

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

6:15 PM

**MEETING AGENDA
Monday, March 10, 2025**

Community Conference Rm

CALL TO ORDER

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

WELCOME AND MEETING FORMAT (2 Min)

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

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

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

ADJOURN TO EXECUTIVE SESSION – Contract Negotiations & Personnel Matter

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

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

RECONVENE

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

DISCUSSION MOVED FORWARD: Student Trip

Spanish Teacher Ann Onan will provide information regarding a student trip to Costa Rica proposed for June 9th through June 16, 2026.

DISCUSSION MOVED FORWARD: 2022 Bond Projects

Representatives from Veridas, TowerPinkster and Christman will provide an update regarding the 2022 bond, including bid package #7 Cornell Design, as well as present information regarding an Energy Savings Project.

PRESENTATION: MTSS Including Benchmark Assessment Data (30 Min)

Assistant Superintendent Bailey, Director Slee, and Director Pricco will provide an update on the District MTSS work. In addition, Assistant Superintendent Bailey will also present the winter benchmark assessment data.

CITIZENS ADDRESS AGENDA AND NON-AGENDA ITEMS

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

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

HIGH SCHOOL STUDENT REPORTS/REQUESTS (5 Min)

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

SUPERINTENDENT REPORTS/REQUESTS (10 Min)

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

BOARD REPORTS/REQUESTS (10 Min)

The board will acknowledge receipt of correspondence.

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

ACTION ITEMS

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

CONSENT AGENDA (5 Min)

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

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

Item 1: Approval of the Minutes of the Regular Meeting of February 24, 2025; Item 2: Approval of the Minutes of the Executive Session Meeting of February 24, 2025; and Item 3: That the board acknowledge receipt of the February financial statement and approve payment of bills for February.

OTHER ACTION ITEMS

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

Board Policy - First Reading

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

To comply with legal deadlines, the committee is recommending a shortened review period for New Board Policy 4113 Michigan Earned Sick Time Act (ESTA)

That the board waive the reading and adopt first reading of board policy 4113 Michigan Earned Sick Time Act (ESTA).

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.

PHASE Curriculum

Assistant Superintendent Stacy Bailey will present information regarding proposed Personal Health and Sexuality Education curriculum for use by special education students in 4th through 12th grades. The proposed curriculum has already been previewed and unanimously approved for use by the PHASE (Personal Health and Sex Education) board.

2025-2026 Budget Development

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

Departmental Annual Reports

Superintendent Hood and the Board will discuss the development and contents of upcoming departmental annual reports to the board.

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)

- Pre-enrollment Hearing Special Meeting Date Per Board Policy 5206D

ADJOURN

Welcome!



The Amazing Benefits of Student Travel



Educational Success

Students who travel:

- Are 32% more likely to attend college
- Attain a higher college GPA (by ~.9 points)
- Are 16% more likely to study abroad in college



Career Boost

Students who travel:

- Are 21% more likely to be employed full-time
- Report earning more money throughout their careers

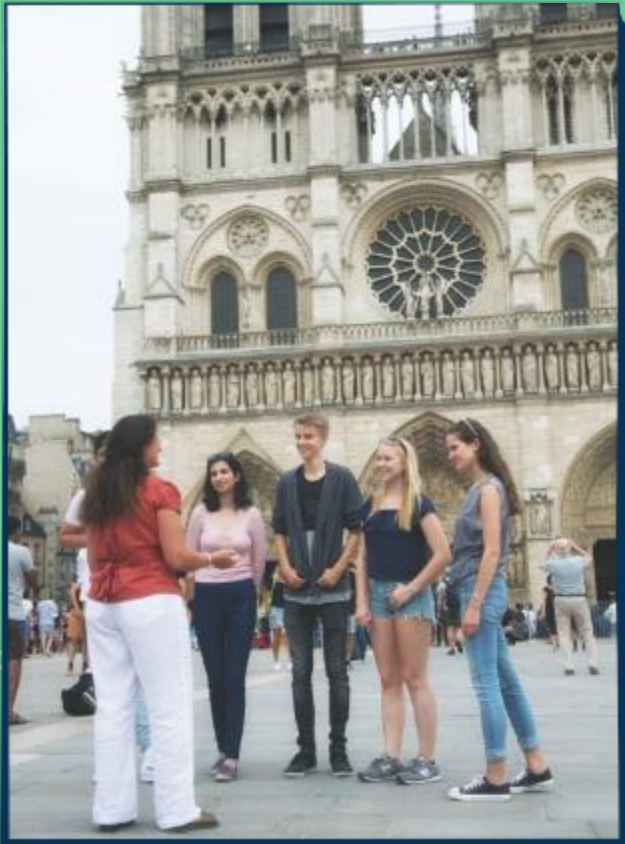


Long-term Benefits

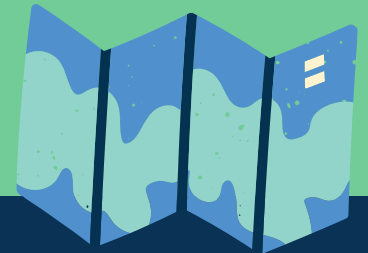
Of students who travel:

- 88% felt the trip had a positive impact on their education and/or career
- 86% agree the trip made them a better world citizen
- 80% felt out-of-the-classroom experiences were the most impactful

More Than a Tour Guide

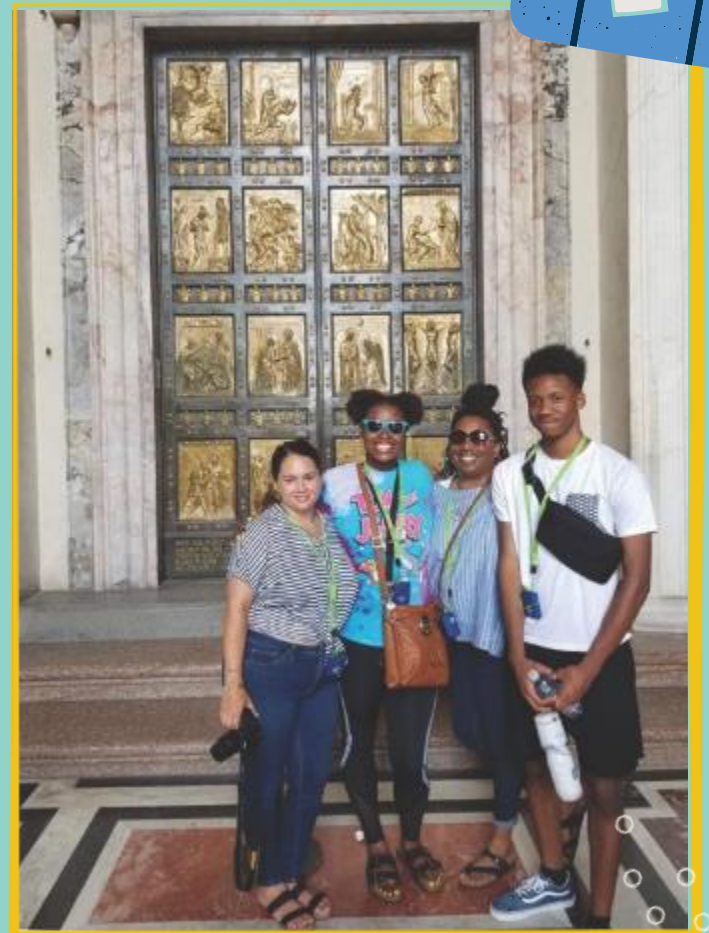


- Tour Director stays with your group 24/7
- Carefully vetted, savvy locals who live where they work
- Multilingual and enthusiastic individuals
- Trained educators who lead off-the-beaten-path adventures



In the Heart of the Action

- 3-4 star, centrally located hotels
 - Spend more time experiencing and less time getting there!
- Hearty breakfasts and dinners
 - Enjoy local fare for a taste of the culture



Delivering the Deepest Learning



- LEAP into action: Learning through Exploring and Actively Participating
- Our trademarked learning-by-doing philosophy
- Dynamic approach full of hands-on activities and fun



Where Are We Going

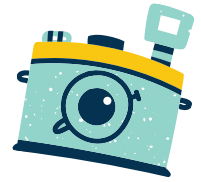


COAST TO COAST

For more itinerary details, visit your WorldStrides MyTrip tour center



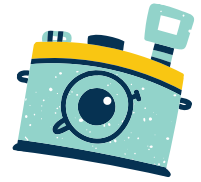
Where Are We Going



“Welcome to Costa Rica where you can experience its magic, coast to coast with your students. Arrive in San Jose, the capital. You’ll visit banana plantations, take a boat ride down canals in rain forests, see volcanic hot springs, take a zip line trip (if you dare), talk with local students, and create authentic local foods. Explore!”



Tour Highlights



Tortuguero

- Explore Costa Rica's lush northeast in Tortuguero exploring the canals of an 18,946-hectare coastal park. The park offers an excellent sampling of Atlantic lowland rainforest.

Arenal

- Let the volcanoes take you away. At Arenal's hot springs, bubbling lava fields heat the waters to make nature's own jacuzzi.

Manuel Antonio

- Combining white sandy beaches with lush tropical forest, Manuel Antonio is the perfect place to see a variety of Costa Rican wildlife, from white-faced monkeys and sleepy-faced sloths, to green turtles and orange-and-black-shelled land crabs.



Tour Itinerary

- **Day 1 Hola San Jose**
- **Day 2 San Jose--Tortuguero**
See a banana plantation
- **Day 3 Tortuguero**
Tortuguero National Park visit
Canal tour
- **Day 4 Tortuguero--Arenal**
Hot springs visit
- **Day 5 Arenal--Manuel Antonio**
Optional Zip Line Canopy Tour \$59
- **Day 6 Manuel Antonio**
Manuel Antonio National Park guided visit
- **Day 7 Manuel Antonio--San Jose**
LEAP Cocina Tica
LEAP Dance the El Torito!
- **Day 8 End tour**



Arenal Hot Springs

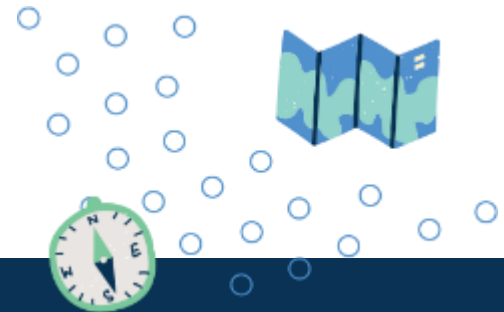


Manuel Antonio National Park

LEAP Activities

Cocina Tica

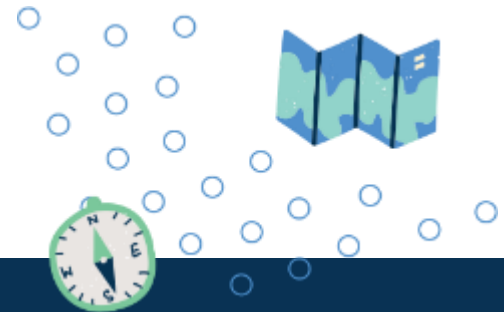
Cook Costa Rican style!
Create authentic local foods
and sit down to savor your
delicious creations.



LEAP Activities

Dance El Torito

Costumed Costa Rican folklore dancers teach you the El Torito, as well as other traditional dances. Then relax and watch the pros perform.



A Trip that Leaves a Lasting Impact

“

My students absolutely loved traveling with WorldStrides. It was fun, safe, and educational, and they came back forever changed.

MOLLY S.
FOREIGN LANGUAGE TEACHER

“

Traveling helps students see similarities and make connections with those who wear different clothes, speak different languages, or have different beliefs. It's so important for children to be exposed to different cultures because it makes them more open-minded.

WHITNEY G.
PROGRAM LEADER

Earn Academic Credit Through Travel

- Online courses reflect themes and topics explored during your travel program. You'll choose courses from your custom menu!
- Students in grades 6-12 at time of travel are eligible to earn free high school credit
- Students in grades 9-12 at time of travel are eligible to earn free college credit in conjunction with our partner, George Mason University
- A real differentiator on college applications

FLAG Financial Assistance

- More than \$2.5 million in financial aid given out each year
- Families with an annual adjusted gross income of \$85,000 or less may qualify
- Learn how much may be available to you by calling 800-771-5353

Affordable Payment Plans

- Only a small initial deposit required to sign up for the trip
- Remaining balance spread out into small installments and paid monthly prior to travel
- Payments can be auto-deducted from your account



The Gift of Education

A personalized fundraising page where you can invite friends and family to donate—and 100% of the money raised goes directly toward your trip!



1. Once enrolled, log into your MyTrip site at worldstrides.com/login
2. Click on your current tour and select “Gift of Education fundraising page”
3. Personalize your page with a photo, bio, and fundraising goal
4. Copy and paste the page’s URL to share with family and friends!



Login

Already enrolled on a tour? To access your account, please enter your login credentials.

Username:

Password:

Remember me on this computer

Login

Tour Account [make a payment >](#) [terms & conditions >](#)

Remaining Balance: \$2,484.00

Payment Plan: Monthly automated plan (checking account)

Amount Paid: \$348.00

Last Payment Made: Apr 9, 2023

Next Payment Due: June 5, 2023

[details >](#)

[Gift of Education fundraising page >](#)

Help Send Haley to La Belle France

[Hi Haley >](#)

I am preparing for the adventure of a lifetime with my teacher and classmates, and I'm asking for your support to help fund my trip! This educational tour will build upon the things I'm learning about in school, while introducing me to exciting new destinations and cultures. Please consider supporting my trip with a donation of any amount.

Raised \$200 of \$4,648 goal 430 days left

Share by: [+](#) [f](#) [t](#) [e](#) or copy this link [🔗](#)

[Submit donation](#)

Support Every Step of the Way



From the moment you arrive

Tour Directors:

Specially trained individuals who guide your group from start to finish and deliver plenty of “a-ha” moments along the way

Health & Safety Team:

More than 50 years of success with an unrivaled track record, providing you with the peace of mind that only comes from experience

Insurance:

Industry-leading liability coverage (illness, accident, and dental) and travel protection plans



Round-the-clock

24/7 WorldAssist Team:

Trained and responsive personnel who are ready for any situation

Doctors on Call:

Exclusive partnership with The George Washington University Department of Emergency Medicine that provides access to doctors who are available 24/7 for consultations or treatment recommendations



Protecting Your Investment

Travel Protection Plan

Educational travel is an investment in your child's future. We recommend you protect that investment with our Travel Protection Plan, which covers you for the following events:

- Enhanced medical, injury, or dental treatment while traveling
- A traveler's injury, sickness, or death of a family member
- Theft of passport or visas
- Flight cancellations due to strike or bad weather
- Trip cancellation or trip interruption due to covered reasons such as a covered sickness, illness, injury, or death

Ultimate Protection Plan

Along with providing you the same benefits as the Travel Protection Plan, our Ultimate Protection Plan also includes the **Cancel For Any Reason Benefit**:

- If you cancel 48 hours (2 days) or more before your scheduled trip departure date for any reason not otherwise covered by this policy, we reimburse you for 75% of the non-refundable cancellation fees which apply to your trip

This plan must be purchased at enrollment or within 14 days of your initial payment for your trip.



4 out of 5 WorldStrides travelers protect their tours!

Learn more at worldstrides.com/travel-protection-plans

Passports & Visas

All travelers are responsible for securing the necessary documentation for travel. These pieces of documentation may include a passport and visa.

- Passports
 - Passports are needed 4 months prior to your departure date.
 - The application process takes 8-12 weeks, so plan accordingly.
- Visas
 - Since requirements vary for each nationality, we recommend all travelers verify the individual requirements for their nationality with the local consulate for all the countries to be visited, or VisaCentral, our partner for travel visas



▼ Tour Includes

- Round-trip airfare and other transportation described in the itinerary
- Up to three college credits upon course completion (grades 9-12) or high school credit (grades 6-12)
- Basic Medical, Dental, Emergency Evacuation Insurance during trip
- Centrally located three- and four-star hotels
- Plentiful daily breakfast to start the day energized and ready to go
- Appetizing, culturally representative, three-course lunch and dinner daily
- Full time, multilingual, WorldStrides tour director who is LEAP-trained in experiential education
- Local guide at sites and on city tours as described in the itinerary
- LEAP! Learning through Exploration and Active Participation; trademarked immersive approach of learning by doing
- Entrances and transportation to sites and activities described in your itinerary
- Local guide and local bus driver tips; see note regarding other important tips
- 24/7 On Tour Emergency Support
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, any required passport or visa fees, optional excursions, or recommended Tips for the Tour Director or multi-day Bus Drivers. Optional excursions, optional pre-paid tips, or other individual/group customizations will be listed as separate line items in the total trip cost, if included.

Program Fee*	\$3,704.00
Welcome Scholarship	\$-200.00
** Early Enrollment Savings	\$ -325.00
	<hr/>
Total Fee*	\$3,179.00

OR 14 monthly payments of \$220.00
 After initial payment of \$99.00

* Last day for this Program Fee is Mar 20, 2025.

How to Enroll



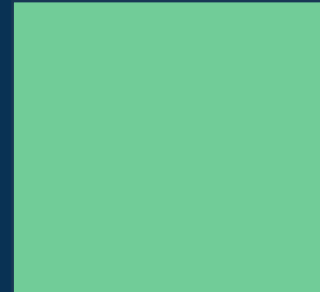
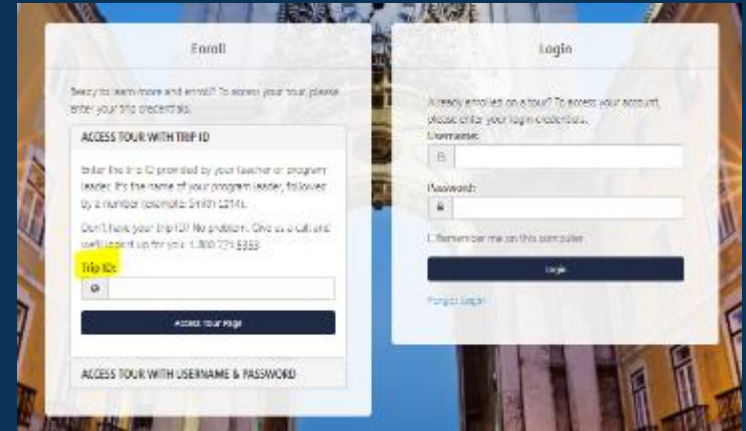
Online: worldstrides.com/enroll
With your group's Trip ID
Or the direct link



Phone: 800-771-5353



Mail: WorldStrides Programs
Attn: Participant Services
701 E Water Street, Suite 200
Charlottesville, VA 22906



www.EducationalTravel.com/Okemos-2026



Additional Adult Fees

The following additional fees apply only to full-paying participants 23 and older and are not included in the total price listed above.

Adult Supplement	\$125.00
Twin Room Upgrade	\$315.00
	<hr/>
Additional Adult Fee	\$440.00



Coast to Coast

educationaltravel.com/Okemos-2026

June 09 - June 16, 2026

Day 1 Hola San Jose

Meet your tour director and check into hotel

Day 2 San Jose--Tortuguero

Travel to Tortuguero
See a banana plantation

Day 3 Tortuguero

Tortuguero National Park visit
Canal tour

Day 4 Tortuguero--Arenal

Travel to Arenal
Hot springs visit

Day 5 Arenal--Manuel Antonio

Travel to Manuel Antonio
Lunch
Optional Canopy zipline tour

Day 6 Manuel Antonio

Manuel Antonio National Park visit
Lunch

Day 7 Manuel Antonio--San Jose

Travel to San José
LEAP Cocina Tica
LEAP Dance the El Torito!

Day 8 Flight home from San Jose



Reserve your spot!

MyTrip ID: Okemos-2026

Registration deadline: March 20, 2025

What's included

We provide everything you need for a remarkable trip:

- Round-trip airfare and other transportation described in the itinerary
- Up to three college credits upon course completion (grades 9-12) or high school credit (grades 6-12)
- Basic Medical, Dental, Emergency Evacuation Insurance during trip
- Centrally located three- and four-star hotels
- Plentiful daily breakfast to start the day energized and ready to go
- Appetizing, culturally representative, three-course lunch and dinner daily
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- Note: Tour cost does not include airline-imposed baggage fees, any required passport or visa fees, optional excursions, or recommended Tips for the Tour Director or multi-day Bus Drivers. Optional excursions, optional pre-paid tips, or other individual/group customizations will be listed as separate line items in the total trip cost, if included.

Tour investment

Students (travelers under the age of 23): \$3,179

Adults (age 23 and over): \$3,619

Price reflects savings of \$325 scholarship. Sign up by 3/20/2025 and enter code Travel8E in order to take advantage of this limited-time offer!

Automatic monthly payment plan

Pay just \$99 upon enrollment and the balance will be divided into equal monthly payments, charged automatically to your credit card or checking account. As of February 28, 2025, your monthly payment would be just \$236.92.

Travel protection

We recommend covering your educational investment with one of our two comprehensive travel protection plans offered through Trip Mate. For details, visit worldstrides.com/travel-protection-plans.

Enroll online,
by phone, or by mail



Visit educationaltravel.com/Okemos-2026



Use Okemos-2026 to register



1.800.771.5353



Mail in your paper application to:

WorldStrides Programs
Attn: Participant Services
701 E. Water Street, Suite 200
Charlottesville, VA 22902

OKEMOS PUBLIC SCHOOLS

2022 Bond Program Update

March 10, 2025

TowerPinkster
Architecture · Engineering · Interiors

CHRISTMAN
BUILDING SINCE 1894

 **VERIDUS**
GROUP



Agenda

- Introductions
- BOE Roles and Responsibilities
- NEW Cornell Project (BP7) Schedule
- BP7 Design Process & Scope
- BP7 Site Plans and Renderings
- Energy Savings Proposal
- Next Steps





Veridus Group

- Allison Duncan - Project Executive

Tower Pinkster

- Ashley Dunneback - Architectural Designer

The Christman Company

- Shane Lounsberry - Project Manager



BOARD OF EDUCATION

INFORMATIONAL UPDATES

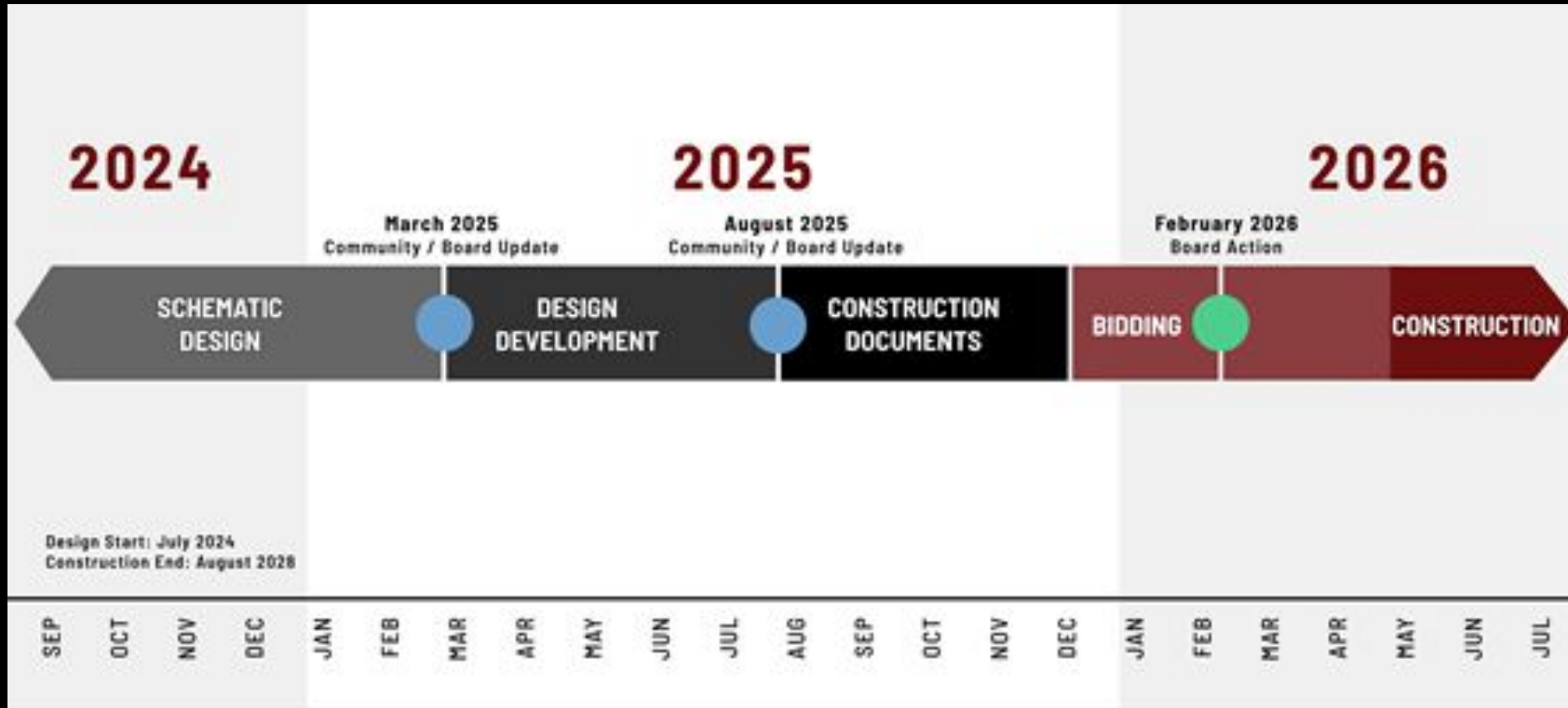
- Bond Draw Schedule
- Design Milestone Updates
- Bid Results
- Construction Updates
- Communication Plans

BOARD ACTIONS

- District Guiding Principles
- 2022 Bond Program
- Permit & Inspection Services
- Bond Sales, 4 Series
- Approve Bids > \$29,000



Bid Package 7: New Cornell Elementary





Design Principles: Critical Success Factors

- **Safety and Security** - provide a safe and secure environment for staff and students to feel warmed, welcomed and inspired
- **OPS = The Hub of the Community** - The district is the heart of the community serving after school activities for both school and community
- **Well Defined Entries** - Utilizing material, massing and transparency to clearly define student, guest and event entries
- **District Standards** - Consistency in building material, finishes and branding
- **Flexibility** - Planned for future growth
- **Sustainability and Green Space** - Emphasis on the natural environment, bringing the outside in
- **On Budget / Financially Responsible** - Ensure financial stability while being good stewards of taxpayer dollars



Cornell Design Principles: Critical Success Factors

- Carline Improvements
- Curriculum Program Requirements
- Future Growth and Flexibility
- Keep Greenspace
- Stormwater Improvements
- Site Plan/Wetlands
- Separate Carline and Bus Loop



Professional Engagement - Project Design

- Diverse Staff Representation
- Bi-Weekly Meetings
- Focus Groups
 - Classroom Teachers
 - Support Staff
 - Safety & Security
 - Media Center & Specialists
 - Administration / Front Desk
 - Special Education
 - Technology
 - Operations
 - Food Service
 - Before & After Care
 - Recreation and Playground
 - Transportation

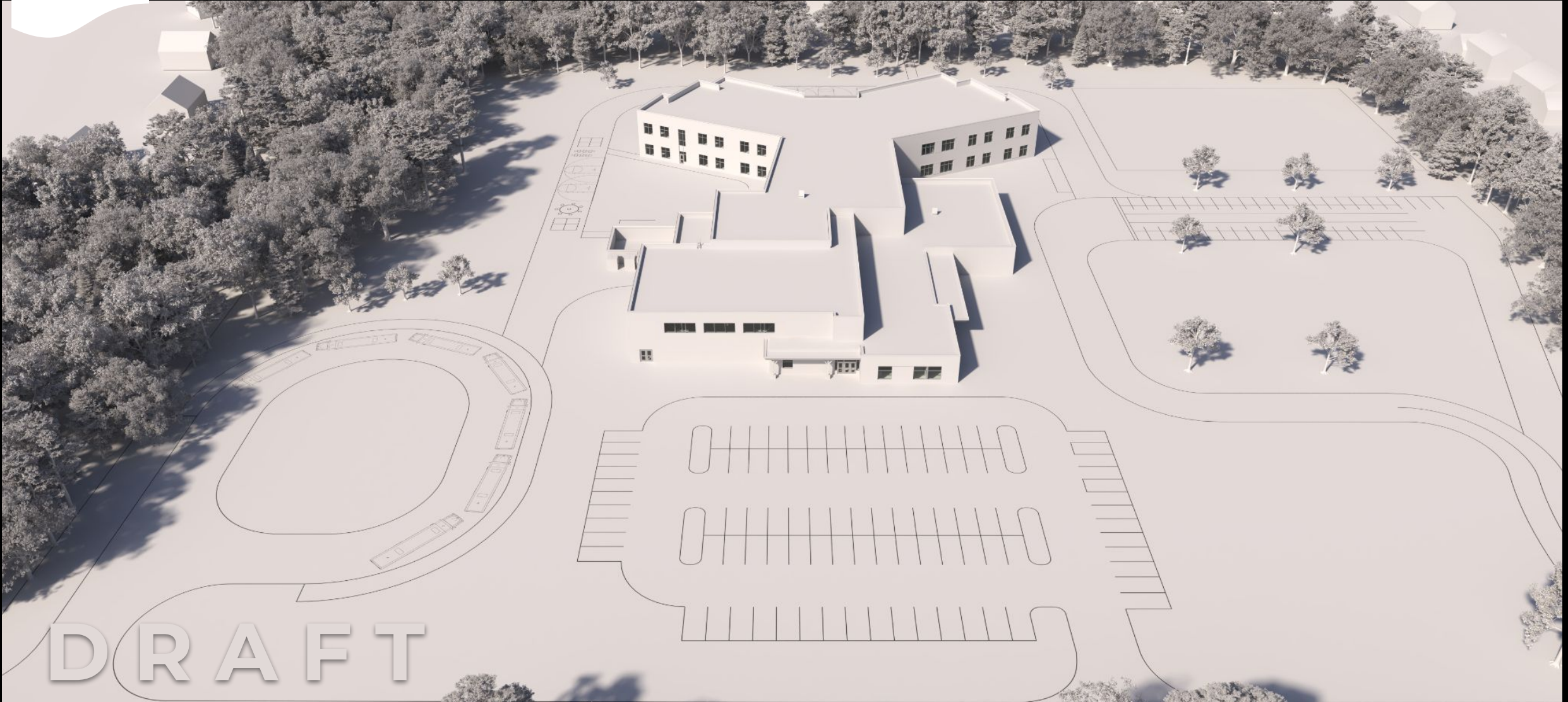


OVERALL SITE PLAN - CORNELL ELEMENTARY





AERIAL VIEW - CORNELL ELEMENTARY



DRAFT



RENDERING - CORNELL MAIN ENTRY





RENDERING - CORNELL NORTH ENTRY



DRAFT



RENDERING - CORNELL PARENT DROP-OFF





RENDERING - CORNELL CLASSROOM WINGS





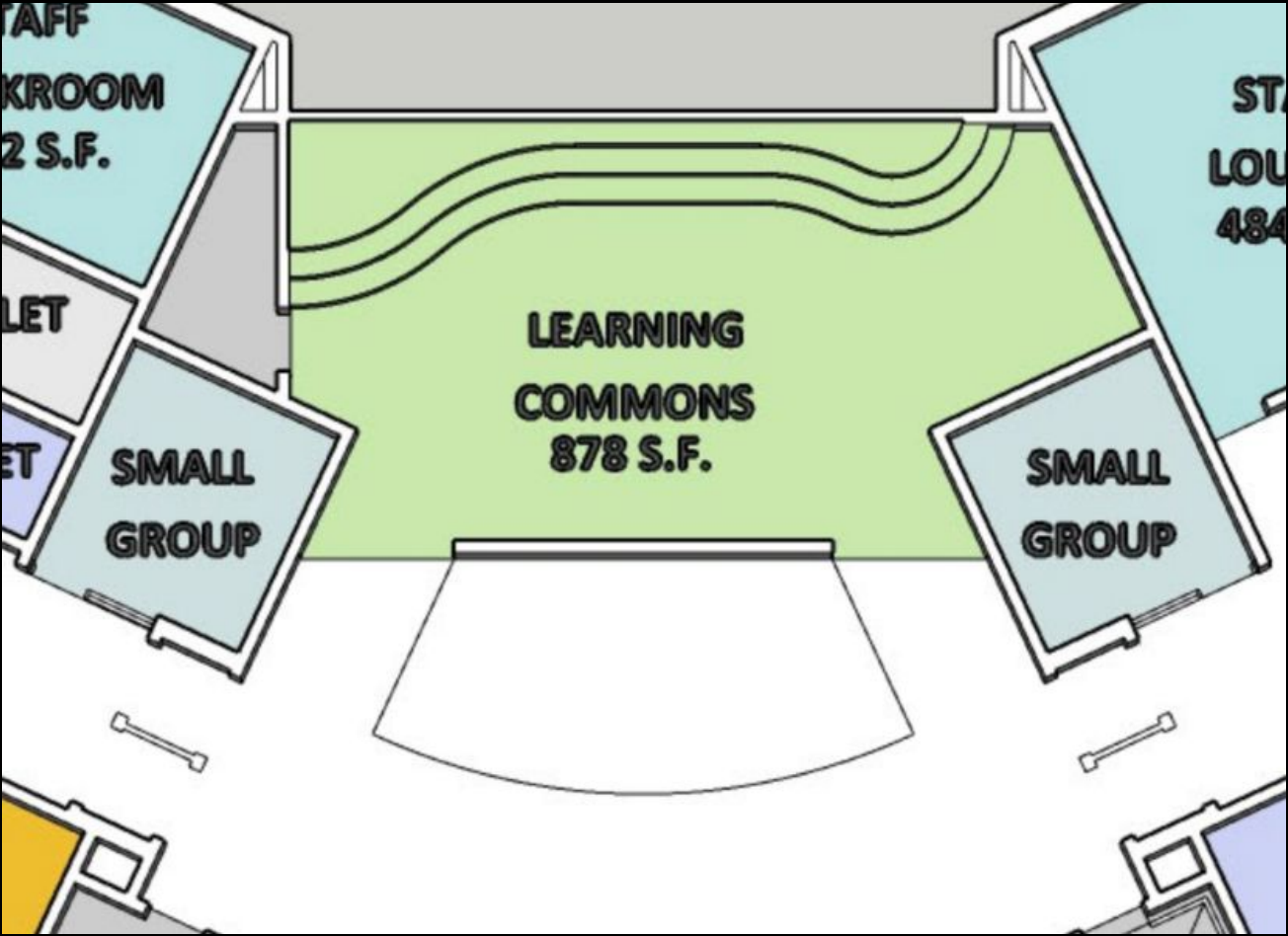
RENDERING - CORNELL CAFETERIA PLAYGROUND



DRAFT



ENLARGED PLAN - LEARNING COMMONS



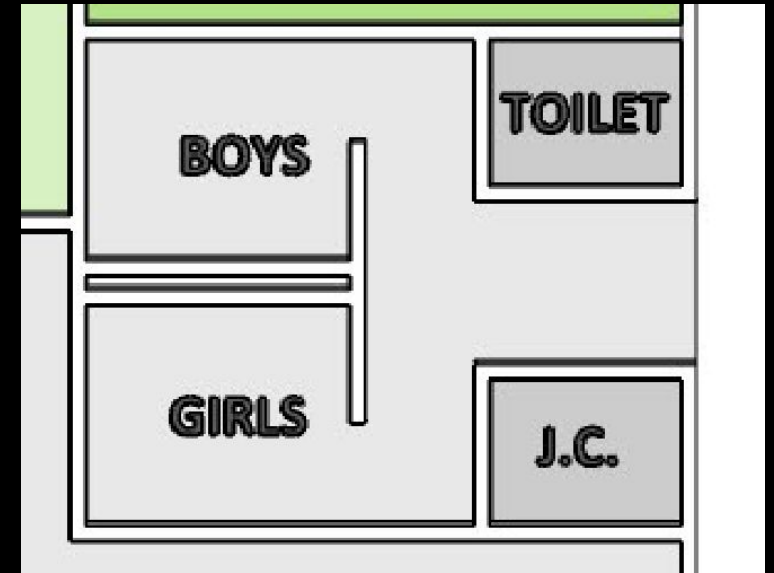
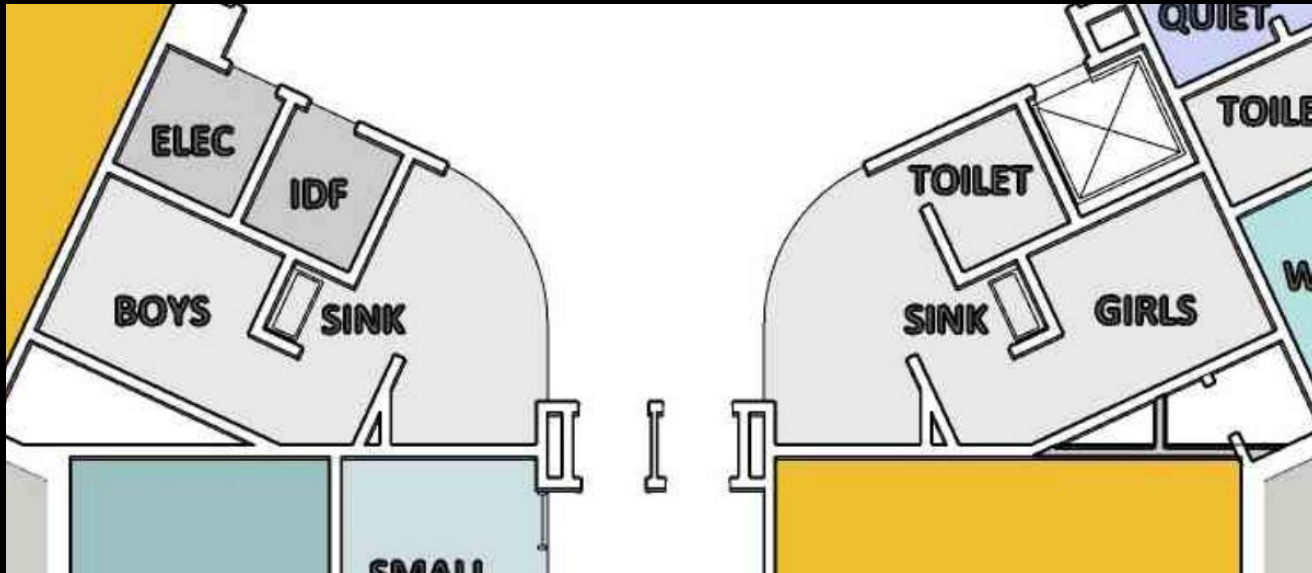


ENLARGED PLAN - CLASSROOM WINGS





ENLARGED PLAN - BATHROOMS





Energy Savings Projects - Review

May 20, 2024 Board Presentation

- Explore alternative options to fund energy savings projects
- Non-Voted, Guaranteed Energy Savings Bond
 - Dedication of general or sinking funds 20-30 yr
 - Potential annual savings \$150,000 - \$200,000/yr
- Board approved continued exploration



Energy Savings Projects

- Pressing HVAC needs at multiple schools to keep students and staff **SAFE, WARM, & DRY**
 - Energy Systems Upgrades - OHS, KMS, BW, ECC
 - Direct Digital Controls - OHS, KMS, BW, ECC, OPM
 - Rooftop Units - BW
 - District Staff Training Programs



Recommendation

- Energy Conservation Improvement RFP
 - Trane Proposal - \$3,414,040
- Fund with 2022 Bond
 - Annual energy savings - \$23,000
 - Long-term future burden in non-voted bond
 - Updated project budgets
- 3/17/25 Board Approval



2025 BOE Projected Bond Update Schedule

Month	Date	Bid Package	BOE Agenda
March	3/17/25	Energy Project	Approve Bids - BOARD ACTION
April	4/14/25	BP3 New CMS	BOE Walkthrough and Construction Update
June	TBD	2022 BOND	Bond Overview
August	8/6/25	BP8 OHS Music	Construction Update
August	TBD	BP7 New Cornell	Design Update - New Cornell Elementary
October	10/13/25	BP3 New CMS	BOE Walkthrough and Construction Update
October	10/13/25	BP8 OHS Music	Construction Update



OKEMOS PUBLIC SCHOOLS

BOND CONSTRUCTION AT A GLANCE

NEW CHIPPEWA MIDDLE SCHOOL

Construction begins: **Summer 2024**
Construction complete: **Summer 2026**



TEMPORARY CORNELL ELEMENTARY

Students/Staff relocate to existing Chippewa Middle School:
Summer 2026

NEW CORNELL ELEMENTARY

Demolish existing Cornell: **Summer 2026**
Construction complete: **Summer 2028**
Cornell students start in new school: **August 2028**



NEW KINAWA MIDDLE SCHOOL

Demolish existing Chippewa: **Summer 2028**
Construction Complete: **Summer 2030**
Kinawa students start in new school: **August 2030**

STAY UP TO DATE WITH CONSTRUCTION PROJECTS AT OKEMOSBOND.NET

BOND MILESTONE DATES

2022 BOND PROGRAM UPDATES

okemosbond.net



QUESTIONS

QUESTIONS

OKEMOS PUBLIC SCHOOLS

**Capital Projects Funding
Energy Savings Projects**




Board Meeting of May 20,2024

Guiding Principles - February 9, 2022

- Support the implementation of the OPS vision, mission, values and equity plan.
- Allow flexibility for future changes in enrollment, funding and government mandates.
- Promote decisions as a good steward of taxpayer dollars; ensure financial stability of the district and tax implications for the citizens of Okemos.
- Promote optimal utilization of school buildings/facilities for our children, families, staff and community.
- Maintain a commitment to listen to those who are willing to share their input and consistently and transparently share available information for data driven decisions.
- These guiding principles and this bond proposal will serve as the foundation of a long-term master plan for Okemos Public Schools.
- Provide facilities and grounds that are reflective of the high expectations of the community and are representative of the district's reputation



Capital Project Funding Methods

- General Fund / Capital Projects Fund 
- Sinking Fund 
- Voted Bonds 
- Non-Voted Bonds
 - Including Non-Voted Energy Conservation Bonds

 - *implemented in the Okemos Public Schools*

Comparison of Capital Project Funding Methods

	Voted Bonds	Non-Voted Bonds	Energy Conservation Non-Voted Bonds
Usage allowability	Least Restrictive of uses except cash, cannot be used for repairs		Limited to Energy Conservation Improvements
Process before Bond Sale	Community approval for amount & uses	BOE authorizing resolution	BOE authorizing resolution for allowable energy savings improvements to be financed
Legal Debt Margin	State Qualified are exempt; else limited to 15% of SEV less non-voted	Limited to 5% of SEV	Exempt
How paid down?	Annual debt millage rate levy	May be paid from GF, Energy Savings, SF if all projects are eligible	
Additional Reporting	n/a	n/a	5 Yrs w/State - annual measurement & verification

Non-Voted Bonds Financial Availability

- Limited to 5% of SEV = \$8,445,000
- Energy conservation bonds are exempt from limitation

Energy Savings Projects

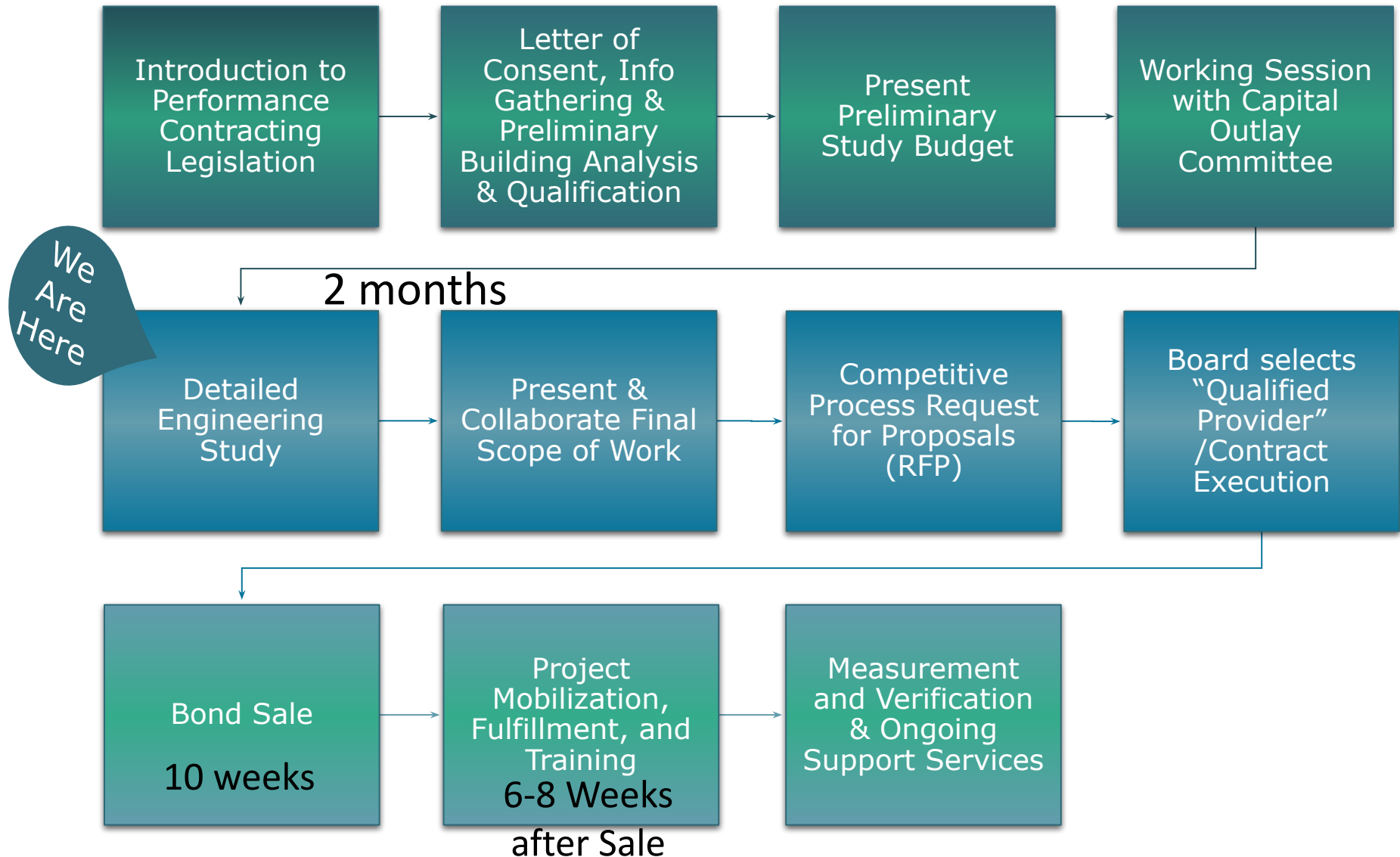
Guaranteed Energy Savings Performance Contracting (ESPC)

- Energy Savings Company guarantees a certain level of energy costs savings
- Non-voted bond is structured to match annual energy savings
- Types of Energy Conservation Measures
 - Modernization of HVAC Systems
 - Energy Managements Systems
 - Building Envelope - roofs, windows
 - LED Lighting/Electrical Upgrades
 - Water Conservation - low flow devices

Non-Voted Bonds - Energy Conservation Improvement Example

Year	Estimated Annual Energy Savings	Bond Payment Principal & Interest	Difference
1	\$100,000	\$75,000	\$25,000
2	\$200,000	\$180,000	\$20,000
3	\$200,000	\$180,000	\$20,000
4	\$200,000	\$180,000	\$20,000
5	\$200,000	\$180,000	\$20,000

Michigan Process - Timeline



Summary

- Non-Voted Bonding Capacity up to \$8,445,000
- Proposed Energy Savings \$150-\$200,000/yr
- Project Size \$3-\$3,500,000
- No Impact to General Fund
- Aligns with adopted BOE Guiding Principles for long range planning
- Alleviates Pressure on 2022 Bond Projects/Sinking Fund
- District will pursue proposal for consideration by BOE

Questions?



Okemos Public Schools District Data Review

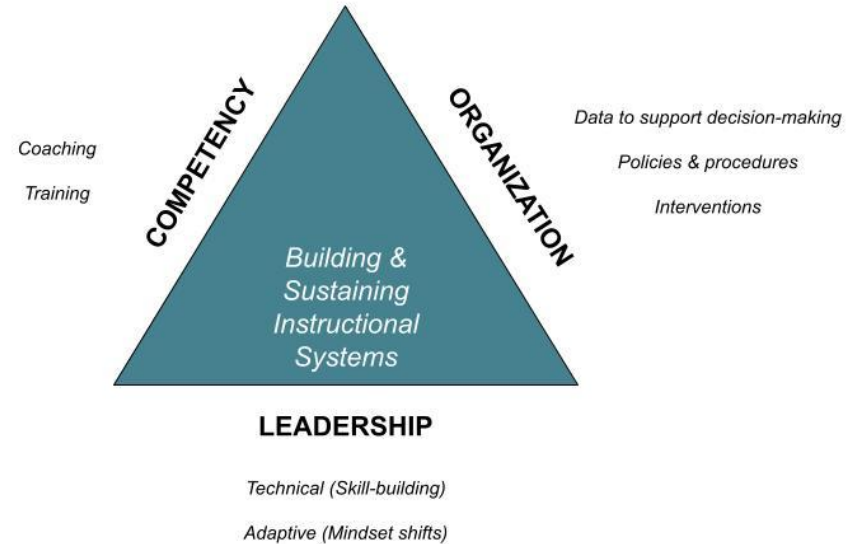
Stacy Bailey, Assistant Superintendent for Curriculum & Instruction
Heather Pricco, Director of Special Education
Dr. Lara Slee, Director of Diversity, Equity & Inclusion

March 2025

Building & Sustaining Instructional Systems

At the district level, the Department of Curriculum & Instruction supports and directs the equitable & inclusive improvement of:

- Decision-Making
- Leadership & Change Management
- Instructional Systems
- Student Experiences



Building & Sustaining Instructional Systems Multi-Tiered System of Supports (MTSS)

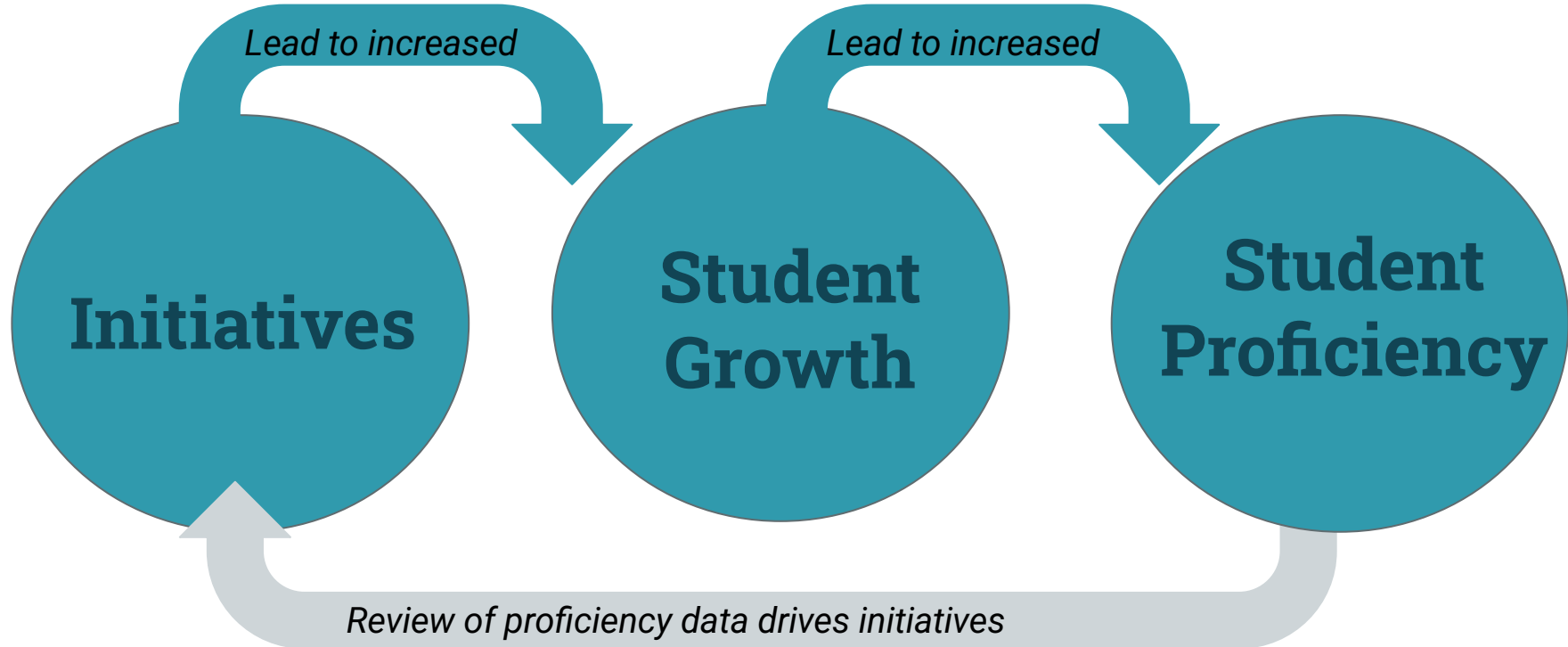
Technical Problems

- Creating and Sustaining MTSS Committee
- Developing MTSS Intervention Protocols- Academic & Behavioral
- Universal Screening Implementation
- Resource Allocation for Tiered Supports
- Professional Development/Training
 - Formative Assessment Practices
 - Sheltered Instruction Observation Protocol (SIOP)
 - Early Literacy

Adaptive Challenges

- Creating a Growth Mindset Culture
- Shifting Mindsets Around MTSS as a General Education Initiative
- Developing a Culture of High Expectations for All Students
- Supporting Teachers in Differentiating Instruction
- Reducing Chronic Absenteeism & Increasing Student Connectedness through relationships, SEL, and engagement strategies
- Ensuring Collaboration Across Teams

District Goal Setting Process



Fall

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (2-10)
- MAP Growth Math (K-10)
- BASC-3 BESS (3-12)



- Present Spring State Data & Set Achievement Goals
- Present District Benchmark Data & Set Growth Goals

Winter

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (K-10)
- MAP Growth Math (K-10)
- BASC-3 BESS (3-12)



- Present Benchmark Data & Monitor Growth Goals
- Monitor Progress of District Initiatives

Spring

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (K-10)
- MAP Growth Math (K-10)
- BASC-3 BESS (3-12)



- Present Benchmark Data & Evaluate Growth Goals
- Evaluate Success of District Initiatives

Student Growth Data

Benchmark Assessments

- **NWEA Reading Fluency**
- **NWEA MAP Growth- Reading & Math**

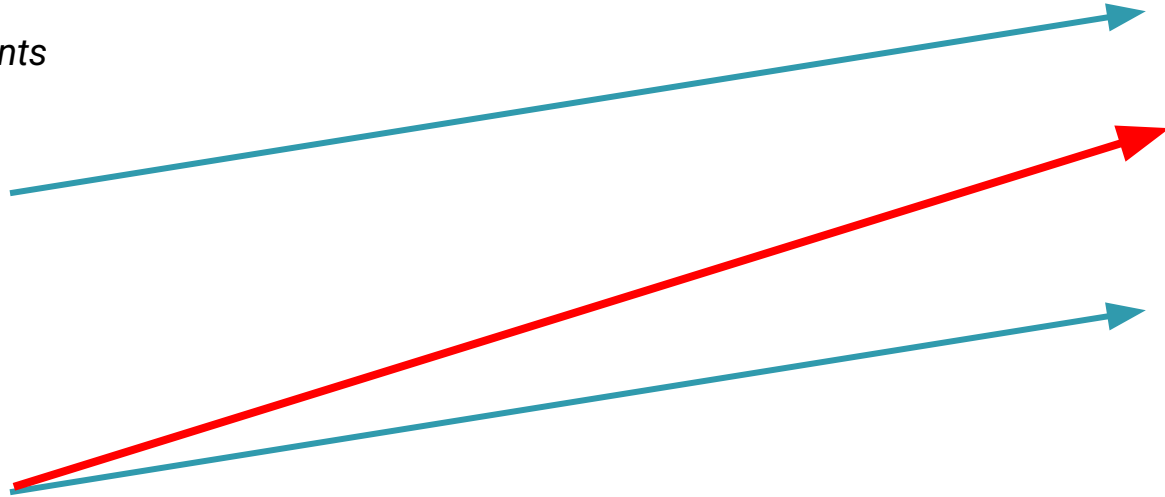
What is Projected Growth?

- The average growth of students who were in the same grade and began the same term at a similar score based on the most recent norm study.
- Growth measures student progress *over a period of time*
- Considers the advancement or improvement in a student's skills, knowledge, and abilities
- How a student has evolved over the course of their educational journey
- Examples: NWEA, student height changes
- It is NOT “years of growth”

Projected Growth

Projected growth based on
average 50th percentile

3rd Grade Students



To close the opportunity gap, students need to
consistently exceed their projected growth.

Growth Data & Goals- NWEA

If students have an increase in expected growth on NWEA, then it will lead to an increase in student proficiency on M-STEP.

	Fall-Spring 23-24 Actual Data	Fall-Spring 24-25 Goal (Includes 10th grade)
K-9th grade students that met their expected growth in literacy	54.5%	62.5%
K-9th grade students that met their expected growth in math	58.5%	66.5%

Midyear Data Checkpoint

Fall-Winter	Literacy % Met Expected Growth	Math % Met Expected Growth
All	48.3%	57.9%
Economically Disadvantaged	41.6%	51.5%
Multilingual Learner	53.3%	55.8%
Special Education	40%	54.5%
Asian	50.9%	60.5%
Black or African American	40.1%	54.8%
Hispanic	50.4%	56%
White	47.8%	57.5%

Current/Continued MTSS Supports & Initiatives

Students

Provide Learning Supports:

- Universal accommodations
- K-4 SEL Curriculum
- After school tutoring
- Summer school & tutoring



Educators

Improve & Enhance Instruction:

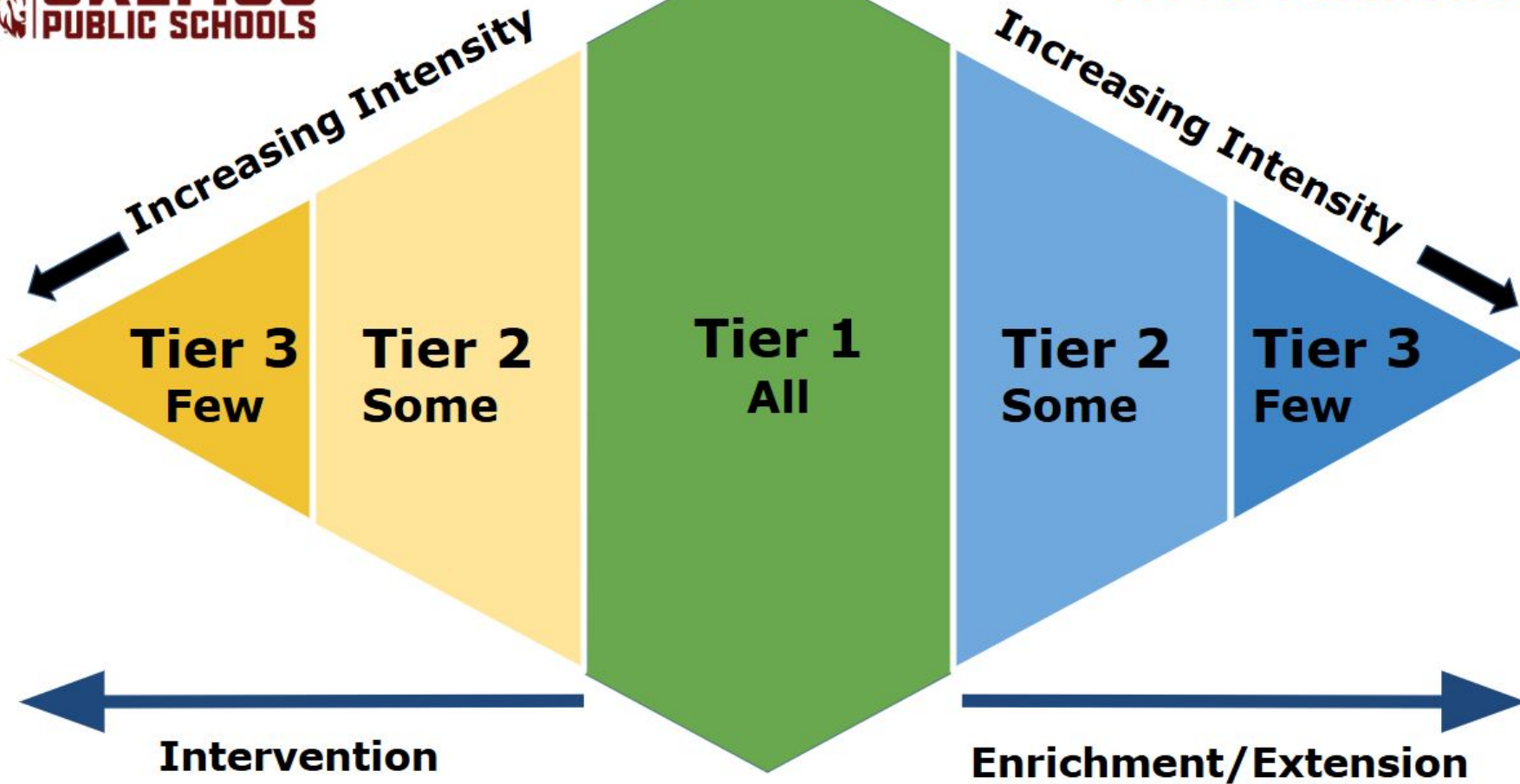
- Universal Design for Learning through Assessments
- PreK-5th Literacy PD
- Multilingual learning PD
- 5-6 Standards Based Grading



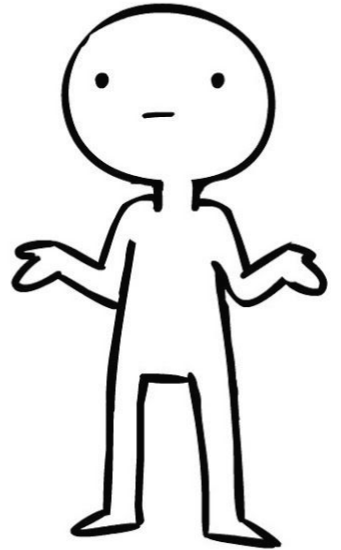
Organization

Systemic & Aligned Support:

- Instructional coaching model
- 5th-12th department vertical alignment
- Intervention analysis
- OHS Academic Growth Day
- Multilingual Learners Committee



**Supporting student
success by
*meeting them
where they are.***



Supporting Academic Growth

Our MTSS Approach

Multilingual Learners (ML)



OPS Equity Plan

Goal 1.2 Teach and practice the skills necessary for working with people from diverse cultures and backgrounds.

Goal 6.2 Utilize both quantitative and qualitative methodologies to explore and evaluate efforts to improve equity in academic proficiency among students.

Training in the SIOP Model

The SIOP model is a research-based and validated instructional model that has proven effective in addressing the academic needs of MLs.

- *Opportunity for all educators*
- *20 educators trained 2023-2024*
- *30 educators registered so far this year*

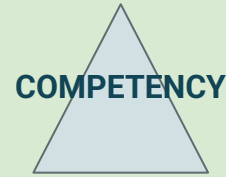
Evaluation of current programming

Using the Language Assistance Program Profile & MDE Monitoring Indicators Checklist

Guidance for grading ML students (K-12)

Provides recommendations based on WIDA proficiency levels.

Literacy in Grades PK-5



OPS Equity Plan

Goal 1.2 Teach and practice the skills necessary for working with people from diverse cultures and backgrounds.

Goal 8.3 Conduct periodic review of school policies by collaborating with students, staff, caregivers, and community members.

PK-5th Literacy Supports (35J grant)

- Training on the science of reading for all PK-5th grade educators
- Additionally, 43 educators have taken or are enrolled in LETRS training
- Upcoming: Classroom and building libraries

OHS Academic Growth Days

Tier 3 Academic/Behavior Intervention



OPS Equity Plan

Goal 5.2 Teach students critical thinking skills.

Goal 6.2 Utilize both quantitative and qualitative methodologies to explore and evaluate efforts to improve equity in academic proficiency among students.

- **Who is included?**
 - All students failing 2+ classes qualify for support
 - Average # of students that qualify: 60, Average # of students who attend: 45
- **What happens?**
 - Students will spend the day in the Library with certified staff helping them work through tasks. Admin, counselors and social workers will also drop in as needed. A short lesson on executive functioning skills is taught to help students improve their skills to perform better in classes.

Quarter 1	<ul style="list-style-type: none"> ● 58% of students reduced the number of failing classes ● 75% of course grades improved
Semester 1	<ul style="list-style-type: none"> ● 62% of students reduced the number of failing classes ● 68% of course grades improved

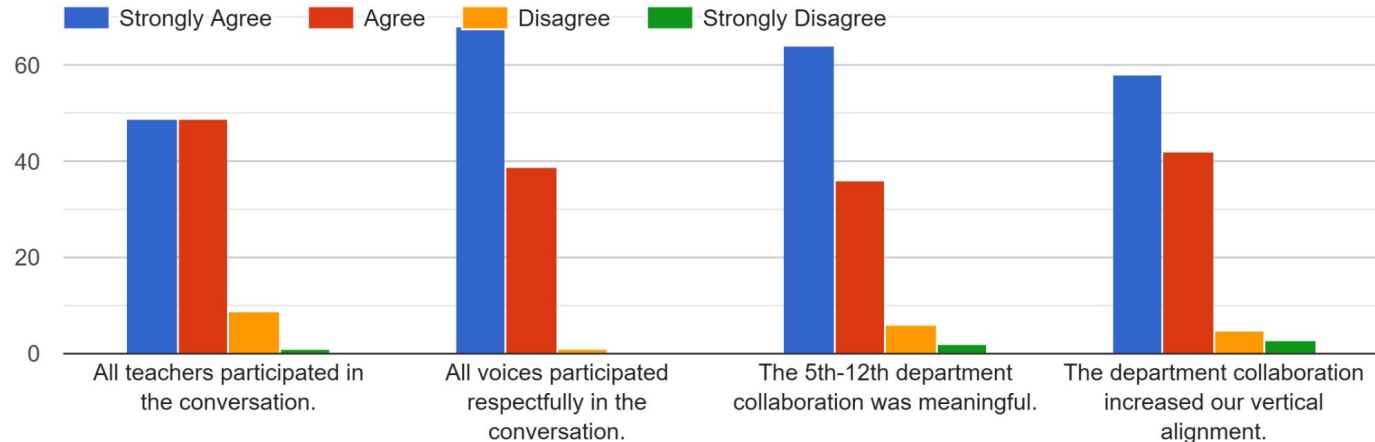
Collaboration Between Levels



Perception Data
from Secondary
Department Vertical
Meetings on Nov. 1

All 5th-12th grade
teachers
participated.

District Department Collaboration- PM



Youth Participatory Action Research



Four secondary teachers from OPS will participate in after-school professional development sessions designed to support them in understanding the components of Youth Participatory Action Research (YPAR). They will then be supported with coaching and consultation as they incorporate YPAR in their curriculum and teaching.

Michigan State University Partners

Dr. Joanne E. Marciano
Associate Professor of English Education

Dr. Vaughn W. M. Watson
Associate Professor of Secondary English Education

OPS Equity Plan

Goal 1.1 Provide people with opportunities to explore, reflect, learn more about, and celebrate themselves and one another.

Goal 4.3 Develop skills to interact effectively and respond to all cultural differences in a knowledgeable, respectful, and positive manner.

Goal 5.2 Teach students critical thinking skills.

Goal 6.2 Utilize both quantitative and qualitative methodologies to explore and evaluate efforts to improve equity in academic proficiency among students.

Social Emotional Data

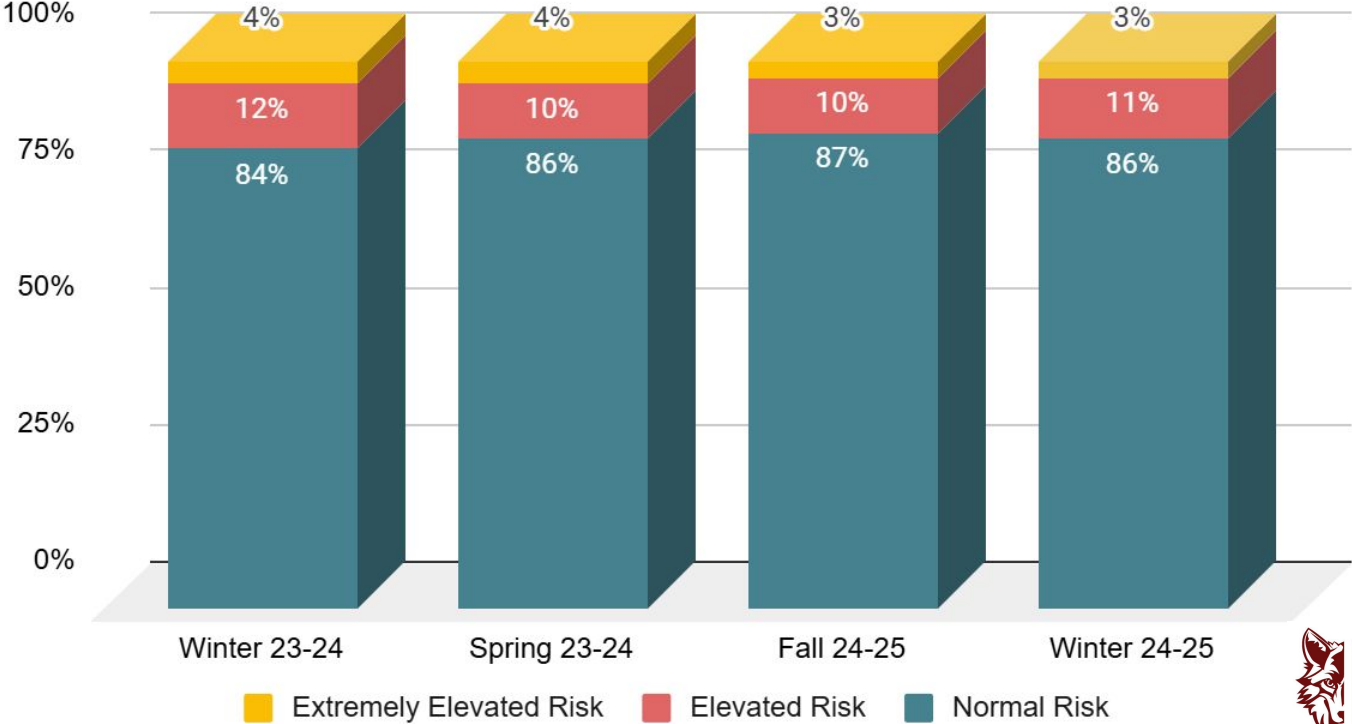
Screening Assessment

- **BASC-3 Behavioral & Emotional Screening System**

Social Emotional Learning

BASC-3 BESS results

Risk Level



Supporting Social & Emotional Health

- **BASC-3 Behavioral & Emotional Screening System**

Improve BASC Data Process



- Map screening processes for all schools
- Data analysis support from ISD, MDHHS, Harvard GPL
- Improve communication with parents

OPS Equity Plan

Goal 5.2 Teach students critical thinking skills.

Goal 3.2 Make accessible and readable information available to families in a variety of modes, including translations and accommodations for those with disabilities.

Goal 6.2 Utilize both quantitative and qualitative methodologies to explore and evaluate efforts to improve equity in academic proficiency among students.



K-4 SEL Curriculum

Everyday Speech

- Implemented in all 4 elementary schools
- Grades K-4
- Lessons taught by counselors and teachers
- **Staff survey (implementation)**



OPS Equity Plan

Goal 2.2 Implement SEL programming that teaches and reinforces healthy relationships and empathy

Goal 4.3 Develop skills to interact effectively and respond to all cultural differences in a knowledgeable, respectful, and positive manner.

Goal 5.1 Include diverse cultures and perspectives in curricular materials.

Unit 1: Self-Awareness

Unit 2: Self-Management

Unit 3: Social Awareness

Unit 4: Relationship Skills

Unit 5: Responsible Decision-Making

Incident Reporting



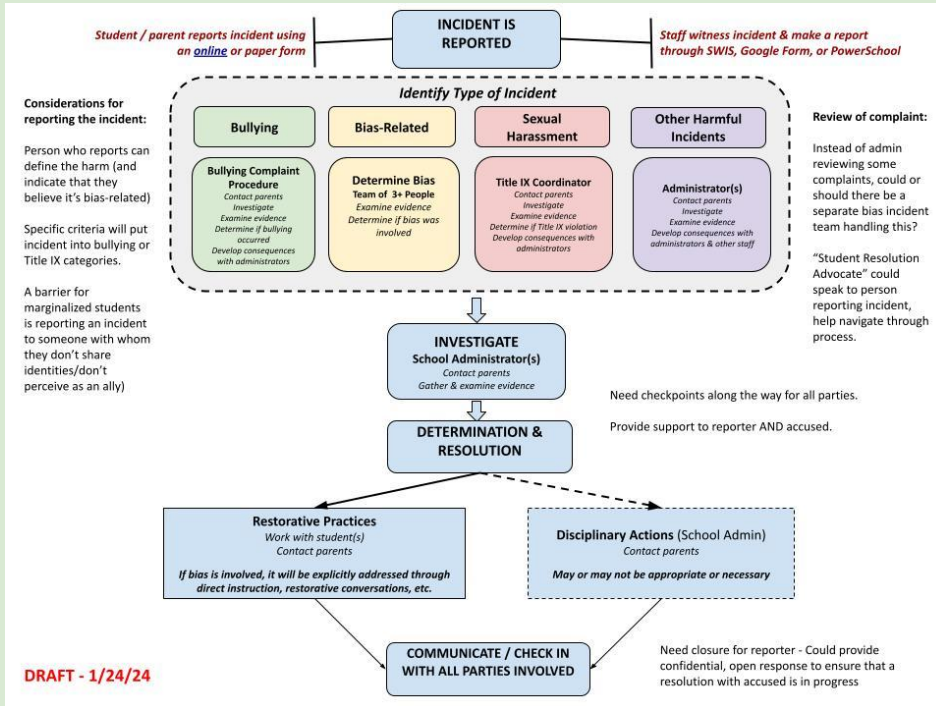
OPS Equity Plan

Goal 8.1 Review, revise, and implement incident reporting mechanisms to ensure that they are accessible.

Goal 8.4 Incorporate research-based best practices into policies, practices, and procedures (e.g. restorative practices, culturally-responsive positive behavior intervention and support, etc.).

Student-Student Incidents

- New expectations for information gathering and approach to investigation
- Using restorative strategies



DEIAC Projects

Student Spotlights

Purposes:

- To gain insights into student experiences and identities, especially those who have been marginalized.
- To amplify student voices.

Overview:

- Interview students and create short “spotlights” for distribution on the OPS website and in school/district newsletters.



OPS Equity Plan

Goal 1.1 Provide people with opportunities to explore, reflect, learn more about, and celebrate themselves and one another.

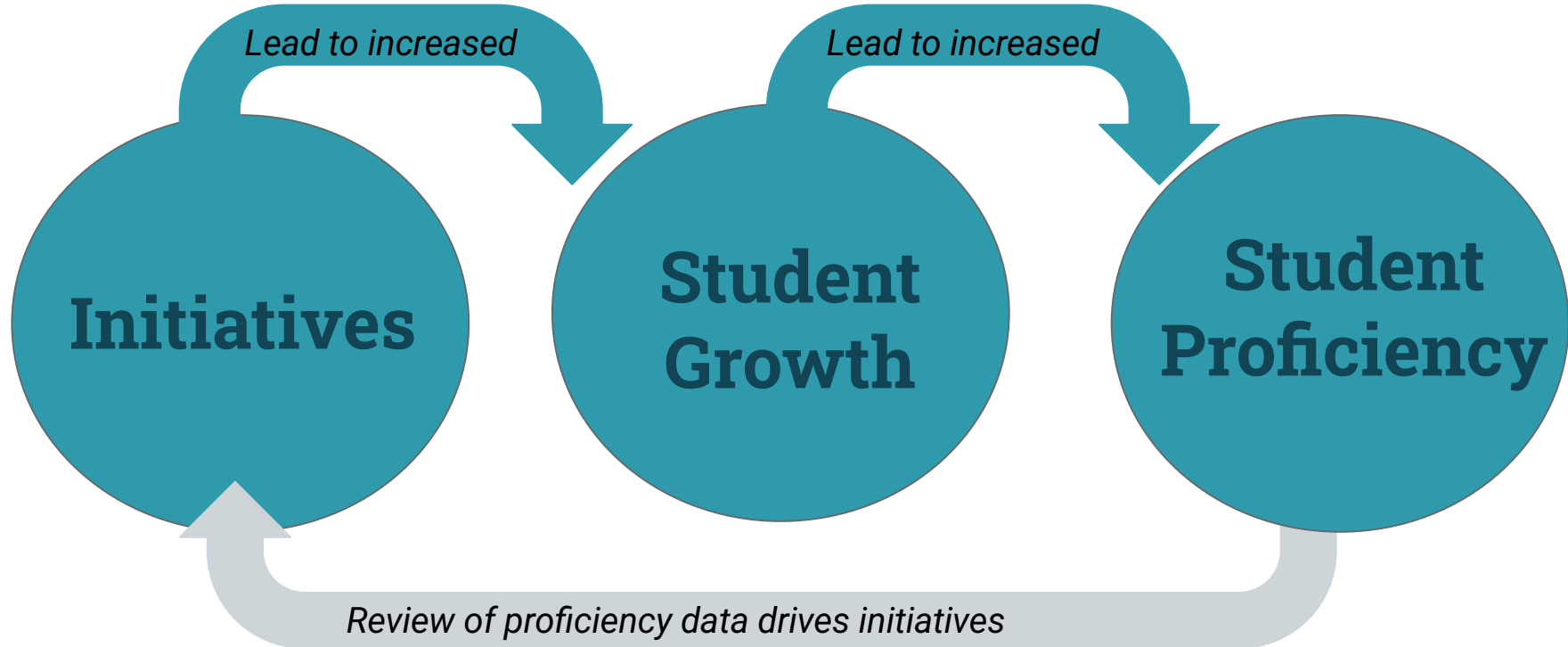
Goal 1.3 Amplify students' voices.

Goal 3.2 Make accessible and readable information available to families in a variety of modes, including translations and accommodations for those with disabilities.

Online Community Resource Board

- Develop an accessible and comprehensive clearinghouse for resources for parents and caregivers
- Showcase students and their cultures to honor the diversity within our community

District Goal Setting Process



Coming Soon

Equity Planning District Dashboard - To monitor the impact of our work to meet the needs of all students.

Dekemos Public Schools: Equity Planning District Dashboard

INSTRUCTION/CURRICULUM/ASSESSMENT

GOAL #5: Our district's instructional practices, curriculum, and assessment methods are responsive to and inclusive of diverse perspectives, abilities, and cultures.

GOAL #6: Our students' academic assessment data show that the opportunity gaps between student groups have decreased.

Indicators	5-Year Goal	Baseline 22-23	Monitoring Over Time					Sta
			23-24	24-25	25-26	26-27	27-28	
% Graduation Rate (4-Year)		92.35%						
% HS students enrolled in AP classes								
% HS students enrolled in CTE classes								
% 3rd graders foundational skill ready in Fall								
% 3rd graders proficient or advanced in literacy on M-STEP		61.8%	57.6%					
% 8th graders proficient in literacy on PSAT								

CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

GOAL #4: We have developed a district culture in which students, staff, families, and community members are prepared for an increasingly diverse society and world.

Indicators	5-Year Goal	Baseline 23-24	Monitoring Over Time					Status
			24-25	25-26	26-27	27-28	28-29	
Literacy % K-8 Met/Exceeded NWEA Growth Expectations								
Literacy % K-8 Economically Disadvantaged Met/Exceeded NWEA Growth Expectations								
Math % K-8 Met/Exceeded NWEA Growth Expectations								
Math % K-8 Economically Disadvantaged Met/Exceeded NWEA Growth Expectations								
% Receiving Credit for Algebra 1								

Upcoming Presentation:





- Spring Data Review

Snapshot of DEI Work

Current Projects (2024-25 school year)

Project	Focus Area(s)	Status	Supporting Documents
DEIAC	<ul style="list-style-type: none"> ● Digital Community Board - One focus of this project will be to develop an accessible and comprehensive clearinghouse for resources for parents and caregivers. We also want to showcase students and their cultures to honor the diversity within our community. ● Interviews/Student Voice - We want to talk to students to amplify their voices and gain insights into their experiences, with a focus on students who have identities that have historically been marginalized. 	<p>Collaborating with the Communications team to support these projects.</p> <p>Team leaders from DEIAC (Chris Brown, Beth Brauer) helping with meetings, preliminary plans.</p>	<ul style="list-style-type: none"> ☰ Notes - DEIAC- community bo... ✚ Community Resources & Events ☰ MARCH 2025 - Create slides for schools ☰ Student spotlight proposal
Multilingual Learners	<ul style="list-style-type: none"> ● Evaluation of current programming ● Development of action plan ● Guidance for grading ML students 	<p>Shared grading guidance draft with K-12 leaders on 1/27, will meet ML team to further develop</p> <p>Collecting data on how many students are receiving direct services vs how many need direct services but aren't getting them</p> <p>Integrating ML supports into MTSS framework</p>	<ul style="list-style-type: none"> ✕ Language Assistance Program... ☰ ML action plan 24-25 ☰ Draft guidance - Multilingual ...
Youth Participatory Action Research Project (YPAR) - Partnership with MSU	<ul style="list-style-type: none"> ● Spring 2025 - Provide training for teachers ● Fall/Winter 2025-26 - Implement YPAR with OHS students 	<p>Intro/planning meeting on 1/28 - 4 OHS teachers are participating</p> <p>10 learning sessions before June 2025</p>	<ul style="list-style-type: none"> ✚ YPAR Budget ☰ YPAR project overview

SEL Curriculum (K-4)	<ul style="list-style-type: none"> ● Initial implementation - Each classroom is expected to cover two units ● Data collection - Implementation process, student performance, teacher perception (working with Everyday Speech research team to develop surveys) 	<p>Developed implementation survey with Everyday Speech research team</p> <p>Teachers surveyed in February/March</p>	<ul style="list-style-type: none"> ☰ Everyday Speech - Implementatio... ☰ Everyday Speech - 2024-25 Imple...
District Equity Dashboard	<p>We are planning to build an "equity dashboard" to share publicly that is similar to this one from Farmington Public Schools. The purpose is to monitor the impact of our equity work. As we make progress toward our goals, we will see student performance trend upwards as a result of equitable instructional practices and innovative shifts in structures and systems.</p>	<p>DEIAC will review this preliminary dashboard, which is aligned with our equity plan's goals. Opportunity gaps exist within the groups that are singled out - economically disadvantaged students, Black or African American students, and students with IEPs.</p>	<ul style="list-style-type: none"> ☰ equity plan district dashboard
Incident Reporting	<p>Student-student incidents:</p> <ul style="list-style-type: none"> ● Trial process & form, gather feedback (Jan/Feb) ● Make adjustments (Feb/March) ● Plan for roll-out (March/April) 	<p>Working with Jody and Andre on this - will discuss at 1/27 K-12 meeting</p> <p>Will connect with HR about developing similar process for adult-adult incidents</p>	<p>"Accountability assignment" - cyberbullying at OHS (Cironi)</p> <ul style="list-style-type: none"> ☑ x_January 2024_incident rep...
Mental Health Supports	<ul style="list-style-type: none"> ● Improve administration process for BASC-3 BESS SEL screener ● Expand analysis and use of data 	<p>Partnering with Harvard GPL, Ingham ISD and MDHHS to:</p> <ul style="list-style-type: none"> ● Map processes for all schools (and then problem solve, streamline, etc.) ● Data analysis with help from ISD and our project consultant (esp. To look at student subgroups) ● Conduct focus groups with parents about communication from school re: student screener results ● 	<p>Process maps for elementary schools, Kinawa, Chippewa</p>

Library Collection Development	Update our process for developing our library collections (develop procedure to support BOE policy 5407 Instructional Program and Curriculum Development)	Developed plan to gather community feedback Reviewing our existing procedure and examples from other districts and organizations.	 Library policy - process outline
McKinney-Vento Liaison	Developing system for the district: <ul style="list-style-type: none"> ● Resources ● Training ● Partnerships ● Identification of students 	Created district hub for housing all resources/documents Working with our regional coordinator to ensure understanding of MV requirements and to obtain resources for families.	 McKinney-Vento Hub
Nokomis 3rd grade lessons	Collaborate with the Nokomis Cultural Heritage Center to develop inquiry-based Michigan history lessons for all third graders in the district, with a focus on the Anishinaabe people and their impact on the Okemos community. Strengthen partnership between Okemos Public Schools and Nokomis Cultural Heritage Center.	Nokomis providing three lessons per school this year (3rd grade)	 Native American Heritage Fu...
Culturally Responsive PBIS	Collaborate with Ingham ISD for support of SSAs/behavior teams and CRPBIS efforts in all schools.	Behavior TFI administered in each school. Ingham ISD consultant (Josh Cooper) working with SSAs	 OPS CRPBIS Handbook

Ongoing Projects

Project	Focus Area(s)	Status
District MTSS Committee	<p>Provide clarity for all parts of the MTSS systems - policies, practices, processes, responsibilities, etc.</p> <p>Provide coaching and consulting for each school/team.</p>	<ul style="list-style-type: none"> ☐ MTSS Meeting Updates 24-25 ☐ District MTSS Committee March 2025
Leadership Coaching & General Staff Support	<p>Support administrators through coaching and consulting as they integrate equitable and inclusive practices into their schools.</p> <p>Respond to staff questions / concerns related to DEI.</p>	<p>Provide problem solving and coaching at all schools and for each department.</p>
Community Advisory Groups	<p>Increase staff knowledge of different heritages and cultures. Acknowledge the experiences of our students and staff.</p>	<ul style="list-style-type: none"> ☰ Religious Observances FAQs <p>Two groups so far:</p> <ul style="list-style-type: none"> ● Arab Americans and Muslim Americans ● Jewish Americans
Mental Health - E3 Grant	<p>Provide ongoing district support to Child and Family Charities, E3 provider</p> <p>To communicate with OPS staff and families about E3 program</p>	<p>E3 clinic open at OHS</p>
Cultural Overviews (including religious observances)	<p>Provide content for district website</p> <p>Raise awareness of diverse identities, the OPS equity initiatives, and district policies and projects.</p> <p>Provide staff with information about cultural events that may impact our students</p>	<ul style="list-style-type: none"> ☰ 2024-25_Religious Observances ☰ February 2025 Cultural Overview ☰ MARCH 2025 ☰ Religious Observances FAQs
Woof Pack	<p>Support Woof Pack coordinator and team</p>	<p>https://www.okemoswoofpack.com/</p>

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4113 Michigan Earned Sick Time Act (ESTA)

A. General

Eligible employees will accrue paid leave as provided by the ESTA. Applicable provisions of a collective bargaining agreement, individual employment contract, or handbook remain in place and may provide additional paid leave time that is not provided by the ESTA.

Unless otherwise agreed with union representation, the ESTA does not apply to employees subject to a conflicting collective bargaining agreement in effect on February 21, 2025, until the collective bargaining agreement expires.

The ESTA does not apply to an employee subject to a conflicting individual employment contract in effect on February 21, 2025, until that contract expires, if all of the following are satisfied:

- the District and the employee signed the contract on or before December 31, 2024;
- the contract is effective for not longer than 3 years; and
- the District notified the Michigan Department of Labor and Economic Opportunity (LEO) of the contract.

B. Definitions

1. "ESTA benefit year" means the 12-month period from July 1 to June 30.
2. "Eligible employee" means an employee engaged in service to the District. The following, however, are not eligible employees:
 - a. an unpaid trainee or unpaid intern;
 - b. a person employed in accordance with the Michigan Youth Employment Standards Act, MCL 409.101, *et seq*; or
 - c. positions when the employee may schedule their own working hours as approved by the Superintendent or designee. For those approved positions, the District will not take adverse personnel action for failure to schedule a minimum amount of working hours.

If a collective bargaining agreement or contract meets the requirements in Section A above, then an employee covered by that contract is not an eligible employee until the contract expires.

3. "Family member" is defined as:

- a. biological, adopted, or foster child, stepchild or legal ward, a child of a domestic partner, or a child to whom the eligible employee stands *in loco parentis*;
 - b. biological parent, foster parent, stepparent, or adoptive parent or legal guardian of an eligible employee or an eligible employee's spouse (under the laws of any state) or domestic partner or a person who stood *in loco parentis* when the eligible employee was a minor child;
 - c. an individual to whom the eligible employee is legally married under the laws of any state or a domestic partner;
 - d. grandparent, grandchild, and biological, foster, or adopted sibling;
 - e. an individual related by blood; or
 - f. an individual whose close association with the eligible employee is the equivalent of a family relationship.
4. "Earned sick time" means paid leave as allowed by the ESTA.
 5. All other ESTA-defined terms apply to this Policy.

C. Wait Period and Leave Reinstatement Upon Re-Employment

A newly hired eligible employee may not use accrued earned sick time until 120 calendar days after the employee's start date, unless otherwise provided in a collective bargaining agreement, individual employment contract, employee handbook, or the ESTA.

Upon discharge or other separation from employment, an employee automatically loses accrued earned sick time unless the employee is rehired by the District within 2 months of the separation.

Accrued earned sick time that is not used before an employee's separation from employment will have no monetary value. If an employee separates from employment and is rehired by the District not more than two (2) months after separation, the District will reinstate previously accrued and unused earned sick time and allow the employee to use that earned sick time and accrue additional earned sick time upon reinstatement. This paragraph does not apply if the District paid the employee the value of the employee's unused accrued earned sick time at the time of separation.

D. ESTA Leave Accrual and Frontloading

1. Leave Accrual

Unless the District frontloads earned sick time under Section D(2), an eligible employee begins accruing earned sick time on February 21, 2025 or the employee's start date, whichever is later.

An eligible employee will accrue 1 hour of earned sick time for every 30 hours worked, but the eligible employee may only use up to 72 hours of earned sick time in a single ESTA benefit year. An FLSA-exempt eligible employee is assumed to work 40 hours per workweek unless the employee's normal workweek is less than 40 hours.

Up to 72 hours of unused accrued earned sick time will carry over from ESTA benefit year to ESTA benefit year.

2. Frontloading Leave

For each ESTA benefit year, the District may frontload earned sick time consistent with this policy, a collective bargaining agreement, or individual employment contract.

If frontloading, the District will grant a full-time eligible employee 72 hours of earned sick time at the beginning of an ESTA benefit year. For a part-time eligible employee, the District will provide the employee with:

- a written notice of how many hours the employee is expected to work during the ESTA benefit year at the time of hire;
- an amount of earned sick time at the beginning of the ESTA benefit year that is proportional to the earned sick time the employee would accrue if the employee worked all the hours in that written notice; and
- 1 hour of earned sick time for every 30 hours worked after the employee exceeds the work hours in that written notice.

Frontloaded earned sick time will not carry over from one ESTA benefit year to the next unless authorized in the applicable collective bargaining agreement, individual employment contract, or handbook.

3. Compliance Presumption

The District is in compliance with this Section D if it:

- provides an eligible employee with paid time off in at least the same amounts of time off described in the ESTA that may be used for ESTA purposes or any other approved purpose, with the time used for an ESTA purpose being subject to the ESTA; or
- is a signatory to a collective bargaining agreement that requires contributions to a multiemployer plan under the Employee Retirement Income Security Act, subject to certain conditions.

E. Additional Absences

Additional absences, above and beyond earned sick time under the ESTA, are governed by an applicable collective bargaining agreement, individual employment contract, or Board Policy.

F. Permissible Uses

An eligible employee may use earned sick time for the following reasons:

1. the employee's mental or physical illness, injury, or health condition; medical diagnosis, care, or treatment of the employee's mental or physical illness, injury, or health condition; or preventative medical care for the employee;
2. for the employee's family member's mental or physical illness, injury, or health condition, medical diagnosis, care, or treatment of the employee's family member's mental or physical illness, injury, or health condition or preventative medical care for a family member of the employee;
3. if the employee or the employee's family member is a victim of domestic violence or sexual assault, for medical care or psychological or other counseling for physical or psychological injury or disability, to obtain services from a victim services organization, to relocate due to domestic violence or sexual assault, to obtain legal services, or to participate in any civil or criminal proceedings related to or resulting from the domestic violence or sexual assault;
4. for meetings at a child's school or place of care related to the child's health or disability, or the effects of domestic violence or sexual assault on the child; or
5. for closure of the employee's place of business by order of a public official due to a public health emergency, for an employee's need to care for a child whose school or place of care has been closed by order of a public official due to a public health emergency, or when it has been determined by the health authorities having jurisdiction or by a health care provider that the employee's or employee's family member's presence in the community would jeopardize the health of others because of the employee's or family member's exposure to a communicable disease, whether or not the employee or family member has actually contracted the communicable disease.

G. Use of Earned Sick Time

If the eligible employee's need to use leave is foreseeable, the employee must provide notice to the District of the employee's intent to use earned sick time at least 7 days prior to the date leave is to begin. If the eligible employee's need to use leave is not foreseeable, the employee must provide notice to the District of the employee's intent to use earned sick time as soon as practicable. For leave of more than 3 consecutive days, upon District request, the eligible employee must provide the District – within 15 days after the request – reasonable

documentation that earned sick time was used for an ESTA purpose. The District will be responsible for paying the eligible employee's costs in obtaining the requested documentation.

In cases of domestic violence or sexual assault, reasonable documentation includes any of the following:

- a police report indicating that the employee or the employee's family member was a victim of domestic violence or sexual assault;
- a signed statement from a victim and witness advocate affirming that the employee or the employee's family member is receiving services from a victim services organization; or
- a court document indicating that the employee or the employee's family member is involved in legal action related to domestic violence or sexual assault.

All health, sexual assault, and domestic violence information and documentation received from an employee about earned sick time remains confidential and will not be disclosed, except to the employee, with the employee's written permission, or as and to the extent required by law.

Failure to comply with notice procedures or document requests to support the use of earned sick time, or using earned sick time for a non-permissible use, may result in discipline, including discharge.

Unless otherwise provided in an employee's collective bargaining agreement, individual employment contract, or handbook:

- earned sick time must be used in hourly increments; and
- an employee using earned sick time will not receive overtime pay, holiday pay, or bonuses for the earned sick time.

H. Notice and Recordkeeping

The District will:

1. provide an ESTA notice created by LEO to each eligible employee at hire or by March 23, 2025, whichever is later (see 4113-F);
2. display in a conspicuous location in each of its buildings the ESTA poster created by LEO; and
3. retain for not less than 3 years records documenting hours worked and earned sick time taken by eligible employees.

Legal authority: MCL 408.934b, 408.961 et seq., *Mothering Justice v Attorney General*, 2024 Mich LEXIS 1454 (July 31, 2024)

Date adopted:

Date revised:



Proposal for Adoption of Elevatus Curriculum for Special Education Reproductive Health Instruction

Overview: This proposal seeks approval from the Board of Education to adopt the Elevatus curriculum for reproductive health instruction within self-contained special education classrooms at Kinawa, Chippewa, and Okemos High School (OHS). The curriculum is designed to provide developmentally and cognitively appropriate instruction for middle school, high school and transition-age students who require tailored sexual health education.

Curriculum Scope and Implementation: Upon approval, the department will review all lessons within the Elevatus curriculum to determine the appropriate year(s) for instruction. Lessons cover essential topics such as:

- Different Types of Relationships
- Public and Private
- Friendship
- Communication
- Decision Making
- Moving from Friend to Partner/Sweetheart
- Internet, Social Media, & Communication
- Many Roads to Relationships
- Being in a Relationship

Alignment with State Standards: The Elevatus curriculum aligns with the following Michigan State Health Education Standards for Middle School:

- Self-awareness and self-respect
- Stress and anger management
- Effective communication (listening, empathy, I-statements, and refusal skills)
- Decision-making, problem-solving, and conflict resolution
- Violence prevention, including bullying
- Healthy and unhealthy relationships
- Identifying unsafe situations and getting and giving help
- Setting personal limits and communicating them to peers
- Identifying behaviors that do or do not transmit sexually transmitted infections (STIs)
- Understanding legal, financial, health, social, and emotional consequences of sexual activity
- Applying strategies to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs
- Demonstrating the ability to establish positive relationships and communicate personal and sexual boundaries

Meeting Student Needs: The Elevatus curriculum meets the specific needs of students by:

- Providing developmentally appropriate lessons for middle school, high school and transition-age students with cognitive disabilities

- Offering visual supports, including simplified slides and communication boards
- Focusing on life skills necessary for healthy and prepared adulthood
- Ensuring accessibility through electronic slide decks that can be enlarged for students with visual impairments

Process for Adoption:

1. The PHASE Board identifies the need for a specialized reproductive health curriculum.
2. A PHASE sub-committee is formed with necessary stakeholders to review potential curricula.
3. The sub-committee presents a recommendation to the PHASE Board.
4. The PHASE Board votes on approval of the recommended curriculum.
5. The Assistant Superintendent presents the recommendation to the Board of Education for discussion.
6. A two-week window is provided for parents to preview the curriculum and provide feedback.
7. The Board of Education votes on the final approval.
8. Upon approval, the curriculum is made available for classroom use.
9. Parents/guardians are informed of content and dates prior to instruction and may opt-out of any or all lessons.

Recommendation: It is recommended that the Board of Education approve the adoption of the Elevatus curriculum for special education reproductive health instruction. Following approval, the department will collaborate to determine the appropriate instructional sequence and ensure all necessary materials, including communication boards and electronic slide decks, are available for student success.

AN EVIDENCE-INFORMED ASSESSMENT OF:

SEXUALITY EDUCATION FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES: CURRICULUM FOR HIGH SCHOOL STUDENTS AND ADULTS WITH DEVELOPMENTAL DISABILITIES

In 2009, Sexuality Education for People with Developmental Disabilities: Curriculum for High School Students and Adults with Developmental Disabilities was written because of the lack of resources for teaching the I/DD population on this topic that were evidence-informed; in 2018, it was updated to include relevant issues such as social media and gender identity/expression. This version is now a 22-lesson curriculum that includes a manual with instructions on how to implement the curriculum.

What is unique about this curriculum?

- Fully incorporates Disability Rights, Independent Living, and Self Advocacy
- Places emphasis on the individual being a sexual self-advocate
- Created by not only professionals in the field but also by individuals with developmental disabilities.
- Instruction of curriculum co-facilitated by an individual from the I/DD population

The curriculum is also an evidence-informed program guided by theories and practices that have a history of demonstrating positive results, including: Sexual Script Theory, Self-Determination Theory, Social Learning Theory, Social Impact Theory.

Elevatus has also engaged assessments by an outside consultant to provide an unbiased review of the curriculum that included comparisons of the curriculum to the Professional Sexuality Education Standards as well as other effective assessment tools in analyzing the curriculum for teaching individuals in the I/DD population.

1. Professional Sexuality Education Standards: see Appendix A, page Best practices for sex education: reviews 18 different components of what “best practices” would entail. Of the 18 components assessed in regards to this curriculum, 15 were identified as area of “high capability” and the remaining three areas were rated as “moderate.” Key content areas: assesses 52 different components of areas that need to be addressed. Of the 52 components reviewed, an overwhelming number, 40, were rated as being present within the curriculum with a “high” rating.
2. Analyzed “Identifying Effective Methods for Teaching Sex Education to Individuals with Intellectual Disabilities: A Systematic Review in Journal of Sex Research (May 2015)” and identified effective techniques in teaching this population and compared those techniques to the curriculum. The teaching techniques that were recommended were all present in the curriculum.
3. SHEIDD Assessment Tool
Using these reviews, we were able to compare the curriculum to an evidence-based curricula review using the same tool to see the similarities and assume we would have similar positive outcomes based on these similarities. For the results of the comparative analysis see Appendix B, page 27-32.

CURRICULUM

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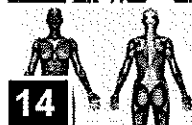
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2025-26 Preliminary Budget Assumptions Budget Development Timelines

Board Meeting • 03/10/2025



2024-25 Preliminary Budget Revisions #2 & Carryforward Impact on 2025-26 Budget

	Budget Impact
2024-25 Net Change in Fund Balance, Budget Revision #1	(\$1,639,177)
ISD Revenue, SE & Medicaid	267,500
	(1,371,677)
2024-24 Non-Structural, 1x revisions	
Reductions in Grants	(621,327)
Environmental remediation	939,973
Curriculum/New textbooks	(205,000)
ISD SE Funding, addl due to 23-24 final & medicaid	(435,500)
SE State Aid, prior year final reconciliation	(286,620)
Equipment Needs	170,500
Kindergarten Classroom Aides	40,000
All Other 1-time	(49,851)
Net Impact of Changes	(\$447,825)
Carry forward effect on General Fund Budget (6/30/26)	(\$1,819,502)

2025-26 Expenditure Increases/Revenue Decreases

<u>Decreases to General Fund</u>	<u>Optimistic</u>	<u>Most Likely</u>	<u>Worst Case</u>
Health insurance (MESSA 1/2 yr +16%/10.2%, WMHIP +10.2%)*	641,572	641,572	641,572
MPSERS Cost Offset, Reduced UAAL by 5.75pts	1,882,774	1,882,774	1,882,774
ISD Special Education Funding, change in formula	470,000	470,000	470,000
20f Hold Harmless Guarantee	239,545	239,545	239,545
24-25 Wage/Position adjustments to full year	11,951	11,951	11,951
Teacher division advancement (15,18,21)	130,200	156,240	182,280
	\$3,376,042	\$3,402,082	\$3,428,122

Compensation Reference

Steps = \$927,110

1% wages = \$467,935

*- subject to negotiations

2025-26 Revenue Increases/Expenditure Decreases

<u>Increases to General Fund</u>	<u>Optimistic</u>	<u>Most Likely</u>	<u>Worst Case</u>
Increase in Foundation Allowance (\$392,\$196,\$100)	1,817,700	908,850	463,700
Enrollment (Feb 25 +40.52; Oct 25: +50, +25, 0) Blend 10/90	490,500	260,300	39,320
MPSERS rate decrease (-1.45 pts to 29.91%)	498,180	498,180	498,180
MPSERS 3% Health Subsidy Reimb, 1-time	287,000	143,500	0
Increased Spec Ed Categorical State Aid	366,525	366,525	366,525
K-8 New Curriculum, 1x savings	60,000	60,000	60,000
Childcare Tuition Increase	350,000	350,000	350,000
	\$3,869,905	\$2,587,355	\$1,777,725

2025-26 Projected Impact on General Fund Budget

	<u>Optimistic</u>	<u>Most Likely</u>	<u>Worst Case</u>
Expenditure Increases/Revenue Decreases	(\$3,376,042)	(\$3,402,082)	(\$3,428,122)
Revenue Increases/Expenditures Decreases	3,869,905	2,587,355	1,777,725
Net Impact on General Fund Balance	\$493,863	(\$814,727)	(\$1,650,397)
Carryforward effect on GF Budget (6/30/26)	(1,819,502)	(1,819,502)	(1,819,502)
Total Impact on General Fund Balance	(\$1,325,639)	(\$2,634,229)	(\$3,469,899)
<i>Fund Balance as a % of Expenditures</i>	11.7%	9.9%	8.7%

Compensation Reference

Steps = \$927,110

1% wages = \$467,935

Impending Budget Discussion 2025-26

Topics w/financial impact not in assumptions

- **State Aid**
- **Staffing Levels, Contractual Requirements**
- **Negotiations**
- **Grant Availability**
- **ISD Special Education revenue**
- **Community Education Impact on General Fund**
- **Other Variable Sources of General Fund Revenue**

Okemos Public Schools
Preliminary Budget Assumptions
2025-26

Increased Expenditures/Decreased Revenue	Optimistic	Most Likely	Worst Case
Health insurance (MESSA 1/2 yr +16%/10.2%, WMHIP +10.2%)*	641,572	641,572	641,572
MPSERS Cost Offset, Reduced UAAL by 5.75pts	1,882,774	1,882,774	1,882,774
ISD Special Education Funding, change in funding formula	470,000	470,000	470,000
20f Hold Harmless Guarantee	239,545	239,545	239,545
24-25 Wage/Position adjustments to full year	11,951	11,951	11,951
Teacher division advancement (15,18,21)	130,200	156,240	182,280
	\$3,376,042	\$3,402,082	\$3,428,122
Increased Revenue/Decreased Expenditures	Optimistic	Most Likely	Worst Case
Increase in per-pupil Foundation Allowance (\$392,\$196,\$100) x	1,817,700	908,850	463,700
Enrollment (Feb 25 +40.52; Oct 25: +50, +25, 0) Blend 10/90	490,500	260,300	39,320
MPSERS rate decrease (-1.45 pts to 29.91%, eff. 10/1/25)	498,180	498,180	498,180
MPSERS 3% Health Subsidy Reimb, 1-time	287,000	143,500	0
Increased Special Ed Categorical (CY est + 24-25 timing delay)	366,525	366,525	366,525
K-8 New Curriculum, 1x savings	60,000	60,000	60,000
Childcare Tuition Increase	350,000	350,000	350,000
	\$3,869,905	\$2,587,355	\$1,777,725
Projected Impact on General Fund Balance	\$493,863	(\$814,727)	(\$1,650,397)
Carry forward effect on General Fund Budget (6/30/26)	(1,819,502)	(1,819,502)	(1,819,502)
Total Impact on General Fund Balance	(\$1,325,639)	(\$2,634,229)	(\$3,469,899)

* - *subject to negotiations*

Additional Information

Compensation reference - Steps ~ \$927,110

Compensation reference - 1% of wages ~ \$467,935

Fund Balance - as percentage of expenditures

Audited 6/30/21	\$ 8,093,308	14.9%
Audited 6/30/22	\$ 8,677,164	14.6%
Audited 6/30/23	\$ 9,922,868	14.6%
Audited 6/30/24	\$ 10,928,320	15.6%
2024-25 Original Budget	\$ 9,187,199	12.9%
2024-25 Revised Budget	\$ 9,289,144	12.9%
Pro Forma 6/30/26		
<i>optimistic</i>	\$ 8,231,005	11.7%
<i>most likely</i>	\$ 6,922,415	9.9%
<i>worst case</i>	\$ 6,086,745	8.7%

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

	<u>Most Likely</u>
2024-25 Net Change in Fund Balance, Budget Revision #1	(1,639,177)
Preliminary 2nd Budget Revisions, May/June	
Ingham ISD SE Revenue, on-going	193,000
Ingham ISD Medicaid Revenue, 1x	74,500
	<u>267,500</u>
	(1,371,677)
2024-25 Non-Structural, 1x revisions, do not repeat (removed from 25-26 preliminary assumptions)	
Grant Funding Sources Expired	
ESSER Grant	(268,079)
Health Resource Advocate Grant (nurses)	(69,300)
Safety/Security & Mental Health, 31aa	(283,948)
	<u>(621,327)</u>
Non-Grant Related	
Environmental remediation	939,973
Curriculum/New textbooks	(205,000)
ISD SE Funding, addl due to 23-24 final & 24-25 medicaid	(435,500)
SE State Aid, prior year final reconciliation	(286,620)
Equipment Needs	170,500
Kindergarten Classroom Aides	40,000
All Other 1x	(49,851)
	<u>173,502</u>
	<u>(447,825)</u>
Total Non-Structural, 1x revisions	<u>(447,825)</u>
Carry forward effect on General Fund Budget (6/30/26)	<u><u>(1,819,502)</u></u>