 – Glass/Glazing & Aluminum Entrances	Vos Glass, Inc.	3800 Stahl Dr. SE. Grand Rapids, MI	\$218,000.00 Not Per Specs.
18 – Glass/Glazing & Aluminum Entrances	Aaron Glass Company, Inc.	2421 N. Larch St., Lansing, MI	\$285,855.00
18 – Glass/Glazing & Aluminum Entrances	Lansing Glass Company	330 Baker St., Lansing, MI	\$339,929.00
20 – Carpentry & General Trades	Dobie Construction, Inc.	15733 S. Hinman Rd., Eagle, MI	\$512,000.00
21 – Walls & Ceilings	William C. Reichenbach Co.	2869 Jolly Rd., Okemos, MI	\$47,300.00
21 – Walls & Ceilings	Integrity Interiors, Inc.	622 Cesar Chavez Ave., Lansing, MI	\$55,856.00
22 – Flooring & Hard Tile	Integrity Interiors, Inc.	622 Cesar Chavez Ave., Lansing, MI	\$51,750.00
22 – Flooring & Hard Tile	Superior Floor Coverings, LLC	5411 Enterprise Dr., Lansing, MI	\$58,844.00
22 – Flooring & Hard Tile	Lansing Tile & Mosaic, Inc.	2210 Apollo Dr., Lansing, MI	\$62,532.00
22 – Flooring & Hard Tile	William C. Reichenbach Co.	2869 Jolly Rd., Okemos, MI	\$98,910.00
24 – Painting	R & L Painting, LLC	0220 West Herbison Rd. Eagle, MI	\$96,150.00
24 – Painting	Detroit Spectrum Painters, Inc.	27560 College Park, Warren, MI	\$108,750.00
27 – Mechanical & Plumbing Systems	Pleune Service Company	4302 S. Creyts Rd., Lansing, MI	\$257,430.00
27 – Mechanical & Plumbing Systems	Gunthorpe Plumbing & Heating Inc.	4055 Hunsaker Rd., East Lansing, MI	\$289,000.00
28 – Electrical Systems	Superior Electric of Lansing, Inc.	212 W. Sheridan Rd., Lansing, MI	\$1,115,000.00
28 – Electrical Systems	Centennial Electric, LLC	2206 Lansing Rd, Charlotte, MI	\$1,177,000.00
28 – Electrical Systems	Motor City Electric Co.	9440 Grinnell St., Detroit, MI	\$1,421,000.00

OKEMOS PUBLIC SCHOOLS

2023-24

**Preliminary Budget Assumptions
Budget Priorities**

Board Meeting of June 12, 2023

2023-24 Proposed Budget Assumptions

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
K-8 New Curriculum, Science	45,000	45,000	45,000
	\$1,374,880	\$1,400,110	\$1,891,490

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
Increased Special Ed Categorical (MDE, 22-23 timing delay)	256,410	256,410	256,410
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
	\$4,299,902	\$3,234,192	\$3,020,592

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
Operating Revenues	\$4,299,902	\$3,234,192	\$3,020,592
Operating Expenditures	1,374,880	1,400,110	1,891,490
Projected Net Impact on Fund Balance	\$2,925,022	\$1,834,082	\$1,129,102
Carryforward effect on GF Budget (6/30/23)	7,861	7,861	7,861
Total Impact on General Fund Balance	2,932,883	1,841,943	1,136,963
<i>Fund Balance as a % of Expenditures</i>	19.2%	17.6%	16.4%

Structural \$1,522,696

One-time 319,247

\$1,841,943

2023-24 Budget Priorities

Budget Priorities - Consensus

		Board						
		Average Ranking	Rankings Tally			Admin Recommen dation		
Support Level 1 = The board should seriously consider this...(NEEDS)	Budget Impact		1	2	3			
Board Consensus								
Budget Positions Funded w/COVID Grants	\$200,000	1.0	7	0	0	1		
+2.0 Clerk (1.00 at each MS)	\$86,000	1.0	7	0	0	1		
HR Specialist	\$108,000	1.3	5	2	0	1		
Athletic Participation Fee; 10% Reduction	\$14,400	1.0	7	0	0	1		
+1.0 Student Supervisor at the High School	\$25,950	1.3	5	2	0	1.5		
+20 Clubs (+16 at the HS, +2 at each MS)	\$24,160	1.0	7	0	0	1.5		
+1.0 Cyber Security Technician	\$108,000	1.3	5	2	0	1.5		
+1.0 Early Childhood Teacher	\$95,000	1.1	6	1	0	1.5		
	\$661,510							

Budget Priorities - Further Discussion

Support Level 2 = The board might consider this...(WANTS)	Budget Impact	Board					Admin Recommendation
		Average Ranking	Rankings Tally				
			1	2	3		
Further Discussion Needed							
+2.0 Counselors (.50 at each elementary)	\$190,000	1.4	4	3	0		2
Eliminate HS Parking Pass Fee	\$4,000	1.0	7	0	0		2
Communications Support (hire or contract)	\$60,000-\$87,300	1.0	7	0	0		2
Added for Consideration							
Professional development fund for new teachers (0-5 years)							
Increase Elem & Middle School Field Trip Budget							
Additional reduction in athletic fee							

**2023-24 Budget Development
Board Homework
Priority Level Rank**

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	Board			Administrative Recommendation	
		Average Ranking	Rankings Tally			
			1	2	3	
Board Consensus						
Budget for Positions Funded w/COVID Grants	\$200,000	1.0	7	0	0	1
+2.0 Clerk (1.00 at each MS)	\$86,000	1.0	7	0	0	1
HR Specialist	\$108,000	1.3	5	2	0	1
Athletic Participation Fee; 10% Reduction	\$14,400	1.0	7	0	0	1
+1.0 Student Supervisor at the High School	\$25,950	1.3	5	2	0	1.5
+20 Clubs (+16 at the HS, +2 at each MS)	\$24,160	1.0	7	0	0	1.5
+1.0 Cyber Security Technician	\$108,000	1.3	5	2	0	1.5
+1.0 Early Childhood Teacher	\$95,000	1.1	6	1	0	1.5
	\$661,510					
Further Discussion Needed						
+2.0 Counselors (.50 at each elementary)	\$190,000	1.4	4	3	0	2
Eliminate HS Parking Pass Fee	\$4,000	1.0	7	0	0	2
Communications Support Personnel (hire or contract)	\$60,000-\$87,300	1.0	7	0	0	2
Added for Consideration						
Professional development fund for new teachers (0-5 years)						
Increase Elementary & Middle School Field Trip Budget						
Additional reduction in athletic fee						
Not for Consideration at This Time						
+1.0 ELL Teacher at Chippewa	\$95,000	1.7	2	5	0	2
Community Newsletter	\$11,000	2.4	1	2	4	2
Move Student Services Advisors to Assistant Principals (1 at each	\$25,780	2.9	0	1	6	3
Addition of Exploratory/Special Area Teacher (1 at each	\$247,670	2.6	1	1	5	3
Fund Choir Performance Shirts at Kinawa	\$5,000	2.6	1	1	5	3
Increase High School Budget for Field Trips	\$5,000	1.9	3	2	2	3
Supply Budget Increase at Community Education	\$9,000	2.9	0	1	6	3
+1.0 School Resource Officer	\$72,720	2.7	0	2	5	3
Additional Budget for District Professional Development & Training	\$56,000	2.1	1	4	2	3
Supply Budget Increase for Athletics	\$20,000	3.0	0	0	7	3

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
K-8 New Curriculum, Science	45,000	45,000	45,000
	\$1,374,880	\$1,400,110	\$1,891,490
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
Increased Special Ed Categorical (MDE, 22-23 timing delay)	256,410	256,410	256,410
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
	\$4,299,902	\$3,234,192	\$3,020,592
Projected Impact on General Fund Balance before Negotiations	\$2,925,022	\$1,834,082	\$1,129,102
Carry forward effect on General Fund Budget (6/30/24)	7,861	7,861	7,861
Total Impact on General Fund Balance	\$2,932,883	\$1,841,943	\$1,136,963

* - *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>	\$ 12,401,428	19.2%
<i>most likely</i>	\$ 11,310,488	17.6%
<i>worst case</i>	\$ 10,605,508	16.4%



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.
<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.

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
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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

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.

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 abortion: 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

2023 Tax Rate Request (This form must be completed and submitted on or before September 30, 2023)

MILLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS

Carefully read the instructions on page 2.

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

County(ies) Where the Local Government Unit Levies Taxes Ingham County - Alaedon Township	2023 Taxable Value for ALL Properties in the Unit as of 5-22-2023. 91,481,232
Local Government Unit Requesting Millage Levy Okemos Public Schools	For LOCAL School Districts: 2023 Taxable Value excluding Principal Residence, Qualified Agricultural, Qualified Forest, Industrial Personal and Commercial Personal Properties. "Not yet known"

This form must be completed for each unit of government for which a property tax is levied. Penalty for non-filing is provided under MCL Sec 211.119. The following tax rates have been authorized for levy on the 2023 tax roll.

(1) Source	(2) Purpose of Millage	(3) Date of Election	(4) Original Millage Authorized by Election, Charter, etc.	(5)** 2022 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(6) 2023 Current Year "Headlee" Millage Reduction Fraction	(7) 2023 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(8) Sec. 211.34 Truth in Assessing or Equalization Millage Rollback Fraction	(9) Maximum Allowable Millage Levy *	(10) Millage Requested to be Levied July 1	(11) Millage Requested to be Levied Dec. 1	(12) Expiration Date of Millage Authorized
Extra Voted	Operating NON-HOME	05/2021	17.8795	17.8795	1.0000	17.8795	1.0000	17.8795	8.9397		12/2031
Extra Voted	Operating NON-HOME	05/2021	1.9866	1.9866	1.0000	1.9866	1.0000	1.9866	0.0603		12/2031
Extra Voted	Sinking Fund ALL	05/2021	0.9861	0.9850	1.0000	0.9850	1.0000	0.9850	0.4925		12/2031
Extra Voted	Debt-ALL	2019 05/2019	N/A	N/A	1.0000	N/A	1.0000	3.3600	1.6800		N/A
Extra Voted	Debt-ALL	'21 Ref (SLRF) 08/2021	N/A	N/A	1.0000	N/A	1.0000	1.0800	0.5400		N/A
Extra Voted	Debt-ALL	2023 11/2022	N/A	N/A	1.0000	N/A	1.0000	2.5600	1.2800		N/A

Prepared by Andrew Dravland	Telephone Number 517-244-4515	Title of Preparer Director of Business Operations, Ingham ISD	Date 06/05/23
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CERTIFICATION: As the representatives for the local government unit named above, we certify that these requested tax levy rates have been reduced, if necessary to comply with the state constitution (Article 9, Section 31), and that the requested levy rates have also been reduced, if necessary, to comply with MCL Sections 211.24e, 211.34 and, for LOCAL school districts which levy a Supplemental (Hold Harmless) Millage, 380.1211(3).

<input type="checkbox"/> Clerk	Signature	Print Name	Date
<input checked="" type="checkbox"/> Secretary			
<input type="checkbox"/> Chairperson	Signature	Print Name	Date
<input checked="" type="checkbox"/> President			

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

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

Local School District Use Only. Complete if requesting millage to be levied. See STC Bulletin 2 of 2023 for instructions on completing this section.	
Total School District Operating Rates to be Levied (HH/Supp and NH Oper ONLY)	Rate ***
For Principal Residence, Qualified Ag, Qualified Forest and Industrial Personal	0.0000
For Commercial Personal	3.0000
For all Other	9.0000

***** FOR JULY 1 LEVY**

2023 Tax Rate Request (This form must be completed and submitted on or before September 30, 2023)

MILLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS

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County(ies) Where the Local Government Unit Levies Taxes Ingham County - City of Lansing	2023 Taxable Value for ALL Properties in the Unit as of 5-22-2023. 80,745,702
Local Government Unit Requesting Millage Levy Okemos Public Schools	For LOCAL School Districts: 2023 Taxable Value excluding Principal Residence, Qualified Agricultural, Qualified Forest, Industrial Personal and Commercial Personal Properties. "Not yet known"

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Extra Voted	Operating NON-HOME	05/2021	17.8795	17.8795	1.0000	17.8795	1.0000	17.8795	8.9397		12/2031
Extra Voted	Operating NON-HOME	05/2021	1.9866	1.9866	1.0000	1.9866	1.0000	1.9866	0.0603		12/2031
Extra Voted	Sinking Fund ALL	05/2021	0.9861	0.9850	1.0000	0.9850	1.0000	0.9850	0.4925		12/2031
Extra Voted	Debt-ALL	2019 05/2019	N/A	N/A	1.0000	N/A	1.0000	3.3600	1.6800		N/A
Extra Voted	Debt-ALL	'21 Ref (SLRF) 08/2021	N/A	N/A	1.0000	N/A	1.0000	1.0800	0.5400		N/A
Extra Voted	Debt-ALL	2023 11/2022	N/A	N/A	1.0000	N/A	1.0000	2.5600	1.2800		N/A

Prepared by Andrew Dravland	Telephone Number 517-244-4515	Title of Preparer Director of Business Operations, Ingham ISD	Date 06/05/23
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Total School District Operating Rates to be Levied (HH/Supp and NH Oper ONLY)	Rate ***
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For all Other	9.0000

*** FOR JULY 1 LEVY

2023 Tax Rate Request (This form must be completed and submitted on or before September 30, 2023)

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County(ies) Where the Local Government Unit Levies Taxes Ingham County - Meridian Township	2023 Taxable Value for ALL Properties in the Unit as of 5-22-2023. 1,385,030,344
Local Government Unit Requesting Millage Levy Okemos Public Schools	For LOCAL School Districts: 2023 Taxable Value excluding Principal Residence, Qualified Agricultural, Qualified Forest, Industrial Personal and Commercial Personal Properties. "Not yet known"

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(1) Source	(2) Purpose of Millage	(3) Date of Election	(4) Original Millage Authorized by Election, Charter, etc.	(5)** 2022 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(6) 2023 Current Year "Headlee" Millage Reduction Fraction	(7) 2023 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(8) Sec. 211.34 Truth in Assessing or Equalization Millage Rollback Fraction	(9) Maximum Allowable Millage Levy *	(10) Millage Requested to be Levied July 1	(11) Millage Requested to be Levied Dec. 1	(12) Expiration Date of Millage Authorized
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Extra Voted	Debt-ALL	2019 05/2019	N/A	N/A	1.0000	N/A	1.0000	3.3600	1.6800		N/A
Extra Voted	Debt-ALL	'21 Ref (SLRF) 08/2021	N/A	N/A	1.0000	N/A	1.0000	1.0800	0.5400		N/A
Extra Voted	Debt-ALL	2023 11/2022	N/A	N/A	1.0000	N/A	1.0000	2.5600	1.2800		N/A

Prepared by Andrew Dravland	Telephone Number 517-244-4515	Title of Preparer Director of Business Operations, Ingham ISD	Date 06/05/23
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* Under Truth in Taxation, MCL Section 211.24e, the governing body may decide to levy a rate which will not exceed the maximum authorized rate allowed in column 9. The requirements of MCL 211.24e must be met prior to levying an operating levy which is larger than the base tax rate but not larger than the rate in column 9.

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Total School District Operating Rates to be Levied (HH/Supp and NH Oper ONLY)	Rate ***
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For Commercial Personal	3.0000
For all Other	9.0000

***** FOR JULY 1 LEVY**

**INGHAM INTERMEDIATE SCHOOL DISTRICT
TAXABLE VALUATIONS**

Please Note:

These figures are the ad valorem tax roll.
They include amounts that will be diverted
due to TIFA/DDA/LDFA.

DISTRICT: OKEMOS PUBLIC SCHOOLS

The Non-Homestead numbers below are for Headlee calculation **only!**
Different Non-Homestead numbers may be used for property tax bills.

<u>ASSESSMENT UNIT</u>	<u>2022 TAXABLE</u>	<u>2022 LOSSES</u>	<u>2023 ADDITIONS</u>	<u>TOTAL 2023 TAXABLE</u>
Alaiedon Township	90,139,402	1,999,577	1,627,700	91,481,232
Non-Homestead	63,196,964	98,977	423,200	64,355,430
Meridian Township	1,305,506,090	9,622,419	19,017,764	1,385,030,344
Non-Homestead	431,097,212	1,895,129	7,383,379	459,857,149
Williamstown Township	23,098,804	4,700	124,474	24,684,610
Non-Homestead	1,574,714	4,700	43,900	1,754,799
City of Lansing - Ingham	74,133,028	685,735	4,009,900	80,745,702
Non-Homestead	21,343,169	4,400	1,690,500	23,509,807
TOTAL All Property	<u>1,492,877,324</u>	<u>12,312,431</u>	<u>24,779,838</u>	<u>1,581,941,888</u>
Total Non-Homestead	<u>517,212,059</u>	<u>2,003,206</u>	<u>9,540,979</u>	<u>549,477,185</u>

	<u>All Property</u>		<u>Non-Homestead Property</u>	
Percentage of Overall Increase	5.9660%		6.2383%	
Increase on Existing	5.1735%		4.7995%	
2023 Base Tax Rate Fraction	0.9508	Truth in Taxation	0.9542	Truth in Taxation
2023 Millage Reduction Fraction	1.0259	Headlee	1.0296	Headlee
		(Cap = 1.0000)		(Cap = 1.0000)

2023 SUMMARY OF SUMMER DEBT LEVY *

OKEMOS PUBLIC SCHOOLS

<u>Assessing Unit</u>	2023 Total Taxable Valuation	OKEMOS DEBT LEVY (One-half year rate)			Total Summer Debt
		2019 <u>1.6800</u>	2021 Refunding <u>0.5400</u>	2023 <u>1.2800</u>	
Alaiedon Township	91,481,232	\$153,688.47	\$49,399.87	\$117,095.98	\$320,184.32
Meridian Township	1,385,030,344	\$2,326,850.98	\$747,916.39	\$1,772,838.84	\$4,847,606.21
City of Lansing - Ingham	80,745,702	\$135,652.78	\$43,602.68	\$103,354.50	\$282,609.96
TOTAL SUMMER DEBT	<u><u>1,557,257,278</u></u>	<u><u>\$2,616,192.23</u></u>	<u><u>\$840,918.94</u></u>	<u><u>\$1,993,289.32</u></u>	<u><u>\$5,450,400.49</u></u>

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

2023 SUMMARY OF SUMMER SINKING FUND LEVY

OKEMOS PUBLIC SCHOOLS

<u>Assessing Unit</u>	<u>2023 Total Taxable Valuation</u>	<u>OKEMOS SINKING FUND</u> <u>(One-half year rate)</u>
		<u>2021</u> <u>0.4925</u>
Alaiedon Township	91,481,232	\$45,054.51
Meridian Township	1,385,030,344	\$682,127.44
City of Lansing - Ingham	80,745,702	39,767.26
TOTAL SUMMER SINKING FUND	<u><u>1,557,257,278</u></u>	<u><u>\$766,949.21</u></u>



michigan high school athletic association

Mark Uyl, Executive Director

1661 Ramblewood Drive • East Lansing, MI 48823-7329 • 517-332-5046 • Fax 517-332-4071 • MHSAA.com

TO: Superintendents of Schools
FROM: Mark Uyl, Executive Director
DATE: May, 2023
SUBJECT: 2023-24 Membership – **Take Action Now!**

Unlike classroom courses in our schools, the interscholastic athletic program requires opponents; and to help promote a level playing field for competition, the interscholastic athletic program requires some organization to provide a forum to assist in developing competitive standards and to help assure they are maintained. For many years, many schools have worked through the Michigan High School Athletic Association to establish a common set of rules for the orderly administration of an interscholastic athletic program, which promotes academic integrity and competitive equity.

According to Michigan Attorney General Opinion #4795 of 1977, any local board of education, which desires to do so, may voluntarily join the MHSAA by adopting the association's rules and agreeing to enforce those rules with respect to its schools. Institutional control remains the key to this organization.

Enclosed is the MHSAA Membership Resolution from August 1, 2023, through July 31, 2024. Please complete and return the original to the MHSAA and retain a copy for your files. Two brochures may be downloaded from the Administrators page at MHSAA.com (A Summary of Handbook Regulations and MHSAA Eligibility Brochure). Both summarize essential eligibility requirements.

Each school district that wishes one or more schools to participate in MHSAA tournaments and benefit from MHSAA services must schedule the adoption of the Membership Resolution on its board of education agenda. The Resolution should be signed in sufficient time to prevent a membership lapse (before August 1). A Membership lapse, even though for only a week, can create unnecessary problems should there be claims under the \$1,000,000 accident medical insurance plan or the concussion care gap insurance or if eligibility rulings are to be made during that period.

While it is not a prerequisite to conducting an interscholastic athletic program, MHSAA membership is required for all school districts wishing their high schools to participate in MHSAA post-season tournaments. If the Membership Resolution is not signed and returned by the fourth Friday after Labor Day (Sept. 29), your district's schools may not enter MHSAA post-season tournaments during 2023-24.

If the Membership Resolution is being returned from a multi-school district or diocese, please list ALL junior and senior high schools for which membership is requested. We strongly urge that all junior high/middle schools become MHSAA members, subject to MHSAA rules specially designed for students of that age and educational programs of that level. To ensure compatible philosophies, equitable opportunities, and competition, you are urged to invite all the junior high/middle schools against which yours compete or which feed into your high schools to become MHSAA member schools if they are not already.

(over)

The Membership Resolution obligates the listed schools of your district to follow the standardized rules if your schools wish to qualify for and participate in MHSAA post-season tournaments. It obligates your administration and the board of education to enforce those rules.

Complete the Membership Resolution only if your district intends to fulfill these obligations without exception.

Also enclosed is a copy of the MHSAA Representative Council meeting minutes held May 7 & 8, 2023. Regulation CHANGES, as indicated in the minutes, will be published in the 2023-24 *MHSAA Handbook*, which we anticipate receiving from the printer before June 15. Copies will be sent to each superintendent and each member school immediately after delivery to our office. Minutes, and a summary of Representative Council Action, can be found on the Administrators page at MHSAA.com.

Thank you for cooperating with these first procedures for the 2023-24 school year of inter-scholastic athletics, which we will work diligently to make the best experience possible.



2023-24

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

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

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

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

MEMBERSHIP RESOLUTION

For the year August 1, 2023 — through July 31, 2024

LIST ON BACK

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

(Junior high/middle and senior high schools of your school system which are to be listed as MHSAA members and receive MHSAA mailings during 2023-24 must be listed on the back of this form)

Okemos Public Schools City/Township of Okemos

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

- (A) enrolled as members of the Michigan High School Athletic Association, Inc., a nonprofit association, and
- (B) are further enrolled to participate in the approved interschool athletic activities sponsored by said association.

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

This authorization shall be effective from August 1, 2023 and shall remain effective until July 31, 2024, during which the authorization may not be revoked.

RECORD OF ADOPTION

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

Okemos Public Schools School(s), on the 12th day of June, 2023,
and is so recorded in the minutes of the meeting of the said Board/Governing Body.

Okemos Public Schools Board of Education

(Governing Body Name)

4400 N. Okemos Rd.

(Address)

Okemos 48864

(City & Zip Code)

rhianna.walworth@okemosk12.net

(Contact E-mail)

Board Secretary Signature
or Designee

Check if Designee

Schools Which Are To Be MHSAA Members During 2023-24

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

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

Name the Member High School(s)

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

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

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

Name the Member Junior High /Middle School(s)

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

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

1. Chippewa Middle School
 Name of Member School
 Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): 7-8
 Provide anticipated 2023-24 7th and 8th-grade enrollment 679
 Provide anticipated 2023-24 6th-grade enrollment 371
 Grade levels for membership: 6 7 8
 1. Yes or No (circle one) 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.
Kinawa -wrestling
2. _____
 Name of Member School
 Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): _____
 Provide anticipated 2023-24 7th and 8th-grade enrollment _____
 Provide anticipated 2023-24 6th-grade enrollment _____
 Grade levels for membership: 6 7 8
 1. Yes or No (circle one) 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.

3. _____
 Name of Member School
 Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): _____
 Provide anticipated 2023-24 7th and 8th-grade enrollment _____
 Provide anticipated 2023-24 6th-grade enrollment _____
 Grade levels for membership: 6 7 8
 1. Yes or No (circle one) 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.

**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
General Operating Fund
2022-23 Proposed Budget Revision**

	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
General Operating Fund
2022-23 Proposed Budget Revision**

	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	-

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

	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
General Operating Fund
2022-23 Proposed Budget Revision**

	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
General Operating Fund
2022-23 Proposed Budget Revision**

	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	-

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

	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	-

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

	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
General Operating Fund
2022-23 Proposed Budget Revision**

	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

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

	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
General Operating Fund
2022-23 Proposed Budget Revision**

	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	-

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

	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
General Operating Fund
2022-23 Proposed Budget Revision**

	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)

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.



Textbook Recommendations 2023-2024

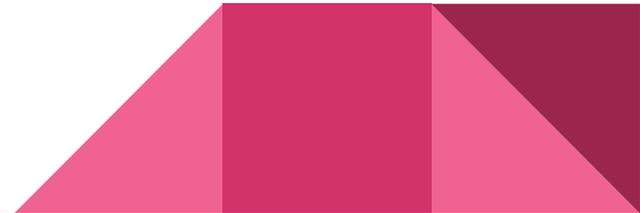
June 12, 2023

Strategic Plan- Instruction & Learning

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

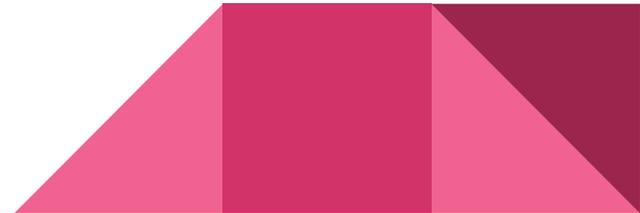
Objectives:

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



Equity

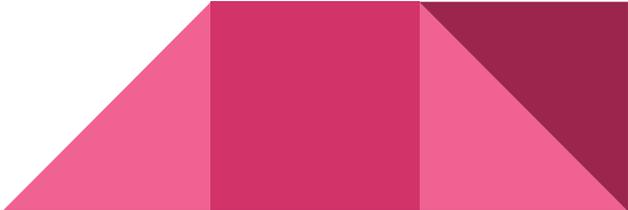
Each text or instructional material selection is an opportunity to move OPS closer to our goal of equitably educating with excellence.



Elementary & Middle School Textbook Adoption Proposals

- K-5 Science
- 6-8 Science

High School Textbook Adoption Proposals

- Literature & Composition 9
 - American Literature
 - Precalculus (Approved 21-22)
 - AP Calculus BC
 - Algebra I
 - Psychology
- 

OPS Textbook Adoption Process

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

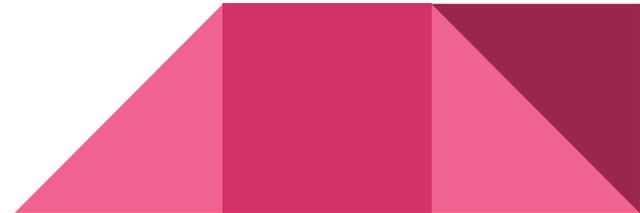




Elementary & Middle School Science

CURRENT REALITY

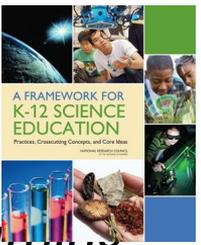
- New Michigan Science Standards were adopted in November 2015
- Last adoption:
 - Elementary- spring 2015
 - Middle School- spring 2008 & 2014/2015



REVIEW PROCESS

- Formed a K-5 & 6-8 Review Team in Fall 2023
 - Includes department chairs and teachers, special education teachers, RTI coaches, and administrators
- Review process led
 - Mrs. Tracy Ojerio, Cornell Principal
 - Mrs. Stacy Bailey, Assistant Superintendent for Curriculum & Instruction
 - Dr. Rob Stephenson, STEM Consultant & Coach at Ingham ISD



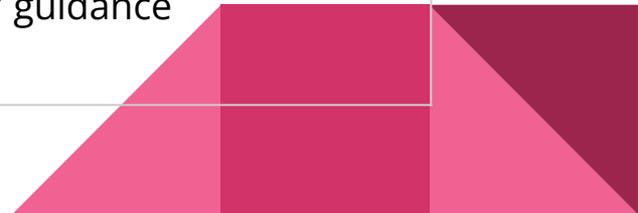


Key goals in the NRC Framework and NGSS

- Engages all students in scientific thinking and moves from *learning about* science to *figuring things out* through phenomena-driven instruction.
- Content is no longer the memorization of science facts, but is three-dimensional, incorporating the *disciplinary core ideas*, *cross-cutting concepts* and *science practices* that build over time.
- Supports an *equity vision* of science instruction in which all students are known, heard and supported with access and opportunities for learning.

Integrating the Goals in Classrooms

LESS OF	MORE OF
Rote memorization of facts and terminology	Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based arguments and reasoning
Learning of ideas disconnected from questions about phenomena	Systems thinking and modeling to explain phenomena and to give a context for the ideas to be learned
Teachers providing information to the whole class	Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance



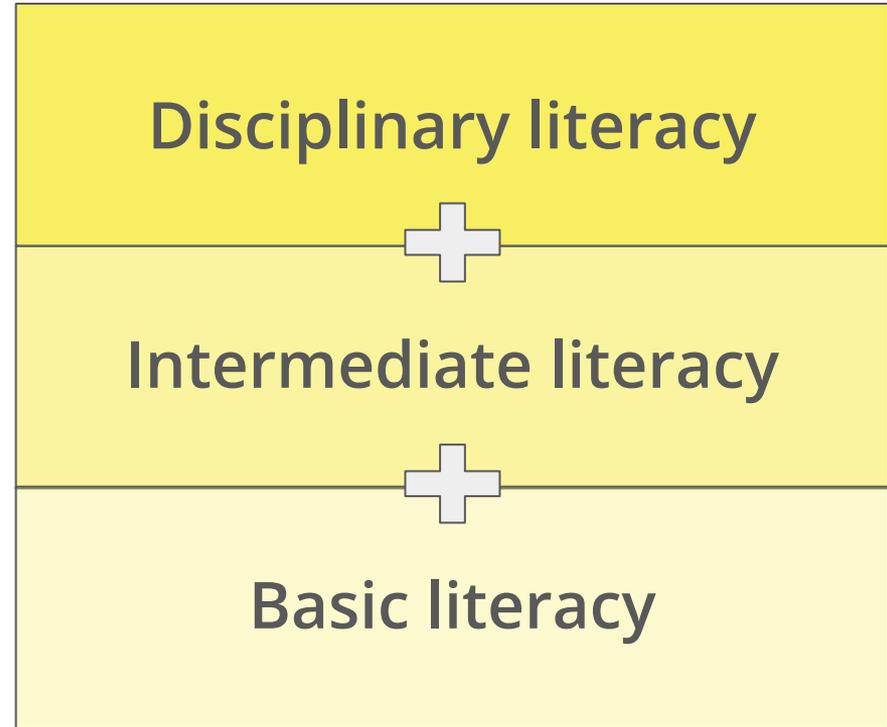
Effectively Aligned Programs Should Be...

- **Phenomenon based:** An anchoring phenomenon and related phenomena motivate building ideas over time
 - **Coherent from the Students' Perspective:** Coherence is grounded in the initial anchoring phenomenon and driven by students' ideas and questions.
 - **Driven by Evidence:** Students seek and use evidence to figure out phenomena as they build new science ideas
 - **Collaborative:** Students figure out ideas together as a classroom community
 - **Equitable:** The class community values the diversity of resources students bring to science class and understand how the learning is relevant to their own lives and communities
 - **Three Dimensional**
- 

A new model

Integration of literacy stages

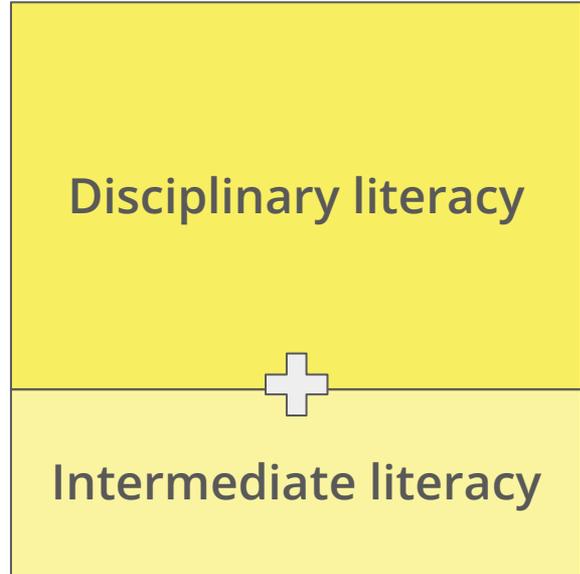
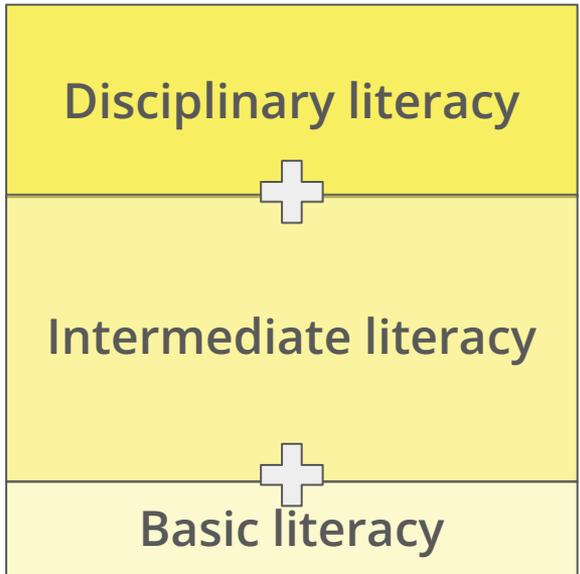
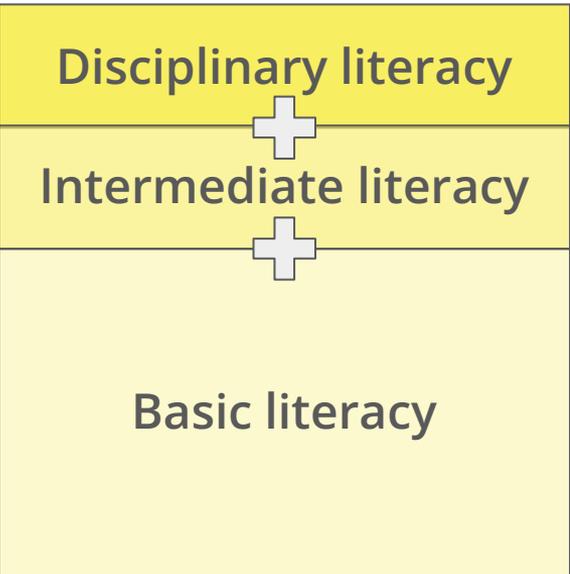
- Explicit disciplinary literacy instruction at all grade levels
- Sustained basic and intermediate literacy instruction at all grade levels



Integration of literacy stages

Early elementary

High school



RESOURCES

Elementary K-5:

Amplify Science ✓

HMH Into Science

PhD Science ✓

Middle School 6-8:

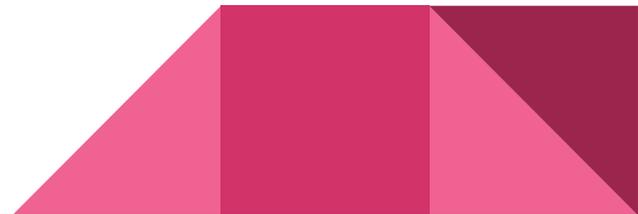
OpenSciEd ✓

Amplify ✓

SEPUP Issue Oriented Science

Listed = reviewed

Checkmark = piloted



Elementary Pilot Results

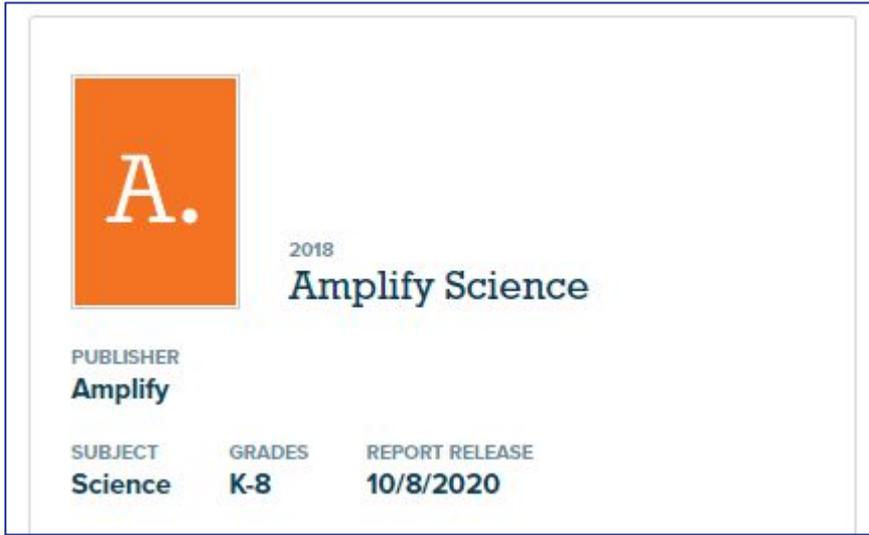
Amplify Science

- Units centered on the phenomena
- Lessons were engaging for students
- Instructional materials were well organized and easy to use- both print and electronic versions.
- Lots of resources to support students
- Opportunities for discussion and student sharing
- Some hands-on activities

PhD Science

- More teacher demonstrations than student lead investigations
- Units centered on the phenomena, but some were complex and students had limited background knowledge
- Instructional materials were well thought, could be too basic
- Opportunities for discussion and student sharing

EdReports K-5: Partially Meets Expectations (1 Program)



Amplify Science (edition 1) was evaluated on the first two Gateways at each grade level. The findings are included on the following two slides.



EdReports K-5: Partially Meets Expectations (Amplify Science)

Kindergarten [View Full Report](#) →

GATEWAY 1
Designed for NGSS

19/28

0 13 24 28

GATEWAY 2
Coherence and Scope

34/34

0 16 30 34

ALIGNMENT

Partially Meets Expectations

1st Grade [View Full Report](#) →

GATEWAY 1
Designed for NGSS

18/28

0 13 24 28

GATEWAY 2
Coherence and Scope

34/34

0 16 30 34

ALIGNMENT

Partially Meets Expectations

2nd Grade [View Full Report](#) →

GATEWAY 1
Designed for NGSS

17/28

0 13 24 28

GATEWAY 2
Coherence and Scope

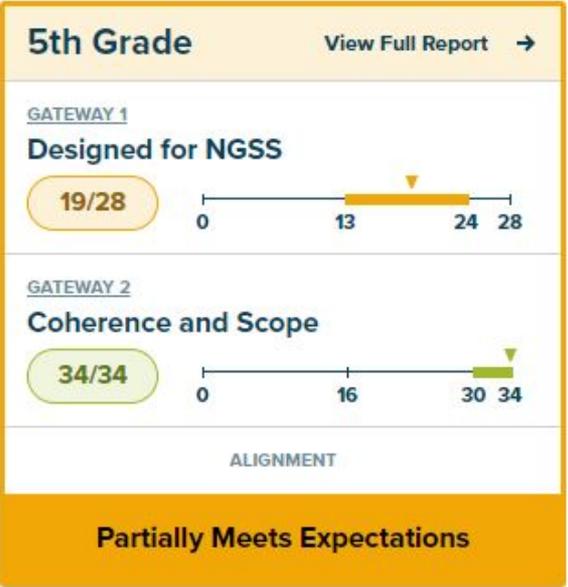
34/34

0 16 30 34

ALIGNMENT

Partially Meets Expectations

EdReports K-5: Partially Meets Expectations (Amplify Science)



Middle School Pilot Results

Amplify Science

- Constructed phenomena (i.e. fictional rocket launch)
- Evidence based heavily on simulations
- Limited student led discussion
- Instructional materials are easy to use
- Content not as challenging for students

OpenSciEd

- Real-life phenomena (i.e. cause of hailstorms)
- Lesson reflects what actual scientists do
- Many opportunities for student discussions
- Instructional materials require significant time for planning and preparation
- Open source materials and fully editable to modify as desired. Updated continuously.

6-8 Programs Currently Under Review with EdReports

OpenSciEd

The free OpenSciEd units have been the most awarded units evaluated by Acheive using the EQUIP instrument.

All eighteen of the 6-8 units were awarded the NGSS Design Badge.

*Dr. Stephenson expects EdReports will find that OpenSciEd “Meets Expectations”.



NGSS Design Badge

Questions?



OHS English

Literature & Composition 9 Last Adopted: N/A

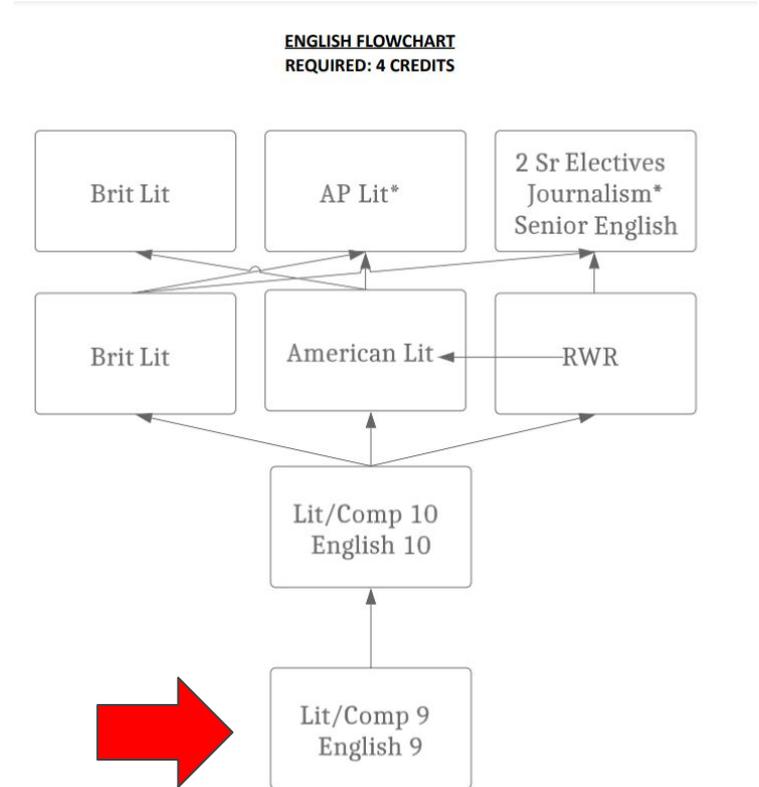
Current Reality: Though we have some minority groups in our curriculum, they often occupy historical positions or represent the immigrant experience. This diversifies into showing many minority groups in the modern teen setting.

Recommendation:

- *Fresh Ink by Lamar Giles*

Rationale for selection:

This text contains characters and authors who are Latinx, Middle Eastern and transgender in addition to black, Asian and white characters. The variety of authors, characters and situations into which authors have place characters (non-historical; non-immigrant) can significantly diversity the perspectives offered in 9th grade. The reading level is accessible to students of all reading levels.



English 10 Last Adopted: N/A

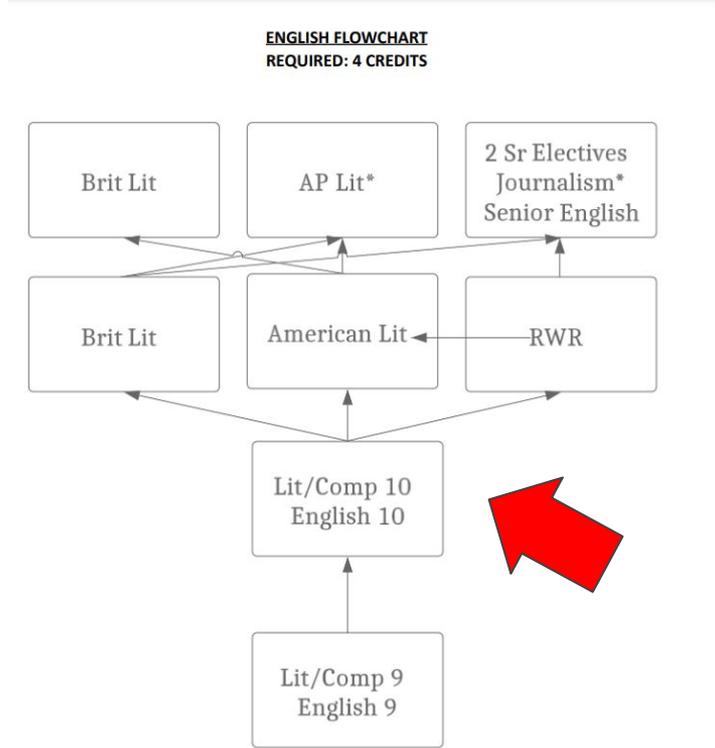
Current Reality: Current texts have limited representation of Native American voices.

Recommendation:

- *Firekeeper's Daughter* by Angeline Boulley

Rationale for selection:

Firekeeper's Daughter is the story of Daunis Fontaine, a biracial, unenrolled member of the Sugar Island Ojibwe tribe. She explores the tension between her sense of duty to her ill mother and her dreams of playing hockey at the University of Michigan. An FBI investigation into a criminal conspiracy involving members of her tribal community enlists Daunis as a confidential informant. The reader follows her navigation of this multi-layered conflict. This text is important because it expands our representation of Native American voices for American Literature. Angeline Boulley is able to capture a modern Indigenous culture, including both unique strengths passed on through traditions and points of tension with the world around the tribe. She also does so in a way that employs local culture from tribes around Michigan, including language and practices that students would not experience elsewhere within our curriculum. This book can be a new anchor point for often-overlooked Indigenous perspectives within the story of American Literature. This text has won the following honors: a Printz Medal, a Morris Award, an American Indian Youth Literature Award YA Honor Book, #1 New York Times Best Seller, a TIME Magazine Best YA Book of All Time Selection, and far too many more to list.



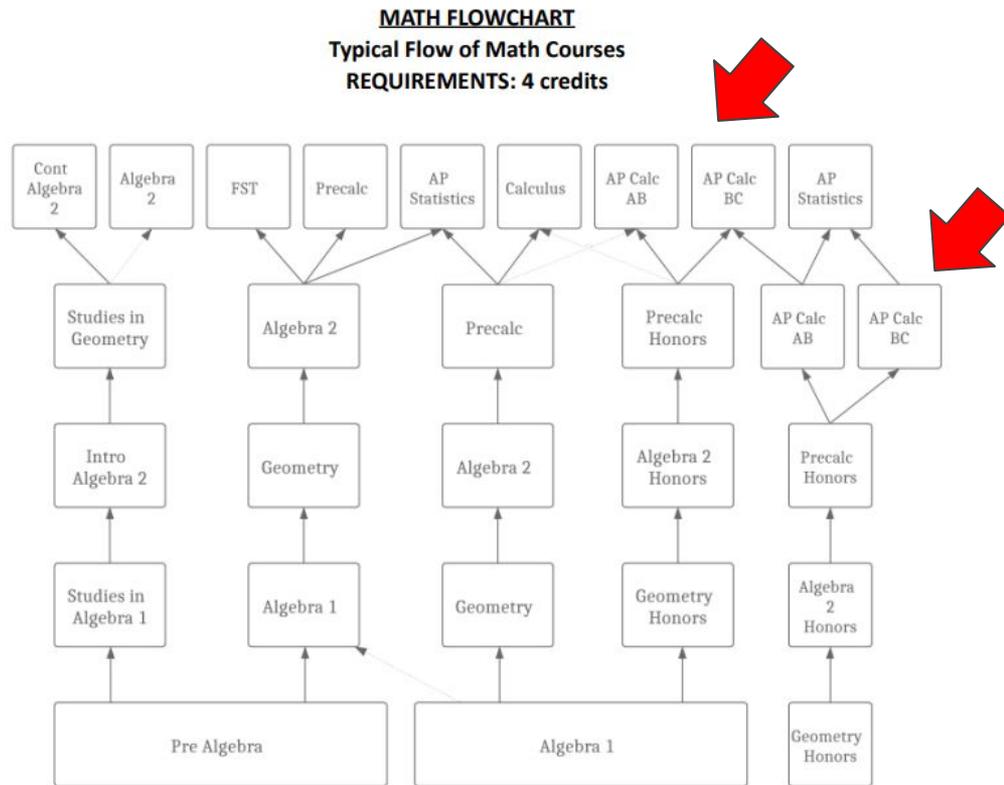
OHS Math

AP Calculus BC Last Adopted:

Current Reality: Books are falling apart and no digital version is available anymore. New books are geared more towards the AP Exam.

Recommendation: Calculus for AP: A Complete Course

Rationale for selection: Our AP Calculus courses have been using a Stewart text for many, many years. We find that the degree of difficulty prepares our students well for both the AP exam and for a successful Calculus II experience. This particular text is also co-written by an author who has been a Chief Reader for the AP Calculus Reading and Development Committee. I have used this text for my AP Calculus AB students and it has proven to be effective in teaching and learning for students. It prepared them well for the AP Exam.



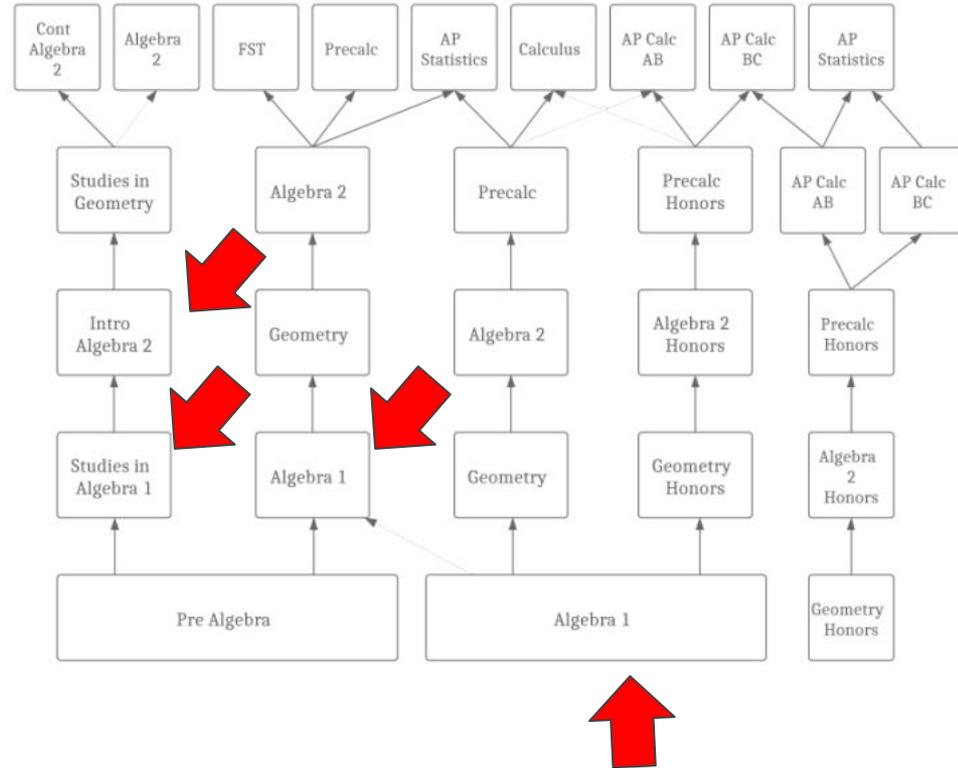
Algebra I/Studies in Algebra/Intro to Algebra 2 Last Adopted: 2014

Current Reality: The online access for staff & students is set to expire and cannot be renewed.

Recommendation: Algebra I by Big Ideas

Rationale for selection: The committee found the overall organization and availability of materials for this textbook to be the best fit for both staff and students. We believe that this text is inclusive to a diverse population of learners and includes representation for diverse groups and cultures. We found the language used in the text to be inclusive and not harmful. The text does a good job of showcasing diverse groups, and narratives when appropriate. The primary function of the textbook is to teach students algebra 1, but it does so in an inclusive way. We feel this book will be the best fit for our students.

MATH FLOWCHART Typical Flow of Math Courses REQUIREMENTS: 4 credits



OHS Social Studies

Psychology Last Adopted: 2001

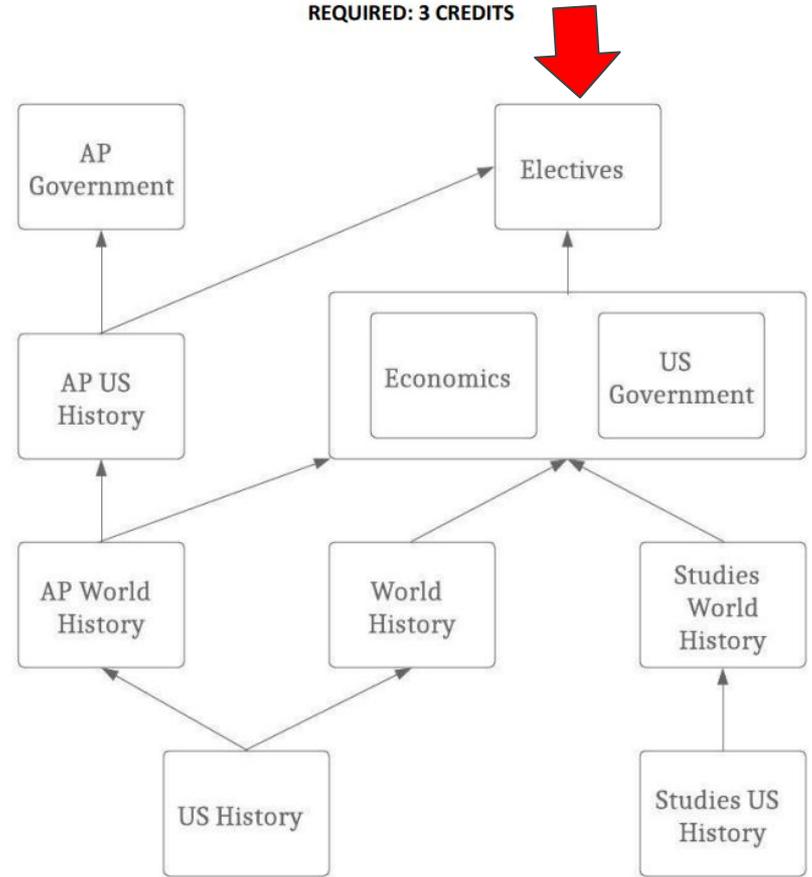
Current Reality: The psychological concepts in the current textbook are outdated with a lack of representation of non-white, non-male contributors to psychological science, and it is lacking in useful and interesting student activities and learning tools.

Recommendation: Understanding Psychology by McGraw-Hill

Rationale for selection:

This textbook was the most impressive book in terms of organization & layout, readability, student learning activities, and its depiction of people from diverse backgrounds, genders, and cultures contributing to the field of psychology. This textbook provides not only images of people from many cultures, but also non-binary people and differently abled people. It provides vignettes about various psychological subjects from multiple cultural perspectives, as well as highlighting the achievements of both white and non-white people in psychology. It similarly balances the information of achievements by men and women.

SOCIAL STUDIES FLOWCHART REQUIRED: 3 CREDITS



In Conclusion

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

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

Questions?

High School Textbook Adoption Proposals (2023-2024)

Textbook	Course or Program	Level 1 Cost Including Shipping	Level 2 Items Delayed Until 2024-2025
ENGLISH			
Fresh Ink by Lamar Giles	Lit/Comp 9	\$2,719.75 (275 copies)	
Firekeeper's Daughter by Angeline Boulley	American Literature	\$4,395.30 (210 copies)	
ENGLISH TOTAL		\$7,655.05	
MATH			
Precalculus with Limits	Precalculus (approved by the BOE during the 2021-22 school year)	\$31,122.85	
Calculus for AP: A Complete Course	AP Calculus BC	\$3,885.20	
Algebra I	Algebra I/SIA/IA2	\$41,913.90	
MATH TOTAL		\$76,921.95	
SCIENCE			
ExploreLearning Gizmos, PearDeck & EdPuzzle Online Subscriptions*	Physical Science	\$5,860.36 *Gizmos \$899.94 *Pear Deck \$510.00 *EdPuzzle	
SCIENCE TOTAL		\$7,270.30	
SOCIAL STUDIES			
Understanding Psychology	Psychology	\$6,924.37	
		\$6,924.37	
GRAND TOTAL HIGH SCHOOL		\$98,771.67	

***Cost of ExploreLearning Gizmos to be spread out over length of license validity (7 years) - this is year #4**

Elementary & Middle School Textbook Adoption Proposals (2023-2024)

Textbook	Course or Program	Level 1 Cost Including Shipping	Level 2 Items Delayed Until 2024-2025
SCIENCE			
Amplify	K-5 Science	\$210,918.20	
OpenScieEd	6-8 Science	\$5,000.00	
SCIENCE TOTAL		\$215,918.20	
GRAND TOTAL ELEMENTARY & MIDDLE SCHOOL		\$215,918.20	

**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.

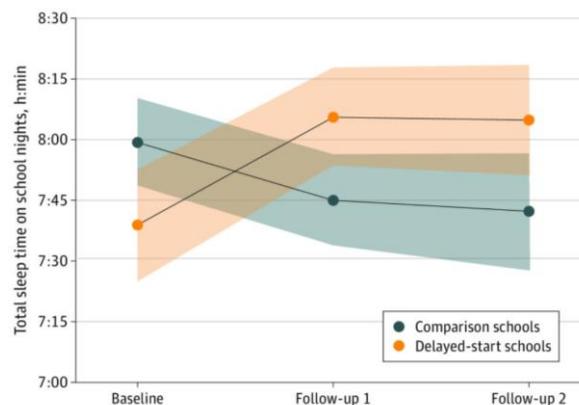
Given the commute to elementary schools is shorter for most children than middle and high schools, starting elementary school between 8:15 or 8:30AM, which is a later school start time than what was evaluated in the scientific studies above, this would allow this age group to get the recommended amount 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](#).

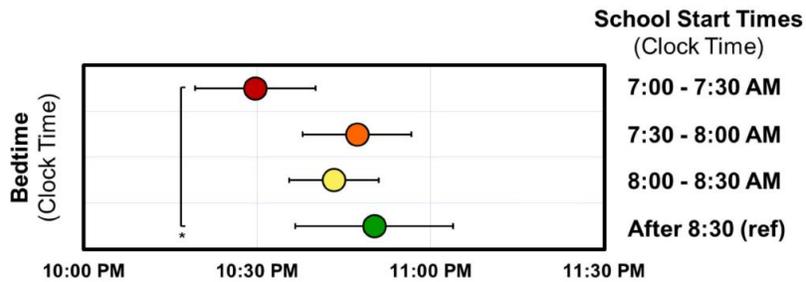
Many more studies have determined that although some teens do stay up later when school starts later, the large majority of teens will sleep ~40 min more per night more if school is delayed by 60 min. See for example this additional study entitled “Association of Delaying School Start Time With Sleep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

