

Okemos Public Schools

Meeting of June 13, 2022
Zoom Meeting # 924 7084 6422

Meeting Materials

DISCUSSION MOVED
FORWARD ITEM NO.

1



Order Form

Thrun Law Firm’s comprehensive Policy Manual is available for purchase and distribution. Although not required for Policy Manual implementation, the related Administrative Guidelines and Forms are available.

2021-2022 School Year Pricing Information

<i>Retainer Clients</i>		<i>Non-Retainer Clients</i>	
Policy Manual	\$7,000	Policy Manual	\$9,500
Administrative Guidelines/Forms	\$4,000	Administrative Guidelines/Forms	\$6,500
Annual Updates (2021-22 SY)	up to \$2,500/ SY	Annual Updates (2021-22 SY)	up to \$4,000/ SY

Prices in future school years are subject to change.

Annual Updates

Thrun Law Firm will update the Policy Manual, Administrative Guidelines, and Forms annually and on an “as needed” basis. The annual update fee may be less than \$2,500 (for retainer clients) or \$4,000 (for non-retainer clients) if few or no updates are necessary in a given school year. Update fees are subject to automatic annual renewal and are invoiced in May or June for the current school year. Annual updates will cover July 1 to June 30 of each year.

Implementation

After receiving a completed order form, Thrun Law Firm will provide the named contact person with confirming correspondence and instructions on how to access the Policy Manual, along with an implementation checklist. The district will be billed once the order form has been processed.

Online Platform

The Policy Manual does not require districts to subscribe to an online platform from any particular vendor. Districts may inquire with their current online platform to determine if the current platform is compatible for posting the Policy Manual. Thrun Law Firm is not endorsing or recommending any particular platform to host board policies.

Districts may inquire with MASB about the BoardBook meeting management product, which offers a new online document system called BoardBook Manuals to host policies on a searchable, web-based platform. Please contact Stacy Washington at swashington@masb.org or 517-327-5936 for additional information about BoardBook Manuals.

Districts may also inquire with eBoardsolutions, which is another company that develops board management software, including online document hosting. The contact person is Charlie Rigby at crigby@eboardsolutions.com or (770) 822-3626.

Policy Implementation Meetings

The Thrun Policy Manual is not ready for immediate adoption by your Board until it is first reviewed and customized by your district. As a part of the policy service fees, Thrun Law Firm will conduct regular policy information meetings via Zoom to review the policies and discuss options identified within the policies. The dates for those meetings are emailed to subscribing districts and published in Thrun Law Firm’s monthly *School Law Notes*.

Policy Modification

The policies provided in the Policy Manual have been reviewed and vetted by our attorneys. If your district would like to substantially modify a policy or draft a new policy, we would be happy to assist. Modifications are not included in the Policy Manual purchase price and will be billed at the respective attorney’s hourly rate.

Payment

Thrun Law Firm will deliver an invoice upon receipt of this order form and payment is due within 30 days.

By signing this document, I acknowledge that I am making this purchase on behalf of the District/ISD, which will be invoiced for the products checked below and I will be subject to the attached Thrun Policy Service Terms and Conditions, which are incorporated by reference as if fully set forth herein.

Contact Person:* _____

Title: _____

E-mail: _____

District: _____

ISD: _____

- | | | |
|---------------------------------|------------------------------|---|
| Policy Manual | <input type="checkbox"/> Yes | <input type="checkbox"/> No (Check One) |
| Administrative Guidelines/Forms | <input type="checkbox"/> Yes | <input type="checkbox"/> No (Check One) |
| Annual Updates | <input type="checkbox"/> Yes | <input type="checkbox"/> No (Check One) |

Signature: _____

*The Contact Person must register an account on the Thrun Law Firm website. If the Contact Person does not have an account, please create an account at <http://www.thrunlaw.com/user/register>. If the Contact Person is already a registered user on the Thrun Law Firm website, he or she does not need to create a new account.

When completed, please return this form to Barb Feldkamp at bfeldkamp@thrunlaw.com.

Series 2000: Bylaws

2300 Board Member Conduct

2301 Conflict of Interest

Board members take an oath of public office requiring that they faithfully discharge their duties to the best of their abilities. Board members must act in the District's best interests and avoid any actual or perceived conflict of interest in the performance of their public duties. Board members will not misuse their public office to solicit, accept, obtain, or produce a substantial direct or indirect benefit for themselves or a family member.

A. "Family member" as used in this Policy means that term as defined in Revised School Code Section 1203.

B. Statutory Conflict of Interest

1. When a Board member believes or has reason to believe that the Board member has a conflict of interest, as described in Revised School Code Section 1203, as to a contract or other financial transaction that requires Board approval, the Board member will: (a) abstain from voting on the contract or other financial transaction, and (b) disclose the specific conflict of interest. If a majority of Board members are required to abstain from voting under this section, the special quorum and voting rules prescribed in Revised School Code Section 1203 will apply.
2. A Board member is presumed to have a conflict of interest if the Board member or the Board member's family member has a financial interest or a competing financial interest in the contract or other financial transaction or is a District employee.

C. Contracts of Public Servants with Public Entities

1. Affected Contracts Defined

For purposes of this Policy, an affected contract means a contract between the District and any of the following:

- a. a Board member;
- b. any firm, meaning a co-partnership or other unincorporated association, of which a Board member is a partner, member, or employee;
- c. any private corporation in which a Board member is a stockholder owning more than 1% of the total outstanding stock of any class if the stock is not listed on a stock exchange, or stock with a present total market value in excess of \$25,000 if the stock is listed on a stock exchange, or of which a Board member is a director, officer, or employee; or
- d. any trust of which a Board member is a beneficiary or trustee.

2. Board members will comply with the disclosure and voting requirements of the Contracts of Public Servants with Public Entities Act for affected contracts.
3. A Board member will not do either of the following concerning an affected contract in which that Board member has a direct or indirect financial interest:
 - a. take any part in the negotiation, renegotiation, amendment, or approval of the affected contract; or
 - b. represent either party in the transaction.
4. Disclosure Requirements

Board members will comply with the following disclosure requirements concerning an affected contract. Disclosures will be recorded in the Board's minutes.

- a. Nominal Benefit or Emergency

If the Board member files a sworn affidavit with the Board attesting that the Board member will directly benefit from the affected contract in an amount less than \$250 and less than 5% of the public cost of the affected contract, or if the affected contract is for emergency repairs or services, the disclosure will be made as follows:

- i. the disclosure may be made less than 7 calendar days before the meeting at which a vote will be taken on the affected contract; and
- ii. the sworn affidavit or grounds to determine the need for an emergency repair or service will be recorded in the Board minutes.

- b. Benefit Equals or Exceeds \$250 But Does Not Exceed \$5,000

If a Board member will directly benefit from the affected contract in an amount equal to or exceeding \$250 (but not more than \$5,000) or equal to or more than 5% of the public cost of the affected contract, and if the affected contract is not for emergency repairs or services, the disclosure will be made in either of the following ways:

- i. at least 7 calendar days before the meeting at which a vote will be taken on the affected contract, the Board member will promptly disclose in writing the financial interest in the affected contract to the President (or other presiding officer), or to the Secretary if the President is the Board member that will directly benefit from the affected contract. The disclosure will be made public in the same manner as a public meeting notice; or
- ii. the Board member will disclose the financial interest at a public meeting of the Board; provided that the vote on the affected contract will be taken

at a subsequent Board meeting held at least 7 calendar days after the meeting at which the disclosure is made.

c. Benefit Exceeds \$5,000

If the amount of the direct benefit to the Board member is more than \$5,000, disclosure must be made at a public meeting of the Board and the vote on the affected contract will be taken at a subsequent public Board meeting held at least 7 calendar days after the meeting at which the disclosure is first made.

5. Abstention Requirements

A Board member must abstain from voting on an affected contract in which the Board member has a financial interest.

D. Incompatible Public Office

A Board member will not hold 2 or more incompatible public offices, as defined by Michigan law.

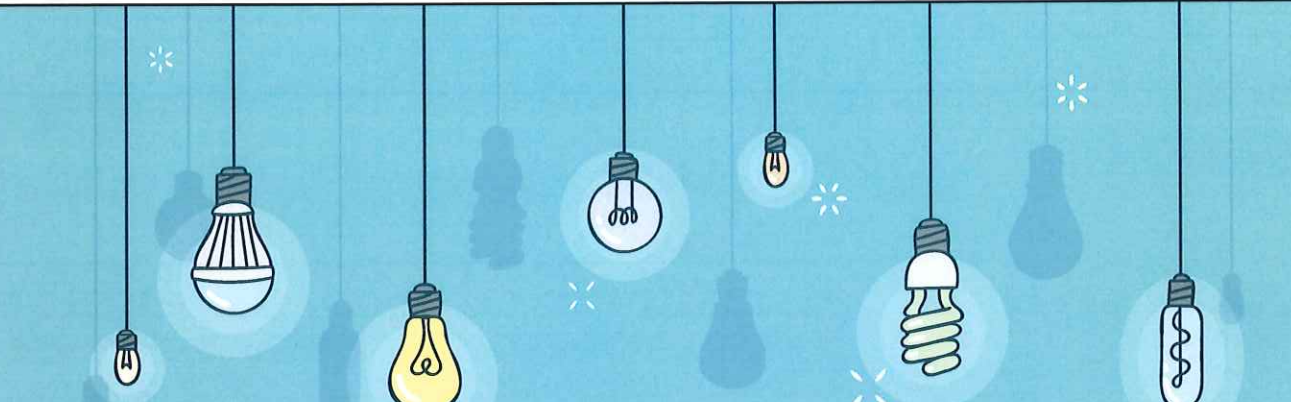
Legal Authority: Const 1963, art 4, §10; MCL 15.181 et seq., 15.321 et seq.; MCL 380.1203; MCL 388.1769b; OAG, No 4555 (April 12, 1967)

Date adopted:

Date revised:


DISCUSSION MOVED
FORWARD ITEM NO.

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End of the Year Goal Progress Report
June 2022


Stacy Bailey
Assistant Superintendent of Instruction




1

MICIP
(MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS)

Continuous Improvement **Whole Child** **Systems Thinking**



+ Equity
Opportunities, Environments, and Supports



2

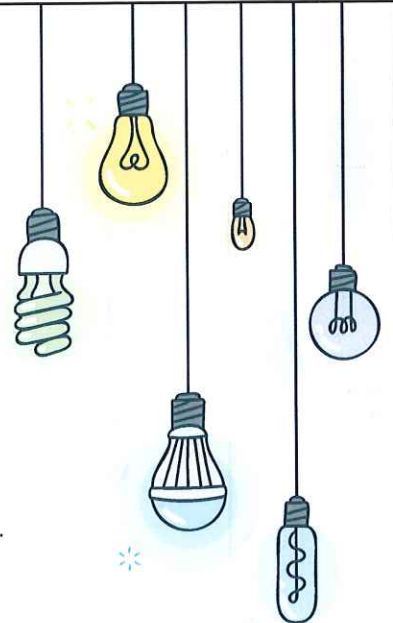
✧ BENCHMARK ASSESSMENTS

Fastbridge Assessments (Fall, Winter, Spring)

- Early Reading Skills and aReading
- Early Math Skills and aMath
- mySAEBRS (my Social Academic Emotional Behavior Risk Screener)

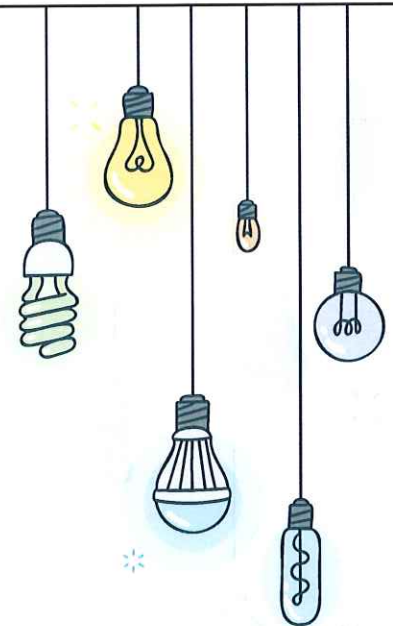
For the 2021-22 school year, the Michigan Legislature requires Benchmark Assessment Goals & Reporting:

- All districts must complete benchmark assessments in reading and math.
- All districts must submit mid-year and end-of-year goals.
- All districts must report out on mid-year and end-of-year goals.



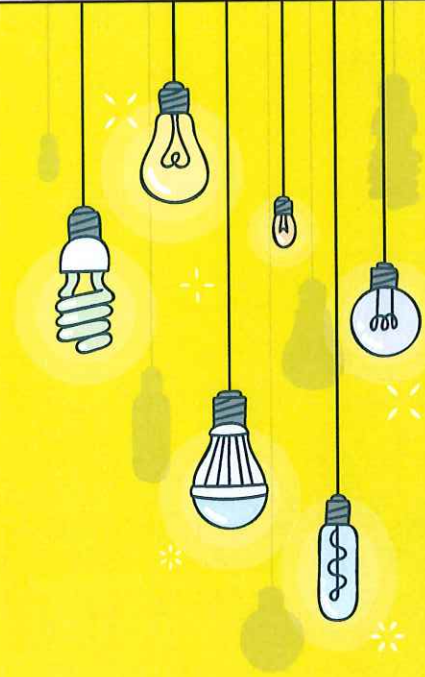
✧ OVERVIEW

- ❖ Literacy Goal
 - Data set by grade level
 - Data set by demographic reporting groups
- ❖ Mathematics Goal
 - Data set by grade level
 - Data set by demographic reporting groups
- ❖ SEL Goal
 - Data set by grade band and demographic reporting groups
- ❖ Next Steps



“ What makes a child gifted and talented may not always be good grades in school, but a different way of looking at the world and learning.

—Chuck Grassley



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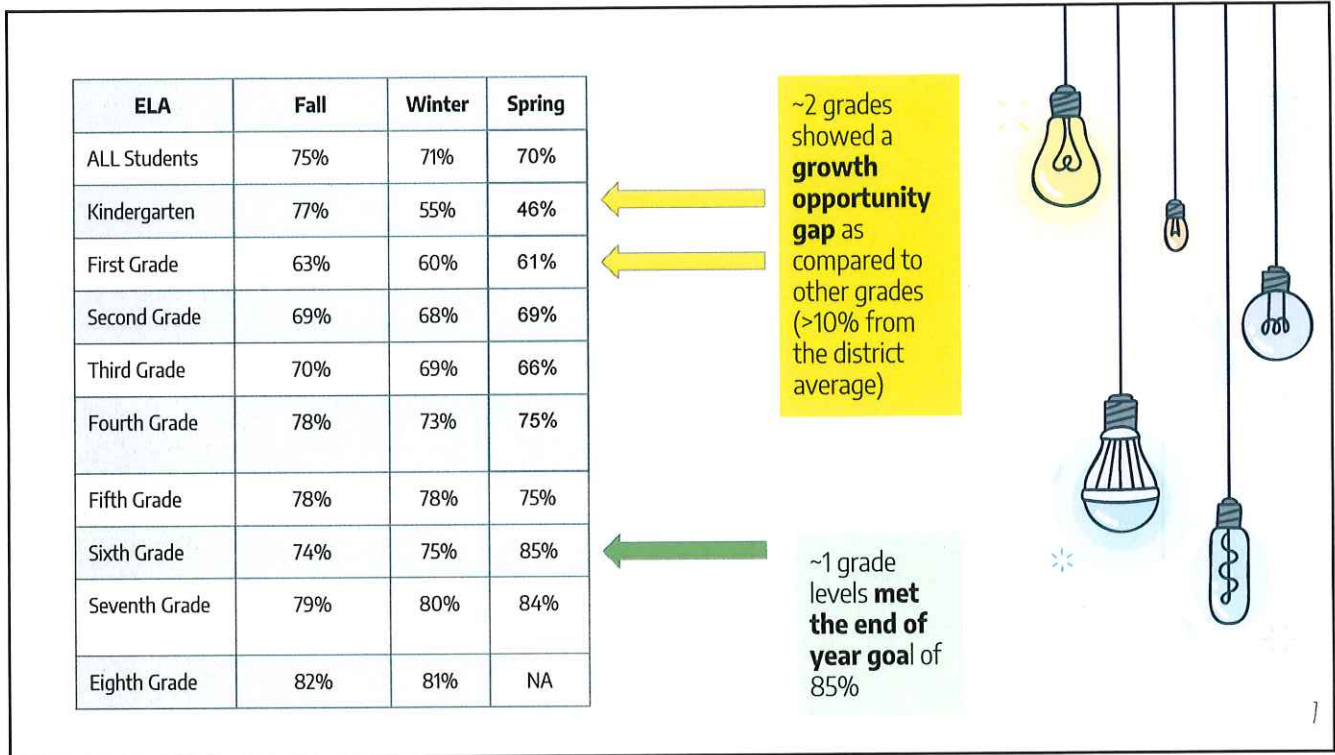
LITERACY PROFICIENCY

Mid-Year Goal- 80% of K-8 students will demonstrate proficiency in Reading/ELA as measured by Fastbridge assessments.

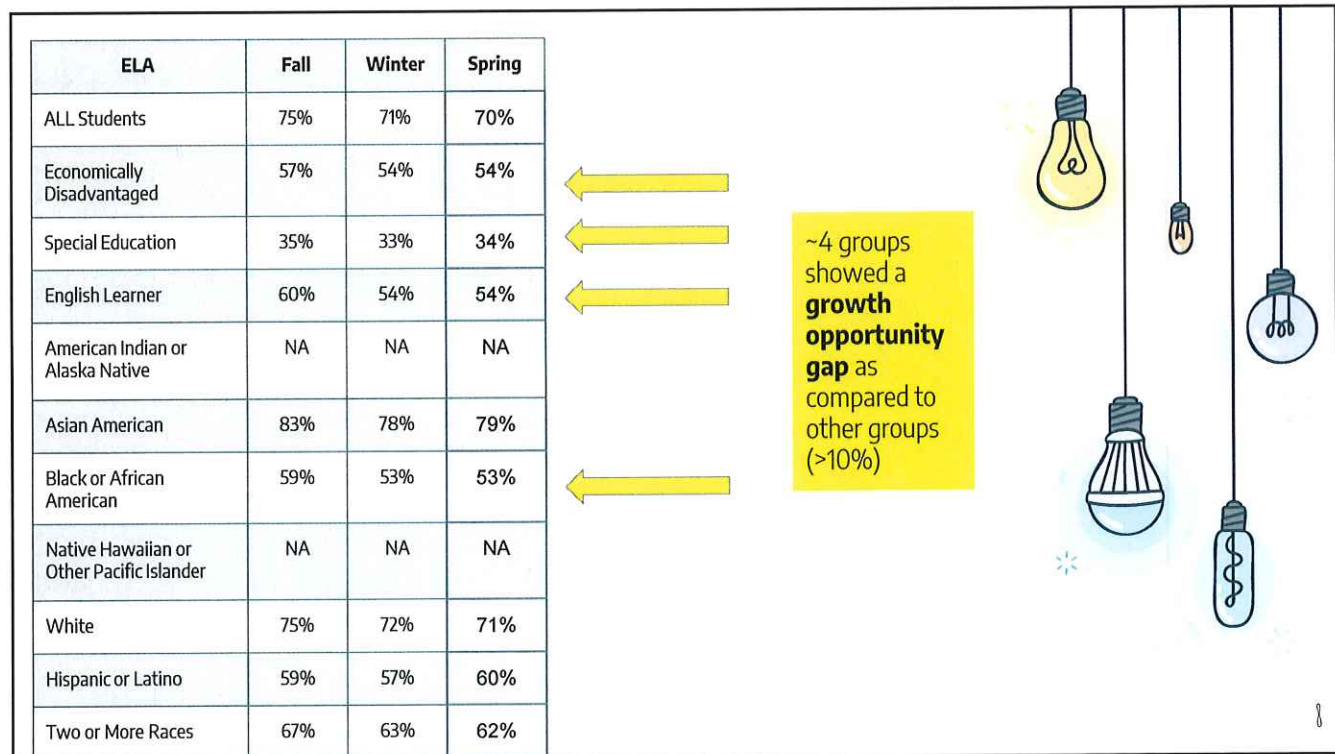
End-of-Year Goal- 85% of K-8 students will demonstrate proficiency in Reading/ELA as measured by Fastbridge assessments.



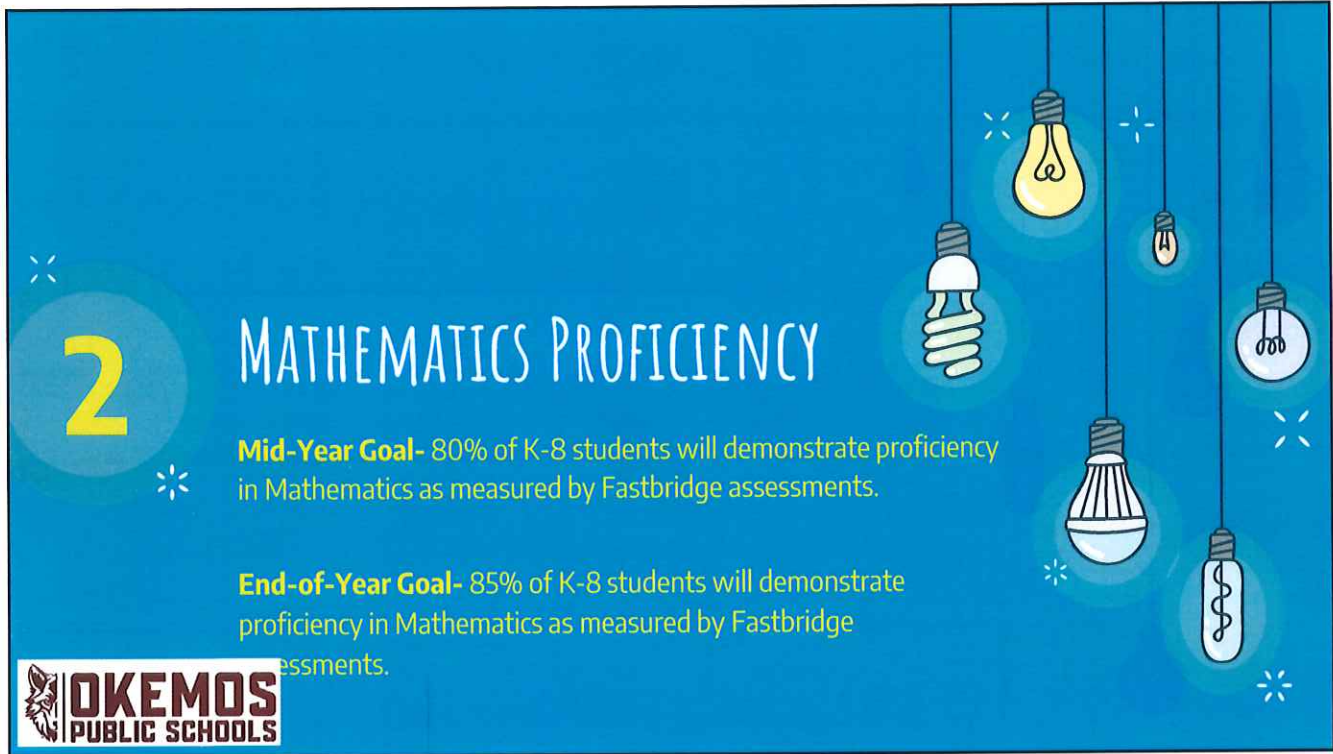
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2 MATHEMATICS PROFICIENCY

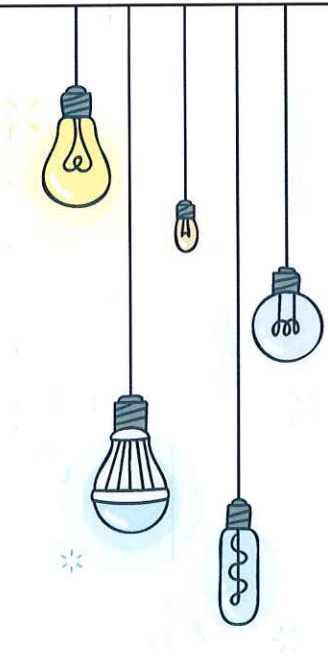
Mid-Year Goal- 80% of K-8 students will demonstrate proficiency in Mathematics as measured by Fastbridge assessments.

End-of-Year Goal- 85% of K-8 students will demonstrate proficiency in Mathematics as measured by Fastbridge assessments.



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Math	Fall	Winter	Spring
ALL Students	82%	77%	76%
Kindergarten	87%	74%	71%
First Grade	82%	74%	73%
Second Grade	76%	75%	74%
Third Grade	84%	82%	81%
Fourth Grade	80%	82%	83%
Fifth Grade	83%	76%	73%
Sixth Grade	88%	74%	78%
Seventh Grade	77%	78%	76%
Eighth Grade	80%	82%	NA



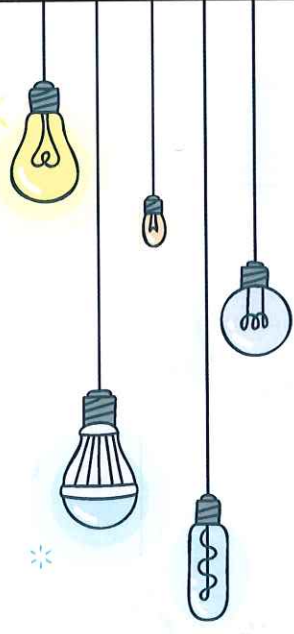
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10

Math	Fall	Winter	Spring
ALL Students	82%	77%	76%
Economically Disadvantaged	62%	58%	55%
Special Education	40%	39%	35%
English Learner	68%	62%	64%
American Indian or Alaska Native	NA	NA	NA
Asian American	89%	84%	86%
Black or African American	53%	50%	49%
Native Hawaiian or Other Pacific Islander	NA	NA	NA
White	85%	80%	77%
Hispanic or Latino	60%	58%	57%
Two or More Races	72%	70%	69%

~5 groups showed a **growth opportunity gap** as compared to other groups (>10%)

~1 group **met end of year goal** of 85%




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3

SOCIAL EMOTIONAL LEARNING

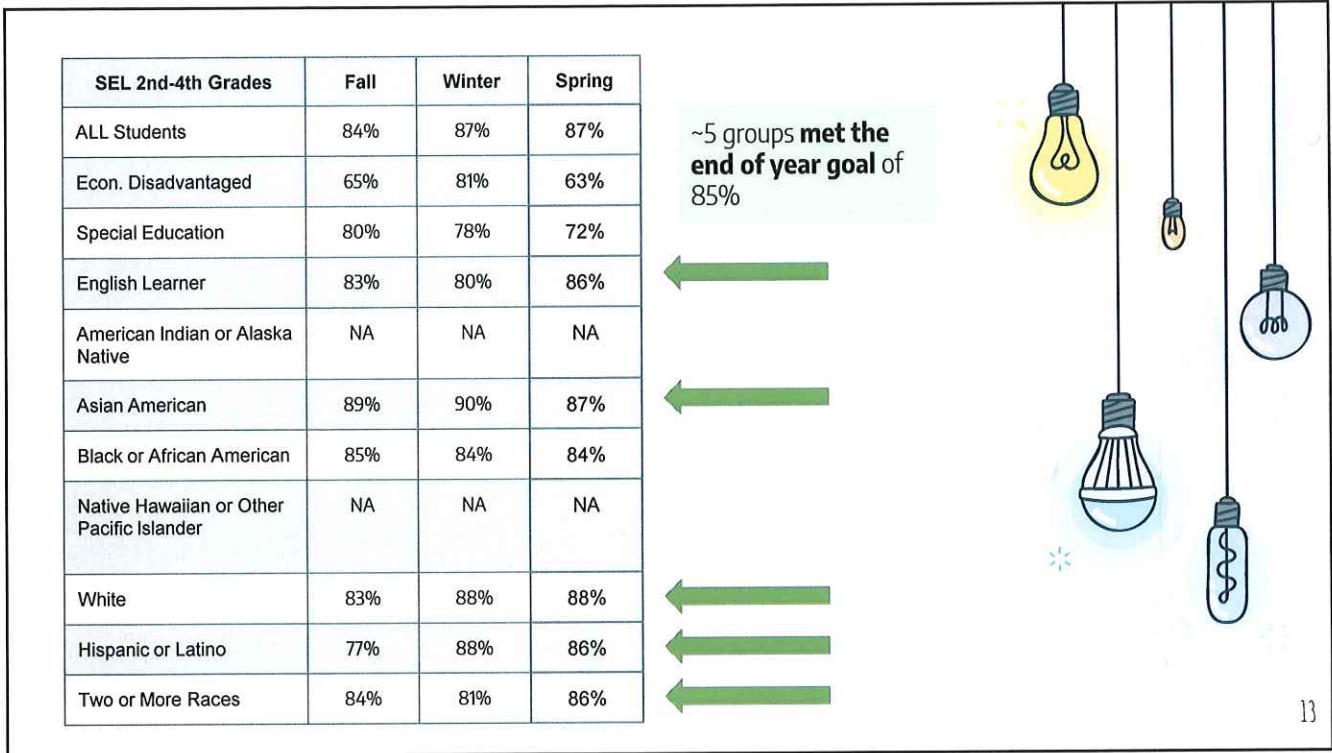
Mid-Year Goal- 80% of 2-12 students will demonstrate healthy social, emotional, and academic behaviors as measured by Fastbridge

End-of-Year Goal- 85% of 2-12 students will demonstrate healthy social, emotional, and academic behaviors as measured by Fastbridge

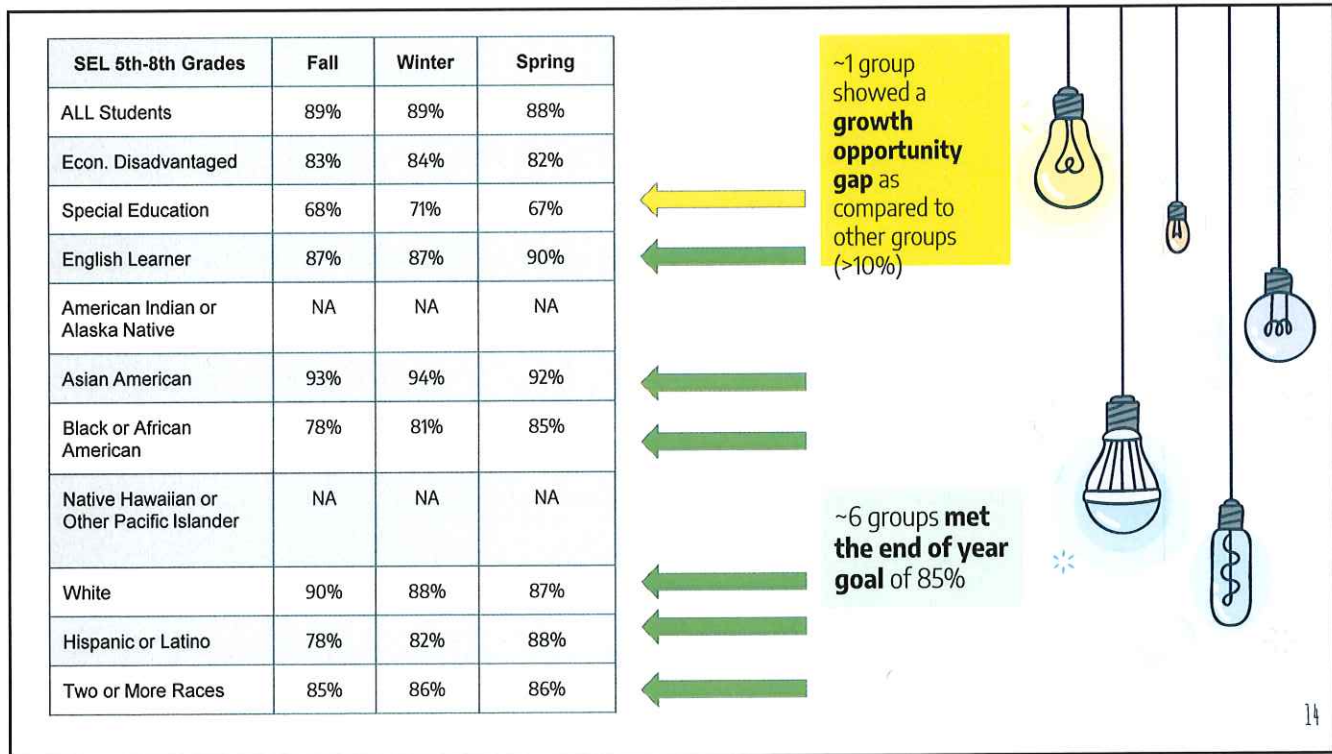




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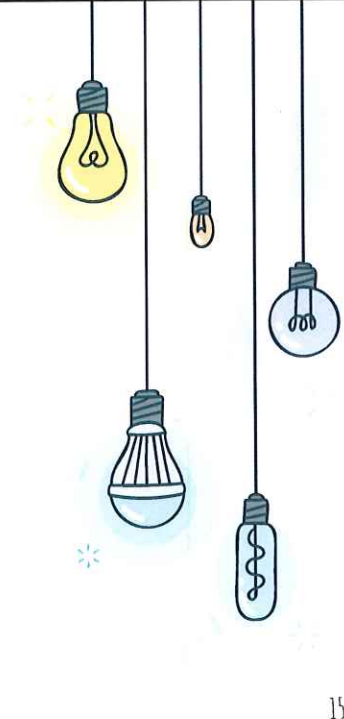


14

SEL 9th-12th Grades	Fall	Winter	Spring
ALL Students	89%	85%	86%
Econ. Disadvantaged	82%	79%	80%
Special Education	75%	71%	75%
English Learner	92%	93%	100%
American Indian or Alaska Native	NA	NA	NA
Asian American	93%	90%	92%
Black or African American	91%	89%	92%
Native Hawaiian or Other Pacific Islander	NA	NA	NA
White	87%	83%	84%
Hispanic or Latino	84%	70%	NA
Two or More Races	88%	79%	77%

~1 groups showed a **growth opportunity gap** as compared to other groups (>10%)

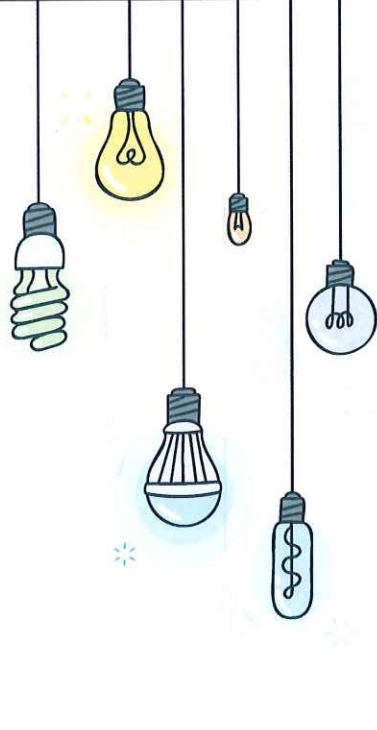
~3 groups **met the end of year goal** of 85%




15

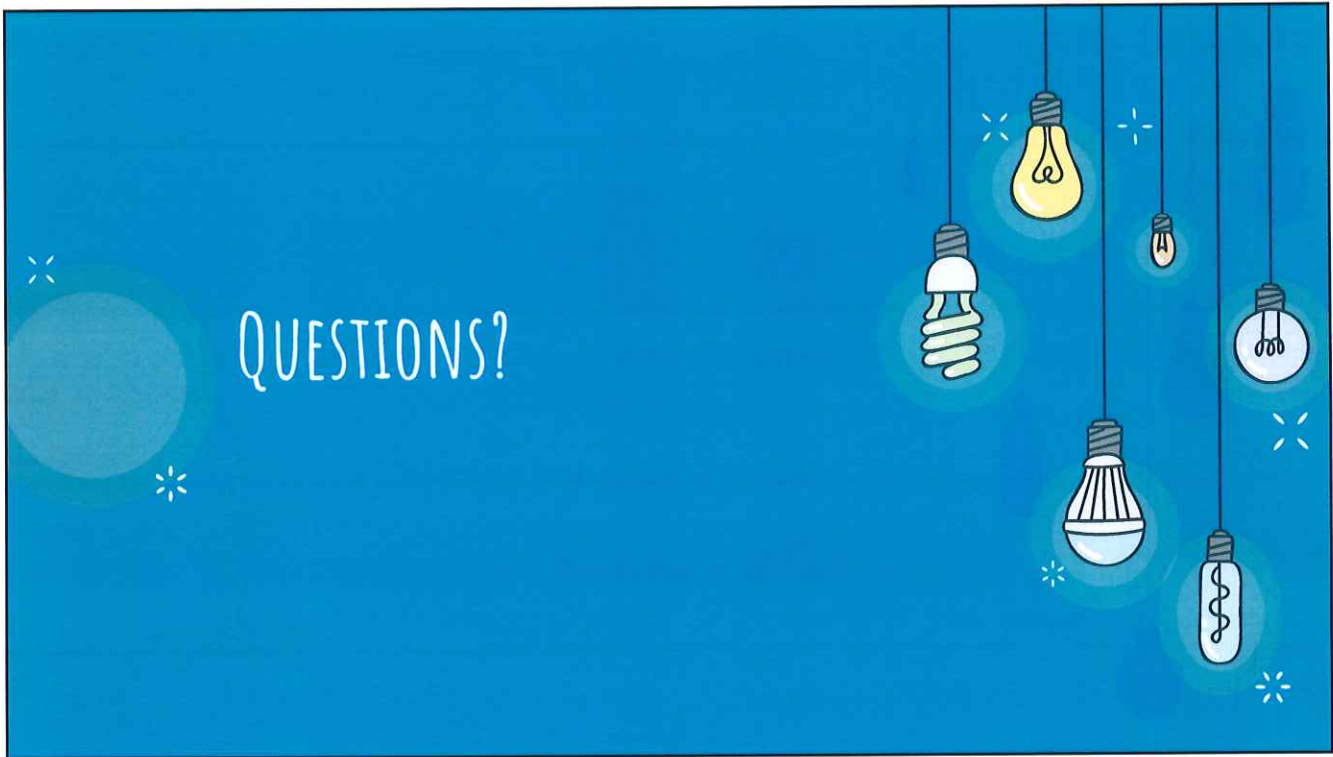
✦ OUR NEXT STEPS

- ★ New benchmark assessment tool, NWEA
- ★ Board work session on data & assessment
- ★ Professional targeted learning for staff
- ★ Targeted summer opportunities
- ★ Targeted after school programs





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OTHER ACTION ITEM NO.

6

2022 Tax Rate Request (This form must be completed and submitted on or before September 30, 2022)

MILLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS

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

Carefully read the instructions on page 2.

2022 Taxable Value for ALL Properties in the Unit as of 5-23-22.

County(ies) Where the Local Government Unit Levies Taxes Ingham County - City of Lansing	74,133,028
Local Government Unit Requesting Millage Levy Okemos Public Schools	"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 2022 tax roll.

(1) Source	(2) Purpose of Millage	(3) Date of Election	(4) Original Millage Authorized by Election, Charter, etc.	(5)** 2021 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(6) 2022 Current Year "Headlee" Millage Reduction Fraction	(7) 2022 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	0.9861	0.9989	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	3.6700	1.8350		N/A
Extra Voted	Debt-ALL	21 Ref (SLRF) 08/2021	N/A	N/A	1.0000	N/A	1.0000	3.3300	1.6650		N/A

Prepared by **Andrew Dravland** Telephone Number **(517) 244-4515** Title of Preparer **Accountant, Business Operations, Ingham ISD** Date **06/08/22**

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 2022 for instructions on completing this section.	Rate ***
Total School District Operating Rates to be Levied (HH/Supp and NH Oper ONLY)	0.0000
For Principal Residence, Qualified Ag, Qualified Forest and Industrial Personal	3.0000
For Commercial Personal	9.0000
For all Other	

*** FOR JULY 1 LEVY

2022 Tax Rate Request (This form must be completed and submitted on or before September 30, 2022)

MILLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS

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

Carefully read the instructions on page 2.

2022 Taxable Value for ALL Properties in the Unit as of 5-23-22.	1,305,506,090
County(ies) Where the Local Government Unit Levies Taxes Ingham County - Meridian Township	
Local Government Unit Requesting Millage Levy Okemos Public Schools	"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 2022 tax roll.

(1) Source	(2) Purpose of Millage	(3) Date of Election	(4) Original Millage Authorized by Election, Charter, etc.	(5)** 2021 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(6) 2022 Current Year "Headlee" Millage Reduction Fraction	(7) 2022 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	Sinking Fund ALL	05/2021	0.9861	0.9861	0.9989	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	3.6700	1.8350		N/A
Extra Voted	Debt-ALL	21 Ref (SLRF) 08/2021	N/A	N/A	1.0000	N/A	1.0000	3.3300	1.6650		N/A

Prepared by Andrew Dravland	Telephone Number (517) 244-4515	Title of Preparer Accountant, Business Operations, Ingham ISD	Date 06/08/22
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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			

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For Principal Residence, Qualified Ag, Qualified Forest and Industrial Personal	3.0000
For Commercial Personal	9.0000
For all Other	*** FOR JULY 1 LEVY

2022 Tax Rate Request (This form must be completed and submitted on or before September 30, 2022)

MILLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS

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

2022 Taxable Value for ALL Properties in the Unit as of 5-23-22.

County(ies) Where the Local Government Unit Levies Taxes Ingham County - Alaledon Township	90,139,402
Local Government Unit Requesting Millage Levy Okemos Public Schools	"Not yet known"

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Extra Voted	Debt-ALL	2019 05/2019	N/A	N/A	1.0000	N/A	1.0000	3.6700	1.8350		N/A
Extra Voted	Debt-ALL	21 Ref (SLRF) 08/2021	N/A	N/A	1.0000	N/A	1.0000	3.3300	1.6650		N/A

Prepared by Andrew Drawland	Telephone Number (517) 244-4515	Title of Preparer Accountant, Business Operations, Ingham ISD	Date 06/08/22
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<input type="checkbox"/> Clerk	Signature	Date
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<input type="checkbox"/> Chairperson	Signature	Date
<input checked="" type="checkbox"/> President	Print Name	Date

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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

2022 SUMMARY OF SUMMER DEBT LEVY *

OKEMOS PUBLIC SCHOOLS

<u>Assessing Unit</u>	<u>2022 Total Taxable Valuation</u>	OKEMOS DEBT LEVY (One-half year rate)		<u>Total Summer Debt 3.5000</u>
		<u>2019 1.8350</u>	<u>2021 Refunding 1.6650</u>	
Alaiedon Township	90,139,402	\$165,405.80	\$150,082.10	\$315,487.90
Meridian Township	1,305,506,090	\$2,395,603.68	\$2,173,667.64	\$4,569,271.32
City of Lansing - Ingham	74,133,028	\$136,034.11	\$123,431.49	\$259,465.60
TOTAL SUMMER DEBT	<u>1,469,778,520</u>	<u>\$2,697,043.59</u>	<u>\$2,447,181.23</u>	<u>\$5,144,224.82</u>

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

**INGHAM INTERMEDIATE SCHOOL DISTRICT
TAXABLE VALUATIONS**

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.**

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

ASSESSMENT UNIT	2021 TAXABLE	2021 LOSSES	2022 ADDITIONS	TOTAL 2022 TAXABLE
Alaiedon Township	86,124,123	240,100	2,169,800	90,139,402
Non-Homestead	60,849,618	49,900	1,092,300	63,767,591
Meridian Township	1,247,659,457	5,204,263	20,018,470	1,305,506,090
Non-Homestead	410,966,737	851,419	11,466,000	433,578,766
Williamstown Township	22,291,200	223,741	61,900	23,098,804
Non-Homestead	1,295,412	108,066	61,900	1,267,757
City of Lansing - Ingham	68,206,880	44,286	3,576,581	74,133,028
Non-Homestead	20,501,047	5,700	744,261	22,073,389
TOTAL All Property	<u>1,424,281,660</u>	<u>5,712,390</u>	<u>25,826,751</u>	<u>1,492,877,324</u>
Total Non-Homestead	<u>493,612,814</u>	<u>1,015,085</u>	<u>13,364,461</u>	<u>520,687,503</u>
Percentage of Overall Increase Increase on Existing	All Property 4.8162% 3.4176%	Non-Homestead Property 5.4850% 2.9893%		
2022 Base Tax Rate Fraction	0.9670	Truth in Taxation Headlee (Cap = 1.0000)	0.9710	Truth in Taxation Headlee (Cap = 1.0000)
2022 Millage Reduction Fraction	0.9989	Headlee (Cap = 1.0000)	1.0030	Headlee (Cap = 1.0000)

2022 SUMMARY OF SUMMER SINKING FUND LEVY

OKEMOS PUBLIC SCHOOLS

Assessing Unit	2022 Total Taxable Valuation	OKEMOS SINKING FUND (One-half year rate) 2021 0.4925
Alaiedon Township	90,139,402	\$44,393.66
Meridian Township	1,305,506,090	\$642,961.75
City of Lansing - Ingham	74,133,028	36,510.52
TOTAL SUMMER SINKING FUND	1,469,778,520	\$723,865.93

DISCUSSION ITEM NO. 1

OKEMOS PUBLIC SCHOOLS

2021-22 Proposed Budget Revision

2022-23

Preliminary Budget Assumptions

Budget Priorities

Board Meeting of June 13, 2022

2021-22 Proposed Budget Revision

PLANNED
PROGRESS

2021-22 Proposed Budget Revision

Revisions	Budget Impact
Child Care Programs	(92,934)
Child Care Relief Grant, Fall 21	351,366
State Aid Grant - 31o	227,303
ISD SE Revenue	425,250
Ingham ISD SE COVID Relief Funding	165,000
State Aid, various sections	135,097
Transportation Contract	(11,460)
Utilities (gas/electric)	(125,000)
Mascot Related	214,336
All Other	(34,929)
Total Preliminary Revisions	1,254,029

One-time = \$913,746

On-going = \$340,283

2021-22 Proposed Budget Revision

	Adopted Budget	Revisions	Revised Budget
Operational Surplus/(Deficit)			
Total Revenues	\$57,981,947	\$964,304	\$58,946,251
Total Expenses	(58,961,903)	289,725	(58,672,178)
Fund Balance Effect	(\$979,956)	\$1,254,029	\$274,073
Beginning Fund Balance	\$8,093,308	\$0	\$8,093,308
Ending Fund Balance	\$7,113,352	\$1,254,029	\$8,367,381
	12.1%		14.3%

2021-22 Carryforward Impact on 2022-23 Budget

	<u>Most Likely</u>
2021-22 Net Change in Fund Balance, Preliminary	274,073
Non-Structural Budget Items	
21-22 1x Budget Priorities	183,950
Child Care Stabilization Grant	(851,366)
Open or part-year positions; 21-22	(231,146)
Ingham ISD Revenue	(232,000)
Ingham ISD SE COVID Relief Funding	(165,000)
State Aid, various sections	(143,695)
State Aid Grant – 31o	(77,283)
COVID Relief, 1x Revenue Recognition Variance	(113,477)
All Other	10,000
	<u>(1,620,017)</u>
Carryforward effect on General Fund Budget	(\$1,345,944)

2022-23 Proposed Budget Assumptions

DRAFT

Expenditure Increases/Revenue Decreases

Decreases to Fund Balance	Optimistic	Most Likely	Worst Case
Health insurance (WMHIP 1.15%, MESSA 1/2 yr 1.38% + 1/2 yr 0%,2%)*	63,560	63,560	97,390
Enrollment (Oct +10,-15,-40) Blend 10/90		122,500	327,000
Teacher division advancement (10,14,18)	80,300	112,420	144,540
Additional classroom section(s) (1, 1, 2)	108,700	108,700	217,400
Elementary Resource Teacher (21-22 need, budget impact 22-23)	87,515	87,515	87,515
High School Textbooks	25,000	25,000	25,000
Operations Equipment/Vehicles	130,000	130,000	180,000
Substitute teacher costs (\$10,\$20,\$30)	49,400	98,800	148,200
	\$544,475	\$748,495	\$1,227,045

Revenue Increases/Expenditure Decreases

Increases to Fund Balance	Optimistic	Most Likely	Worst Case
Increase in per-pupil Foundation Allowance (\$435,\$375,\$300)	1,904,400	1,641,800	1,313,400
Enrollment (Oct +10,-15,-40) Blend 10/90	82,000		
Increased Special Ed Reimbursement (+5, 2, 0 % pts.)	402,000	161,000	0
Increased Special Ed Categorical (State Aid, 21-22 timing delay)	334,500	334,500	334,500
Savings from teacher retirements (12)	425,685	425,685	425,685
Building substitutes (18 to 10)	101,080	101,080	101,080
The Early College, discontinuation	60,000	60,000	60,000
Childcare Stabilization Grant, Spring 22, 1x	572,905	572,905	572,905
	\$3,882,570	\$3,296,970	\$2,807,570

Projected Impact on General Fund Budget

	Optimistic	Most Likely	Worst Case
Decreases to Fund Balance	(\$544,475)	(\$748,495)	(\$1,227,045)
Increases to Fund Balance	3,882,570	3,296,970	2,807,570
Net Impact on General Fund Balance	\$3,338,095	\$2,548,475	\$1,580,525
Carryforward effect on GF Budget (6/30/23)	(1,345,944)	(1,345,944)	(1,345,944)
Total Impact on General Fund Balance	\$1,992,151	\$1,202,531	\$234,581

On-going = \$650,226
 One-time = \$552,305

Above information does not include assumptions related to negotiations

Projected Impact on General Fund Budget

	Optimistic	Most Likely	Worst Case
Total Impact on General Fund Balance	\$1,992,151	\$1,202,531	\$234,581
Beginning Fund Balance, preliminary	8,367,381	8,367,381	8,367,381
Total Impact on General Fund Balance	\$10,359,532	\$9,569,912	8,601,962
Fund Balance as a % of Expenditures	17.6%	16.2%	14.5%

Above information does not include assumptions related to negotiations

Impending Budget Discussion 2022-23

Topics w/financial impact not in assumptions

- State Aid Budget
- Negotiations (steps, structural adjustments, insurance, etc)
- Budget Priorities

2022-23 Budget Priorities

FOR
PRO

Budget Priorities – Consensus

	Budget Impact	Board			Leadership Rank	
		Average Ranking	Rankings Tally			
			1	2	3	
Support Level 1 = The board should seriously consider this...(NEEDS)						
Board Consensus						
Budget for Positions Funded w/COVID Grants	\$200,000	1.1	6	1	0	1
+1.0 Counselor (.50 at each MS)	\$110,400	1.0	7	0	0	1
Restore School Improvement Budget to the 2019-20 level	\$33,900	1.1	6	1	0	1
LINKS Coordinator/SE Coach	\$92,600	1.1	6	1	0	1
+2.0 FTE Student Support Advisor (SSA) (+.50 at each elem)	\$144,145	1.1	6	1	0	1
Athletic Participation Fee, \$25 Reduction	\$14,000	1.3	5	2	0	1
	\$595,045					

Budget Priorities – Further Discussion

	Budget Impact	Board			Leadership Rank	
		Average Ranking	Rankings Tally			
			1	2		3
Support Level 2 = The board might consider this...(WANTS)						
Further Discussion Needed						
+1.0 FTE Administrative Assistant, Technology Department	\$49,500	1.9	1	6	0	1
Instructional Supplies Budget, 10% Increase	\$24,340	1.4	4	3	0	1
+2.0 FTE Social Worker (+.50 at each elem)	\$220,800	1.3	5	2	0	2
+1.0 Special Ed Teacher	\$92,600	1.1	6	1	0	2
Added for Consideration						
Athletic Participation Fee, Add'l \$25 Reduction beyond the above	\$14,000					
Cornell Immediate Needs						



Executive Director of Finance

To: John Hood, Superintendent
Board of Education
From: Elizabeth Lentz, Executive Director of Finance
Subject: 2021-22 Budget Revision
Date: June 7, 2022

Following a thorough review and analysis of the most recently adopted 2021-22 budget, revisions are necessary to accurately reflect General Fund revenues and expenditures. The following highlights significant areas of revision:

- Special Education revenue distributed by Ingham ISD, was increased by \$425,250. \$335,250 of the increase represents our share of additional dollars available at the ISD for allocation through the SE Funding System. The remaining \$90,000 increase reflects adjustments for Medicaid revenues passed through the ISD. Of the increase \$232,000 represents one-time revenue sources that will not repeat in 2022-23.
- In addition to the above revenue, there is another \$165,000 from the ISD in Special Education COVID relief funds. The ISD recently determined that they would pass the revenue through to their local districts utilizing the SE Funding System before the end of this school year. These is a one-time funding source.
- Community Education revenue, which is comprised of childcare, facility rentals and recreation programs, has decreased by \$202,695. The majority of the decrease relates to decreased childcare revenue due to lower-than-expected enrollments. \$109,761 of the decrease is offset by reductions in expenditures.
- Michigan was awarded \$700 million through the American Rescue Plan to provide financial assistance for childcare providers. The final award for Okemos was \$351,366 more than the original estimate of \$500,000. These funds are being used to support operational expenditures due to decreases in childcare tuition revenue. Applications were recently submitted for the second round of funding which will be utilized in future fiscal years.

Liz Lentz

elizabeth.lentz@okemosk12.net

4406 Okemos Rd, Okemos, Michigan 48864

Phone: 517-706-5016 Fax: 517-347-0304

- \$193,664 of revenue from the Native American Heritage Fund is being deferred until 2022-23 to align when the expenditures are expected to be recognized.
- There were \$214,336 of expenses related to the mascot change which were originally expected to be paid for utilizing the general fund. At this point we anticipate being able to fund the projects without additional cost coming from the operating fund. This line item was removed from the 2021-22 budget.
- The State of Michigan expanded their definition of districts who were eligible for grant funding related to new psychologists, social workers, and counselors. Under the expanded definition Okemos was eligible for \$227,303 in funding for 2021-22 positions that were already in our budget. The funding under this grant continues, albeit at reduced levels, for 2022-23 and 2023-24.
- State aid revenue was increased by \$135,097. Approximately half of the increase relates to retirement state aid which is provided to help offset the cost of increasing MPERS expenditures. The other half of the increase relates to the number of high school pupils enrolled in dropout/recovery programs and how those FTE impact our foundation grant.
- Expenditures for utility budgets related to gas and electricity were increased by \$125,000 to reflect current usage and rates.
- Bus driver wages and related payroll taxes were increased by \$11,460 to reflect the updated salary schedule which the Board approved on March 14, 2022.
- State and Federal grants were adjusted to reflect current levels of funding. Expenditures for these grants were adjusted as well, making this “budget neutral.”
- Other miscellaneous adjustments were made resulting in a net \$34,929 budget decrease to reflect spending trends more accurately.

Impact on Operating Surplus, Fund Balance

- \$1,254,029 in net revenue and expenditure adjustments resulted in a revised budget operating surplus of \$274,073. Of the current budget \$1,620,017 represent one-time savings that will not repeat in 2022-23 leaving a structural deficit going into 2022-23 of \$1,345,944.
- The ending projected General Fund balance of \$8,367,381 represents 14.3% of expenditures.

The proposed revisions to the 2021-22 general fund budget reflect a more fact-based understanding of projected revenue and expenditure activity at this time.

**Okemos Public Schools
General Operating Fund
2021-22 Proposed Budget Revision**

	2021-22 Revised Budget	2021-22 Revised Budget #2	Impact of Change
Revenues			
Local	11,891,301	11,492,642	(398,659)
State	40,597,795	40,959,957	362,162
Federal	1,091,851	1,502,402	410,551
Transfers - ISD	4,321,000	4,911,250	590,250
Other Financing Sources	80,000	80,000	-
Total Revenues	57,981,947	58,946,251	964,304
Expenditures			
Elementary Instruction	8,886,039	8,869,789	16,250
Middle School Instruction	7,965,924	7,965,924	-
High School Instruction	8,814,820	8,847,222	(32,402)
Montessori (PPK-8)	3,226,122	3,242,372	(16,250)
Beginnergarten	162,342	162,342	-
Special Education	8,168,031	8,161,346	6,685
Compensatory Education	2,286,913	1,570,090	716,823
Gifted Programs	140,896	140,896	-
Guidance	1,196,367	1,196,367	-
Pupil Support Services	105,759	105,759	-
Other Pupil Services	398,306	398,306	-
Improvement of Instruction	853,016	1,545,165	(692,149)
Libraries & Audio Visual	658,261	658,261	-
Direction of Special Education	283,040	283,040	-
Other Instructional Staff Services	89,874	89,874	-
Board of Education	141,300	141,300	-
Executive Administration	472,081	472,081	-
School Administration	3,198,068	3,195,465	2,603
Fiscal Services	524,499	524,499	-
Internal Services	153,402	153,402	-
Other Business Services	90,700	90,700	-
Staff/Personnel Services	197,531	197,531	-
Technology Services	1,341,203	1,341,203	-
Operations & Maintenance	5,302,953	5,027,011	275,942
Pupil Transportation	1,124,203	1,124,680	(477)
Athletics	857,769	867,769	(10,000)
Community Education	2,322,484	2,299,784	22,700
Total Expenditures	58,961,903	58,672,178	289,725
Effect on Fund Balance	(979,956)	274,073	1,254,029

**Okemos Public Schools
General Operating Fund
2021-22 Proposed Budget Revision**

	2021-22 Revised Budget	2021-22 Revised Budget #2	Impact of Change
Revenues:			
Local Sources:			
Property Taxes	9,238,045	9,238,045	0
Community Ed, Programming	1,724,718	1,553,912	(170,806)
Community Ed, Facility Rental	100,000	67,000	(33,000)
Community Ed, Senior Center	109,704	110,815	1,111
Athletics, Registration Fees	172,000	172,000	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
NAHF Grant - Mascot	213,664	20,000	(193,664)
Miscellaneous	40,932	38,632	(2,300)
State Sources:			
Foundation	28,834,378	28,900,111	65,733
Special Education	2,586,688	2,586,688	0
Hold Harmless	467,360	467,360	0
MPSERS Stabilization	4,844,349	4,852,365	8,016
MPSERS Cost Offset	1,141,000	1,202,348	61,348
At-Risk	790,698	790,460	(238)
Assessment & Literacy	101,443	101,443	0
Great Start Readiness Grant	202,582	202,582	0
ESSER II Equalization	1,416,261	1,416,261	0
Other	213,036	440,339	227,303
Federal Sources			
Title I	177,478	177,479	1
Title II	53,757	53,757	0
Title III	111,718	111,717	(1)
Title IV	10,000	10,000	0
Special Education IDEA	17,659	17,659	0
Medicaid Outreach	25,000	25,000	0
Cornovirus Child Care Relief	500,000	910,551	410,551
Cornovirus Relief Funds	196,239	196,239	0
Transfers - ISD			
Special Education ISD	4,311,000	4,908,000	597,000
Other ISD	10,000	3,250	(6,750)
Other Financing Sources			
Transfers to General Fund	80,000	80,000	0
	57,981,947	58,946,251	964,304
Summary of Fund Balance			
Beginning Fund Balance	8,093,308	8,093,308	0
Operational surplus (deficit)	(979,956)	274,073	1,254,029
Ending Fund Balance	7,113,352	8,367,381	1,254,029
	12.1%	14.3%	

**Okemos Public Schools
General Operating Fund
2021-22 Proposed Budget Revision**

	2021-22 Revised Budget	2021-22 Revised Budget #2	Impact of Change
Elementary Instruction, 111			
Teacher Salaries			
Cornell	1,588,868	1,588,868	-
Hiawatha	1,590,139	1,590,139	-
Bennett Woods	1,592,731	1,592,731	-
Teacher Benefits			
Cornell	290,334	290,334	-
Hiawatha	320,932	320,932	-
Bennett Woods	312,854	312,854	-
Teacher Retirement			
Cornell	448,539	448,539	-
Hiawatha	448,895	448,895	-
Bennett Woods	449,627	449,627	-
Teacher Retirement Stabilization			
Cornell	263,274	263,274	-
Hiawatha	263,483	263,483	-
Bennett Woods	263,913	263,913	-
Teacher FICA			
Cornell	121,548	121,548	-
Hiawatha	121,648	121,648	-
Bennett Woods	121,846	121,846	-
Contracted Staff & Services			
Cornell	63,904	63,904	-
Hiawatha	50,451	50,451	-
Bennett Woods	55,915	55,915	-
Supplies			
Cornell	21,504	21,504	-
Hiawatha	21,386	21,386	-
Bennett Woods	21,992	21,992	-
Textbooks, Replacement			
Cornell	7,225	7,225	-
Hiawatha	7,306	7,306	-
Bennett Woods	7,501	7,501	-
Textbooks, New	103,125	103,125	-
Outgoing Transfer - Subs IISD	167,700	167,700	-
	8,726,640	8,726,640	-
Beginnergarten, 117			
Teacher Salaries	77,026	77,026	-
Aide Wages	23,351	23,351	-
Benefits	8,270	8,270	-
Retirement	28,336	28,336	-
Retirement Stabilization	16,632	16,632	-
FICA	7,678	7,678	-
Supplies & Textbooks	1,049	1,049	-
	162,342	162,342	-

**Okemos Public Schools
General Operating Fund
2021-22 Proposed Budget Revision**

	2021-22 Revised Budget	2021-22 Revised Budget #2	Impact of Change
Grades 5-8 Instruction, 112			
Teacher Salaries			
Kinawa	1,961,984	1,961,984	-
Chippewa	2,433,520	2,433,520	-
Extra Duty Stipends	56,035	56,035	-
Teacher Benefits			
Kinawa	387,206	387,206	-
Chippewa	378,024	378,024	-
Teacher Retirement			
Kinawa	561,501	561,501	-
Chippewa	695,171	695,171	-
Teacher Retirement Stabilization			
Kinawa	329,583	329,583	-
Chippewa	408,039	408,039	-
Teacher FICA			
Kinawa	152,161	152,161	-
Chippewa	188,388	188,388	-
Contracted Staff & Services			
Kinawa	19,200	19,200	-
Chippewa	9,300	9,300	-
Supplies			
Kinawa	25,963	25,963	-
Chippewa	47,336	47,336	-
Textbooks, Replacement			
Kinawa	5,805	5,805	-
Chippewa	6,462	6,462	-
Textbooks, New	87,500	87,500	-
Tuition Payments (MVU)	8,000	8,000	-
Outgoing Transfer - Subs IISD	192,800	192,800	-
	7,953,978	7,953,978	-

**Okemos Public Schools
General Operating Fund
2021-22 Proposed Budget Revision**

	2021-22 Revised Budget	2021-22 Revised Budget #2	Impact of Change
High School Instruction, 113			
Salaries	4,607,342	4,622,747	(15,405)
Extra Duty Stipends	99,833	99,833	-
Benefits	744,626	745,577	(951)
Retirement	1,328,837	1,333,185	(4,348)
Retirement Stabilization	794,791	794,075	716
FICA	360,104	361,282	(1,178)
Contracted Services & Staff	16,000	16,000	-
Supplies	80,002	90,002	(10,000)
Textbooks, Replacement	16,532	16,532	-
Textbooks, New	123,000	123,000	-
Tuit Pymts (Early College, MVU, HSDCI)	227,000	227,000	-
Student Recovery Services	112,050	112,050	-
Dual Enrollment	70,600	70,600	-
Outgoing Transfer - Subs IISD	142,400	142,400	-
	8,723,117	8,754,283	(31,166)
Montessori Elementary, 116			
Teacher Salaries	918,232	918,232	-
Aide Wages	259,919	259,919	-
Benefits	222,781	222,781	-
Retirement	332,589	332,589	-
Retirement Stabilization	195,219	195,219	-
FICA	90,130	90,130	-
Contracted Services & Staff	8,904	8,904	-
Supplies	14,861	14,861	-
Textbooks, Replacement	4,504	4,504	-
Textbooks, New	34,375	34,375	-
Outgoing Transfer - Subs IISD	28,100	28,100	-
	2,109,614	2,109,614	-
Montessori 5-8, 112-9700			
Teacher Salaries	552,104	552,104	-
Aide Wages	98,485	98,485	-
Benefits	120,487	120,487	-
Retirement	183,661	183,661	-
Retirement Stabilization	107,802	107,802	-
FICA	49,769	49,769	-
Contracted Services & Staff	450	450	-
	1,112,758	1,112,758	-
Total Montessori Instruction	3,222,372	3,222,372	-

**Okemos Public Schools
General Operating Fund
2021-22 Proposed Budget Revision**

	2021-22 Revised Budget	2021-22 Revised Budget #2	Impact of Change
Special Education - Instructional Programs 122			
Teacher Salaries	2,370,880	2,370,880	-
Aide Wages	1,002,947	998,573	4,374
Benefits	758,077	758,059	18
Retirement	952,432	951,198	1,234
Retirement Stabilization	559,252	558,527	725
FICA	258,104	257,770	334
Contracted Services & Staff	57,574	57,574	-
Supplies	25,800	25,800	-
Outgoing Transfer - Subs IISD	61,200	61,200	-
	6,046,266	6,039,581	6,685
Special Education - IDEA Preschool, 122-8050			
Teacher Salaries	10,274	10,274	-
Benefits	2,219	2,219	-
Retirement	2,900	2,900	-
Retirement Stabilization	1,480	1,480	-
FICA	786	786	-
	17,659	17,659	-
Special Education - Psychological Services, 214			
Salaries	279,134	279,134	-
Benefits	49,161	49,161	-
Retirement	78,801	78,801	-
Retirement Stabilization	46,253	46,253	-
FICA	21,353	21,353	-
Contracted Services & Staff	1,200	1,200	-
Supplies	5,000	5,000	-
	480,902	480,902	-
Special Education - Speech & Language Services, 215			
Salaries	336,994	336,994	-
Benefits	40,007	40,007	-
Retirement	95,133	95,133	-
Retirement Stabilization	55,840	55,840	-
FICA	25,780	25,780	-
Contracted Services & Staff	1,520	1,520	-
Supplies	1,400	1,400	-
	556,674	556,674	-
Special Education - Social Work Services, 216			
Salaries	442,593	442,593	-
Benefits	77,110	77,110	-
Retirement	124,944	124,944	-
Retirement Stabilization	73,336	73,336	-
FICA	33,858	33,858	-
Contracted Services & Staff	1,520	1,520	-
Supplies	1,400	1,400	-
	754,761	754,761	-

**Okemos Public Schools
General Operating Fund
2021-22 Proposed Budget Revision**

	2021-22 Revised Budget	2021-22 Revised Budget #2	Impact of Change
Special Education - ASD Teacher Consultant, 218			
Salaries	72,062	72,062	-
Benefits	4,349	4,349	-
Retirement	20,343	20,343	-
Retirement Stabilization	11,940	11,940	-
FICA	5,513	5,513	-
	114,207	114,207	-
Special Education - Interpreter			
Salaries	21,175	21,175	-
Benefits	1,679	1,679	-
Retirement	5,978	5,978	-
Retirement Stabilization	3,509	3,509	-
FICA	1,620	1,620	-
	33,961	33,961	-
Total Special Education	8,004,430	7,997,745	6,685
Compensatory Education			
English as 2nd Language At Risk, 3060			
Teacher Salaries	247,204	247,204	-
RTI Coaches	92,318	92,318	-
Benefits	60,021	60,021	-
Retirement	95,848	95,848	-
Retirement Stabilization	57,491	57,491	-
FICA	25,974	25,974	-
Supplies	10,000	10,000	-
Contracted Staff	200,842	200,604	238
Transfer - Breakfast (food service)	1,000	1,000	-
	790,698	790,460	238
Title IA, IMPROVING BASIC PROGRAMS, 125-601x			
Salary	28,360	55,560	(27,200)
Retirement	8,006	15,684	(7,678)
Retirement Stabilization	4,086	8,008	(3,922)
FICA	2,170	4,250	(2,080)
Benefits	7,668	7,670	(2)
Contracted Staff	121,188	29,266	91,922
Supplies	6,000	45,286	(39,286)
Transportation	-	7,500	(7,500)
Parent Involvement	-	4,255	(4,255)
	177,478	177,479	(1)

**Okemos Public Schools
General Operating Fund
2021-22 Proposed Budget Revision**

	2021-22 Revised Budget	2021-22 Revised Budget #2	Impact of Change
Interventionists, 126			
Teacher Salaries	213,228	213,228	-
Benefits	33,449	33,449	-
Retirement	60,195	60,195	-
Retirement Stabilization	35,332	35,332	-
FICA	16,312	16,312	-
	358,516	358,516	-
Title III, LEP & Immigrant, 125-684x			
Salary	46,275	40,275	6,000
Retirement	22,043	19,393	2,650
FICA	3,486	3,027	459
Contracted Staff & Services	18,007	20,369	(2,362)
Supplies	8,362	20,391	(12,029)
Transportation	6,000	6,000	-
Parent Involvement	7,545	2,262	5,283
	111,718	111,717	1
Title IV, Support & Enrichment, 125-753x			
Textbooks	8,196	8,196	-
Contracted Staff & Services	1,804	1,804	-
	10,000	10,000	-
Early Literacy, 36xx			
Salary	61,623	61,623	-
Retirement	17,371	17,371	-
Retirement Stabilization	13,480	13,480	-
FICA	4,609	4,609	-
Benefits	3,535	3,535	-
Supplies	825	825	-
Transportation	-	-	-
	101,443	101,443	-
Bilingual, 3070			
Salary	57,004	57,004	-
Retirement	24,306	24,306	-
FICA	4,361	4,361	-
Benefits	4,977	4,977	-
Contracted Staff	-	-	-
Supplies	2,205	2,205	-
	92,853	92,853	-
Total Compensatory Education	1,642,706	1,642,468	238

**Okemos Public Schools
General Operating Fund
2021-22 Proposed Budget Revision**

	2021-22 Revised Budget	2021-22 Revised Budget #2	Impact of Change
Gifted Programs, 9200			
Teacher Salaries	88,732	88,732	-
Benefits	5,624	5,624	-
Retirement	25,049	25,049	-
Retirement Stabilization	14,703	14,703	-
FICA	6,788	6,788	-
	140,896	140,896	-
Guidance Services, 212			
Salaries	703,718	703,718	-
Benefits	120,548	120,548	-
Retirement	198,660	198,660	-
Retirement Stabilization	116,607	116,607	-
FICA	53,834	53,834	-
Supplies	3,000	3,000	-
	1,196,367	1,196,367	-
COVID Grants, non child care			
Salary	600,352	592,140	8,212
Benefits	72,944	81,942	(8,998)
Retirement	163,496	161,070	2,426
Retirement Stabilization	95,443	96,505	(1,062)
FICA	45,100	44,442	658
Contracted Staff	67,340	67,340	-
Contracted Instruction	90,000	91,236	(1,236)
Software Licenses & Internet Access	45,308	45,308	-
Supplies & Materials	141,000	141,000	-
Equipment	178,040	178,040	-
	1,499,023	1,499,023	-
Other Pupil Services, 219			
Safety Patrol	9,955	9,955	-
Club Advisors	35,613	35,613	-
Noon Hour Wages	79,631	79,631	-
Benefits	17,439	17,439	-
Retirement	35,344	35,344	-
Retirement Stabilization	20,746	20,746	-
FICA	9,578	9,578	-
Noon Hour Contracted Staff & Services	190,000	190,000	-
	398,306	398,306	-
Title II, Part A Teacher/Principal Training, 221-764x			
Salaries	33,070	33,070	-
Retirement	9,336	9,336	-
Retirement Stabilization	4,765	4,765	-
FICA	2,530	2,530	-
Benefits	2,556	2,556	-
Contracted Services	1,500	1,500	-
	53,757	53,757	-

**Okemos Public Schools
General Operating Fund
2021-22 Proposed Budget Revision**

	2021-22 Revised Budget	2021-22 Revised Budget #2	Impact of Change
Improvement of Instruction, 221			
Salaries, all other	174,452	174,452	-
Curriculum Development Wages	15,535	15,535	-
Mentor Instruction	30,525	30,525	-
Benefits	27,109	27,109	-
Retirement	62,251	62,251	-
Retirement Stabilization	36,539	36,539	-
FICA	16,869	16,869	-
Contracted Staff & Services	3,500	3,500	-
Workshops & Conference			
Cornell	3,900	3,900	-
Central	2,400	2,400	-
Hiawatha	4,050	4,050	-
Bennett Woods	4,125	4,125	-
Kinawa	6,000	6,000	-
Chippewa	6,150	6,150	-
High School	10,800	10,800	-
Program Development			
Cornell	1,144	1,144	-
Central	806	806	-
Hiawatha	1,181	1,181	-
Bennett Woods	1,200	1,200	-
Kinawa	1,838	1,838	-
Chippewa	1,912	1,912	-
High School	3,225	3,225	-
Supplies	15,150	15,150	-
Software Licenses	25,000	25,000	-
	455,661	455,661	-
MTSS Coaches (non-grant funded)			
Teacher Salaries	336,917	336,917	-
Benefits	74,026	74,026	-
Retirement	95,113	95,113	-
Retirement Stabilization	54,441	54,441	-
FICA	25,775	25,775	-
	586,272	586,272	-
Total Improvement of Instruction	1,095,690	1,095,690	-
Libraries, 222			
Salaries	341,525	341,525	-
Benefits	84,105	84,105	-
Retirement	96,416	96,416	-
Retirement Stabilization	56,587	56,587	-
FICA	26,128	26,128	-
Library Books	20,000	20,000	-
Library A/V	5,000	5,000	-
Periodicals	5,000	5,000	-
Supplies	5,000	5,000	-
	639,761	639,761	-

**Okemos Public Schools
General Operating Fund
2021-22 Proposed Budget Revision**

	2021-22 Revised Budget	2021-22 Revised Budget #2	Impact of Change
Audio Visual, 223			
Repairs	4,500	4,500	-
Supplies	11,000	11,000	-
Software	3,000	3,000	-
	18,500	18,500	-
Total Libraries & Audio Visual	658,261	658,261	-
Special Education, Staff Direction, 226			
Salaries	156,077	156,077	-
Benefits	27,251	27,251	-
Retirement	44,060	44,060	-
Retirement Stabilization	25,862	25,862	-
FICA	11,940	11,940	-
Contracted Staff & Services	13,250	13,250	-
Supplies & Other	4,600	4,600	-
	283,040	283,040	-
Other Instructional Staff Services, 229			
Salaries	55,662	55,662	-
Benefits	4,303	4,303	-
Retirement	15,713	15,713	-
Retirement Stabilization	9,938	9,938	-
FICA	4,258	4,258	-
	89,874	89,874	-
Board of Education, 231			
Contracted Services	117,100	117,100	-
Travel & Conference	4,200	4,200	-
Software & Supplies	20,000	20,000	-
	141,300	141,300	-
Executive Administration, 232			
Salaries	233,121	233,121	-
Benefits	45,588	45,588	-
Retirement	65,810	65,810	-
Retirement Stabilization	38,628	38,628	-
FICA	17,834	17,834	-
Graduation	8,500	8,500	-
Contracted Staff & Services	35,000	35,000	-
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	-
	472,081	472,081	-

**Okemos Public Schools
General Operating Fund
2021-22 Proposed Budget Revision**

	2021-22 Revised Budget	2021-22 Revised Budget #2	Impact of Change
Building Administration, Elementary, 241			
Salaries	611,355	606,441	4,914
Benefits	145,907	145,886	21
Retirement	172,586	171,199	1,387
Retirement Stabilization	101,302	100,488	814
FICA	46,769	46,393	376
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	-
	1,100,230	1,092,718	7,512
Building Administration, Middle School, 242			
Salaries	587,275	585,666	1,609
Benefits	124,499	124,182	317
Retirement	165,787	165,333	454
Retirement Stabilization	97,311	97,044	267
FICA	44,926	44,803	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	-
	1,050,098	1,047,328	2,770
Building Administration, High School, 243			
Salaries	458,933	463,956	(5,023)
Benefits	89,679	89,701	(22)
Retirement	129,557	130,975	(1,418)
Retirement Stabilization	76,045	76,877	(832)
FICA	35,109	35,493	(384)
Contracted Staff & Services	12,800	12,800	-
Supplies, Equipment & Other	12,325	12,325	-
	814,448	822,127	(7,679)
Total Building Administration	2,964,776	2,962,173	2,603

**Okemos Public Schools
General Operating Fund
2021-22 Proposed Budget Revision**

	2021-22 Revised Budget	2021-22 Revised Budget #2	Impact of Change
Fiscal Services, 252			
Salaries	287,462	287,462	-
Benefits	74,064	74,064	-
Retirement	81,151	81,151	-
Retirement Stabilization	47,632	47,632	-
FICA	21,990	21,990	-
Contracted Services & Staff	9,000	9,000	-
Supplies & Other	3,200	3,200	-
	524,499	524,499	-
Internal Services - Print shop, 258			
Salaries	39,994	39,994	-
Benefits	17,431	17,431	-
Retirement	11,290	11,290	-
Retirement Stabilization	6,627	6,627	-
FICA	3,060	3,060	-
Contracted Services	30,000	30,000	-
Supplies	45,000	45,000	-
	153,402	153,402	-
Other Business Services, 259			
Workers Compensation	28,000	28,000	-
Summer Tax Fee	1,900	1,900	-
Legal Liability Insurance	24,000	24,000	-
Interest on Notes	500	500	-
Note Service Fees	-	-	-
Bank Service Charges	27,800	27,800	-
Fingerprinting	8,500	8,500	-
	90,700	90,700	-
Staff/Personnel Services, 283			
Salaries	111,602	111,602	-
Benefits	9,394	9,394	-
Retirement	31,505	31,505	-
Retirement Stabilization	18,492	18,492	-
FICA	8,538	8,538	-
Contracted Services	17,000	17,000	-
Supplies & Other	1,000	1,000	-
	197,531	197,531	-

**Okemos Public Schools
General Operating Fund
2021-22 Proposed Budget Revision**

	2021-22 Revised Budget	2021-22 Revised Budget #2	Impact of Change
Operation & Maintenance, 261			
Salaries, all other	119,927	119,927	-
Custodial & Maintenance Wages	735,793	733,069	2,724
Overtime Wages	52,500	52,500	-
Benefits	262,584	261,482	1,102
Retirement	256,390	255,672	718
Retirement Stabilization	150,492	149,974	518
FICA	69,477	69,269	208
Contracted Custodial	1,109,050	1,105,799	3,251
Contracted Services	370,750	370,750	-
Telephone	31,000	31,000	-
Heating Fuel/Natural Gas	229,500	324,500	(95,000)
Electricity	540,000	570,000	(30,000)
Water & Sewer	61,000	61,000	-
Waste & Trash Disposal	27,000	27,000	-
Property, Casualty & Fleet Insurance	156,950	156,950	-
Maintenance & Custodial Supplies	354,500	354,500	-
Capital Outlay	468,000	40,000	428,000
	4,994,913	4,683,392	311,521
Pupil Transportation, 271			
Salaries, all other	156,324	156,324	-
Driver Wages	310,659	319,092	(8,433)
Field Trip Wages	30,500	30,500	-
Benefits	174,785	174,785	-
Retirement	140,440	142,821	(2,381)
Retirement Stabilization	82,437	83,834	(1,397)
FICA	38,058	38,703	(645)
Contracted Services	32,500	32,500	-
Fleet Insurance	9,000	9,000	-
Vehicle Fuel	91,000	91,000	-
Vehicle Repair, Parts & Supplies	33,500	33,500	-
Supplies, Uniforms & Physicals	5,000	5,000	-
	1,104,203	1,117,059	(12,856)
Technology Services, 284			
Salaries	555,413	555,413	-
Benefits	139,761	139,761	-
Retirement	156,794	156,794	-
Retirement Stabilization	92,031	92,031	-
FICA	42,490	42,490	-
Contracted Services & Staff	41,626	41,626	-
Annual User Fees/Contracts	264,588	264,588	-
Maintenance & Repair	45,000	45,000	-
Supplies	3,500	3,500	-
	1,341,203	1,341,203	-

**Okemos Public Schools
General Operating Fund
2021-22 Proposed Budget Revision**

	2021-22 Revised Budget	2021-22 Revised Budget #2	Impact of Change
Athletics, 293			
Salaries	130,522	130,522	-
Coaches/Games Workers	192,816	192,816	-
Benefits	28,681	28,681	-
Retirement	91,278	91,278	-
Retirement Stabilization	53,577	53,577	-
FICA	24,735	24,735	-
Contracted Coaches/Game Workers	214,560	214,560	-
Contracted Services	91,600	91,600	-
Supplies & Other	30,000	40,000	(10,000)
	857,769	867,769	(10,000)
Community Education - Child Care, 351			
Salaries	266,283	228,953	37,330
Benefits	113,295	17,257	96,038
Retirement	75,210	67,050	8,160
Retirement Stabilization	44,333	44,441	(108)
FICA	20,292	17,049	3,243
Contracted Services & Staff	459,933	209,542	250,391
Supplies, Equipment & Other	82,310	79,413	2,897
	1,061,656	663,705	397,951
Community Education - Recreation/Enrichment, 321			
Salaries	42,675	42,675	-
Benefits	22,073	22,073	-
Retirement	12,047	12,047	-
Retirement Stabilization	7,071	7,071	-
FICA	3,265	3,265	-
Contracted Services & Staff	243,300	208,000	35,300
Supplies & Other	11,000	11,000	-
	341,431	306,131	35,300
Community Education - School Readiness, 343x			
Salaries	75,385	75,385	-
Benefits	28,817	28,817	-
Retirement	21,248	21,248	-
Retirement Stabilization	10,855	10,855	-
FICA	5,738	5,738	-
Contracted Staff & Services	53,194	53,194	-
Supplies & Other	7,345	7,345	-
	202,582	202,582	-

**Okemos Public Schools
General Operating Fund
2021-22 Proposed Budget Revision**

	2021-22 Revised Budget	2021-22 Revised Budget #2	Impact of Change
Child Care Relief Fund			
Salaries	310,700	378,363	(67,663)
Benefits	26,337	121,946	(95,609)
Retirement	87,711	101,210	(13,499)
Retirement Stabilization	51,483	55,965	(4,482)
FICA	23,769	26,661	(2,892)
Contracted Staff	-	223,509	(223,509)
Supplies & Other	-	2,897	(2,897)
	500,000	910,551	(410,551)
Community Education - Senior Center, 391			
Secretarial Wages	51,461	51,461	-
Benefits	5,363	5,363	-
Retirement	14,527	14,527	-
Retirement Stabilization	8,527	8,527	-
FICA	3,937	3,937	-
Contracted Services & Staff	27,000	27,000	-
Supplies & Other	-	-	-
	110,815	110,815	-
Community Education - Facilities Use, 311			
Contracted Services & Staff	54,500	54,500	-
Utilities	50,000	50,000	-
Supplies & All Other	1,500	1,500	-
	106,000	106,000	-
Total Community Services	2,322,484	2,299,784	22,700
Total Expenditures	58,961,903	58,672,178	289,725

Okemos Public Schools
Preliminary Budget Assumptions
2022-23

Increased Expenditures/Decreased Revenue	Optimistic	Most Likely	Worst Case
Health insurance (WMHIP 1.15%, MESSA 1/2 yr 1.38% & 1/2 yr 0%,2%)*	63,560	63,560	97,390
Enrollment (Oct +10,-15,-40) Blend 10/90		122,500	327,000
Teacher division advancement (10,14,18)	80,300	112,420	144,540
Additional classroom section(s) (1, 1, 2)	108,700	108,700	217,400
Elementary Resource Teacher (21-22 need, budget impact 22-23)	87,515	87,515	87,515
High School Textbooks	25,000	25,000	25,000
Operations Equipment/Vehicles	130,000	130,000	180,000
Substitute teacher costs (\$10,\$20,\$30)	49,400	98,800	148,200
	\$544,475	\$748,495	\$1,227,045
Increased Revenue/Decreased Expenditures	Optimistic	Most Likely	Worst Case
Increase in per-pupil Foundation Allowance (\$435,\$375,\$300)	1,904,400	1,641,800	1,313,400
Enrollment (Oct +10,-15,-40) Blend 10/90	82,000		
Increase in Special Education Reimbursement (+5, 2, 0 % pts.)	402,000	161,000	0
Increased Special Ed Categorical (MDE, 21-22 timing delay)	334,500	334,500	334,500
Savings from teacher retirements (12)	425,685	425,685	425,685
Building substitutes (18 to 10)	101,080	101,080	101,080
The Early College, discontinuation	60,000	60,000	60,000
Childcare Stabilization Grant, Spring 22, 1x	572,905	572,905	572,905
	\$3,882,570	\$3,296,970	\$2,807,570
Projected Impact on General Fund Balance before Negotiations	\$3,338,095	\$2,548,475	\$1,580,525
Carry forward effect on General Fund Budget (6/30/23)	(1,345,944)	(1,345,944)	(1,345,944)
Total Impact on General Fund Balance	\$1,992,151	\$1,202,531	\$234,581

* - subject to negotiations

Additional Information

Compensation reference - Steps ~ \$746,000

Compensation reference - 1% of wages ~ \$384,000

Fund Balance - as percentage of expenditures

Audited 6/30/18	\$ 4,730,529	9.5%
Audited 6/30/19	\$ 5,518,566	10.7%
Audited 6/30/20	\$ 5,248,843	9.8%
Audited 6/30/21	\$ 8,093,308	14.9%
2021-22 Revised Budget	\$ 7,113,352	12.1%
2021-22 Revised Budget #2, Preliminary	\$ 8,367,381	14.2%
<i>Pro Forma 6/30/23</i>		
<i>optimistic</i>	\$ 10,359,532	17.6%
<i>most likely</i>	\$ 9,569,912	16.2%
<i>worst case</i>	\$ 8,601,962	14.5%

2022-23 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)

	Average Ranking	Board Rankings Tally			Leadership Rank
		1	2	3	
		Budget Impact			
Board Consensus					
Budget for Positions Funded w/COVID Grants	1.1	6	1	0	1
+1.0 Counselor (.50 at each MS)	1.0	7	0	0	1
Restore School Improvement Budget to the 2019-20 level	1.1	6	1	0	1
LINKS Coordinator/SE Coach	1.1	6	1	0	1
+2.0 FTE Student Support Advisor (SSA) (+.50 at each elem)	1.1	6	1	0	1
Athletic Participation Fee, \$25 Reduction	1.3	5	2	0	1
					\$595,045
Further Conversation Needed					
+1.0 FTE Administrative Assistant, Technology Department	1.9	1	6	0	1
Instructional Supplies Budget, 10% Increase	1.4	4	3	0	1
+2.0 FTE Social Worker (+.50 at each elem)	1.3	5	2	0	2
+1.0 Special Ed Teacher	1.1	6	1	0	2
Added for Consideration					
Athletic Participation Fee, Add'l \$25 Reduction beyond the above					\$14,000
Cornell Immediate Needs					
Not for Consideration at This Time					
+1.0 Registrar (.50 at each MS)	2.1	0	6	1	2
+1.0 HS Resource Teacher Consultant (push-in services)	1.7	3	3	1	2
+2.5 Admin Assistant, Operations Department	2.7	0	2	5	3
+1.0 ELA Teacher at Chippewa	2.4	2	0	5	3
Athletics Uniforms Annual Budget	TBD	1	2	4	3


Okemos Public Schools
General Fund Budgetary Comparison Schedule
Year Ended June 30, 2022 as of June 2022

	<u>2021-22 Revised Budget</u>	<u>2021-22 Proposed Revised Budget - June</u>	<u>Impact of Change</u>
REVENUES:			
Local sources	\$ 16,212,301	\$ 16,403,892	\$ 191,591
State sources	40,597,795	40,959,957	362,162
Federal sources	1,091,851	1,502,402	410,551
Total revenues	<u>57,901,947</u>	<u>58,866,251</u>	<u>964,304</u>
EXPENDITURES:			
Instruction:			
Basic programs	29,196,143	29,228,545	(32,402)
Added needs	7,628,830	7,453,202	175,628
Total instruction	<u>36,824,973</u>	<u>36,681,747</u>	<u>143,226</u>
Supporting services:			
Pupil	3,804,538	3,804,538	-
Instructional staff	2,592,654	2,730,451	(137,797)
General administration	613,381	613,381	-
School administration	3,198,068	3,195,465	2,603
Business	768,601	768,601	-
Operations and maintenance	5,302,953	5,027,011	275,942
Transportation	1,130,203	1,138,180	(7,977)
Central	1,538,734	1,538,734	-
Athletics	857,769	867,769	(10,000)
Total supporting services	<u>19,806,901</u>	<u>19,684,130</u>	<u>122,771</u>
Community services	2,330,029	2,306,301	23,728
Payments to other public schools	-	-	-
Total Expenditures	<u>58,961,903</u>	<u>58,672,178</u>	<u>289,725</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	<u>(1,059,956)</u>	<u>194,073</u>	<u>1,254,029</u>
OTHER FINANCING SOURCES (USES):			
Transfers in	\$ 80,000	\$ 80,000	0
Transfers out	-	-	0
Total other financing sources (uses)	<u>80,000</u>	<u>80,000</u>	<u>-</u>
NET CHANGE IN FUND BALANCE	<u>\$ (979,956)</u>	<u>\$ 274,073</u>	<u>\$ 1,254,029</u>
FUND BALANCE, UNASSIGNED:			
Beginning of year	8,093,308	8,093,308	-
End of year	<u>\$ 7,113,352</u>	<u>\$ 8,367,381</u>	<u>\$ 1,254,029</u>

**Okemos Public Schools
2021-22 Net Effect on Carry Forward Fund Balance
2022-23 Proposed Budget**

	Most Likely
2021-22 Net Change in Fund Balance at Nov Revision	(979,956)
Preliminary Budget Revisions, May/June	
Ingham ISD Revenue, 1x & on-going	425,250
Ingham ISD SE COVID Relief Funding, 1x	165,000
21-22 State Aid, various sections, 1x & on-going	135,097
State Aid Grant - 31o (counselors, SSWs, psychs)	227,303
Childcare Programs, 1x & on-going	(92,934)
Childcare Stabilization Grant Fall, 1x	351,366
Transportation Contract, on-going	(11,460)
Utilities (gas/electric)	(125,000)
Mascot Related	214,336
All Other	(34,929)
	1,254,029
	274,073
 2021-22 Non-Structural revisions	
(not accounted for in 22-23 preliminary assumptions)	
21-22 1x Budget Priorities	183,950
Child Care Stabilization Grant Fall	(851,366)
Open or part-year positions; 21-22	(231,146)
Ingham ISD Revenue	(232,000)
Ingham ISD SE COVID Relief Funding, 1x	(165,000)
21-22 State Aid, various sections	(143,695)
State Aid Grant - 31o (counselors, SSWs, psychs)	(77,283)
COVID Relief, 1x Revenue Recognition Variance	(113,477)
All Other	10,000
	(1,620,017)
 Carry forward effect on General Fund Budget (6/30/23)	(1,345,944)

DISCUSSION ITEM NO. 2



DEI Update

DRAFT

Okemos Public Schools
June 13, 2022

1

Strategic Plan in Action - *Current Equity Projects*

OPS Strategic Plan

PRIORITY 2: Utilize the district's Equity Plan areas of focus to further drive actions within the Strategic Plan.

Objective: Continue to implement goals within Authentic Selves and Relationships and Cultural Competence to support Strategic Plan critical areas (social emotional, instruction, organizational capacity).

- ⦿ Students' preferred (chosen) names
- ⦿ Equity plan revision
- ⦿ Mental health initiatives

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1. Students' Preferred (Chosen) Names

Connection to Equity Plan:

→ *Authentic Selves & Relationships*

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Actions to Date

- ◎ Board updates (Dec. 13, Jan. 24, April 11)
- ◎ E-mail to staff (Feb. 21)
- ◎ Start of pilot (April) - 26 requests so far
- ◎ Staff trainings re: gender identity, pronouns (March-May)
- ◎ Family communication via school newsletters (June)

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Caregiver Support is a Protective Factor

Working with caregivers is always our primary goal, it's our starting point - we want to work in partnership with families.

AND

It's a reality that LGBTQ+ students are disproportionately experiencing housing instability/homelessness, and their homes/families could be physically and psychologically unsafe.

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Legal Basis

U.S. Department of Education Office of Civil Rights' interpretation of Title IX:

Schools must not treat a transgender or gender non-conforming student differently from the way they treat other students...

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Creating an Affirming Environment is a Protective Factor

Research shows that when we use the name/pronouns chosen by transgender students and gender non-conforming students, anxiety, depression, and suicidality are mitigated.

[2022 National Survey on LGBTQ Youth Mental Health](#) (The Trevor Project)

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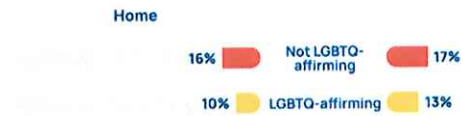
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LGBTQ youth who found their school to be LGBTQ-affirming reported **lower rates of attempting suicide.**

Source: [2022 National Survey on LGBTQ Youth Mental Health](#) (The Trevor Project)

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LGBTQ youth who attempted suicide in the past year, comparison across access to LGBTQ-affirming spaces

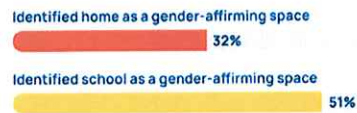


Source: [2022 National Survey on LGBTQ Youth Mental Health](#)
(The Trevor Project)



www.thetrevorproject.org/survey-2022

Transgender and nonbinary youth who identified home or school as a gender-affirming space



Source: [2022 National Survey on LGBTQ Youth Mental Health](#)
(The Trevor Project)



www.thetrevorproject.org/survey-2022

State-Level Guidance

[State Board of Education Statement and Guidance on Safe and Supportive Learning Environments for Lesbian, Gay, Bisexual, Transgender, and Questioning \(LGBTQ\) Students](#)

“It is the position of the SBE that students should be treated equally and fairly, free from discrimination, harassment, and bullying based on their real or perceived sexual orientation, gender identity, and gender expression.”

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Past Practice

We have no policy regarding student names, but we have common past practices. For example, a student whose name is Christopher may ask us to call him Chris - we honor this request without question.

We trust students to tell us what they're called.

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Next Right Things

- ③ Continue to collaborate with our technology department
- ③ Provide learning opportunities and information to families
- ③ Ensure that all staff understand our process

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2.

Equity Plan Revision

Connection to Equity Plan:

- *Authentic Selves & Relationships*
- *Cultural Competence*
- *Instruction/Curriculum/Assessment*
- *Policies/Practices/Procedures*

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Operationalizing the Plan - Summer/Fall 2022

Core planning teams (students, staff, caregivers, community members) established to build upon the goals and strategies in each focus area. The 4 teams will be:

- Authentic Selves & Relationships
- **Culturally Responsive-Sustaining Education**
- Instruction/Curriculum/Assessment
- Policies/Practices/Procedures

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Operationalizing the Plan - Summer/Fall 2022

Each team will be responsible for creating an **action plan**. They will:

- Recruit additional people to participate
- Add and/or modify strategies
- Determine “indicators of success” for each strategy (How do we know that what we’re doing is working?)
- Identify who does what
- Set checkpoints

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Implementation - 2022-23 School Year

- ◎ Communicate action plan with school and district leaders
- ◎ Identify people to work on each part of the plan
- ◎ Implement strategies
- ◎ Make adaptations as necessary

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Annual Review - Summer 2023

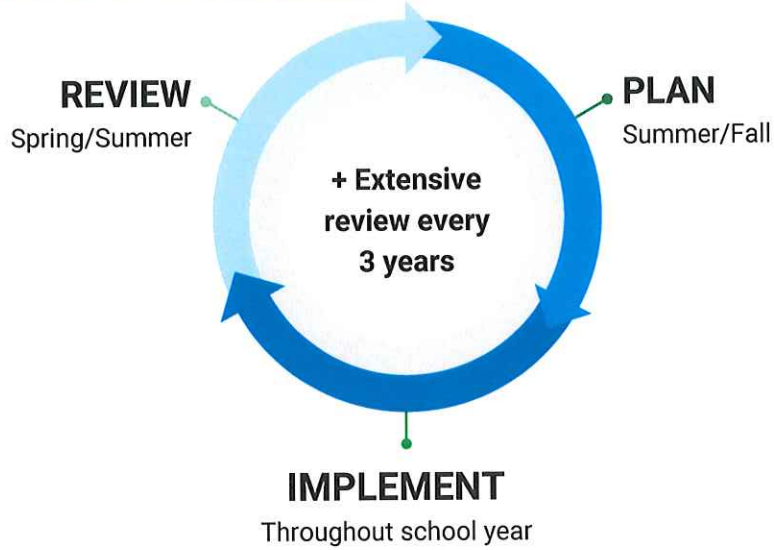
Examine the indicators of success to determine what's working, what's not, and what changes need to be made for continued implementation.

Multiple data sources will be utilized to inform decision-making, including both **quantitative** (e.g. number of suspensions, math assessment scores) and **qualitative** (e.g. interviews, surveys).

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Our Ongoing Annual Process



3. Mental Health Initiatives

Connection to Equity Plan:

- *Cultural Competence*
- *Instruction/Curriculum/Assessment*

Enhancing, Expanding Emotional Health (E3) Grant

- ◎ Partnership with Child and Family Charities - E3 Coordinator, Program Assistant, Billing Specialist
- ◎ Full-time on-site mental health provider
- ◎ Located at Okemos High School
- ◎ Mild to moderate severity of need
- ◎ Will serve youth ages 5-21 within OPS

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TRAILS at OHS - Pilot in 2022-23

Tier 1 - Universal Education & Awareness

Social and emotional learning (SEL) curriculum for the classroom, and self-care programming for staff, to promote mental health and wellness and build resiliency among students and staff.

Tier 2 - Early Intervention

Skill-building sessions grounded in CBT and mindfulness and designed to equip students with tools they can use to reduce their symptoms of anxiety and depression.

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NME* Trainers Program

Prepares individuals to teach educators about the core concepts of the **Neurosequential Model** that impact learning: Basics of brain organization, brain development, understanding state-dependent learning, the stress response systems and the impact of trauma and neglect on children. (Train-the-trainer model)

Offers practical strategies and classroom practices related to structuring classroom schedules, activities and interactions that can help all children learn in an optimal way

* Neurosequential Model in Education

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Thanks!



Any questions?

Lara Slee

lara.slee@okemosk12.net

517-706-5011

Presentation template by [SlidesCarnival](#)

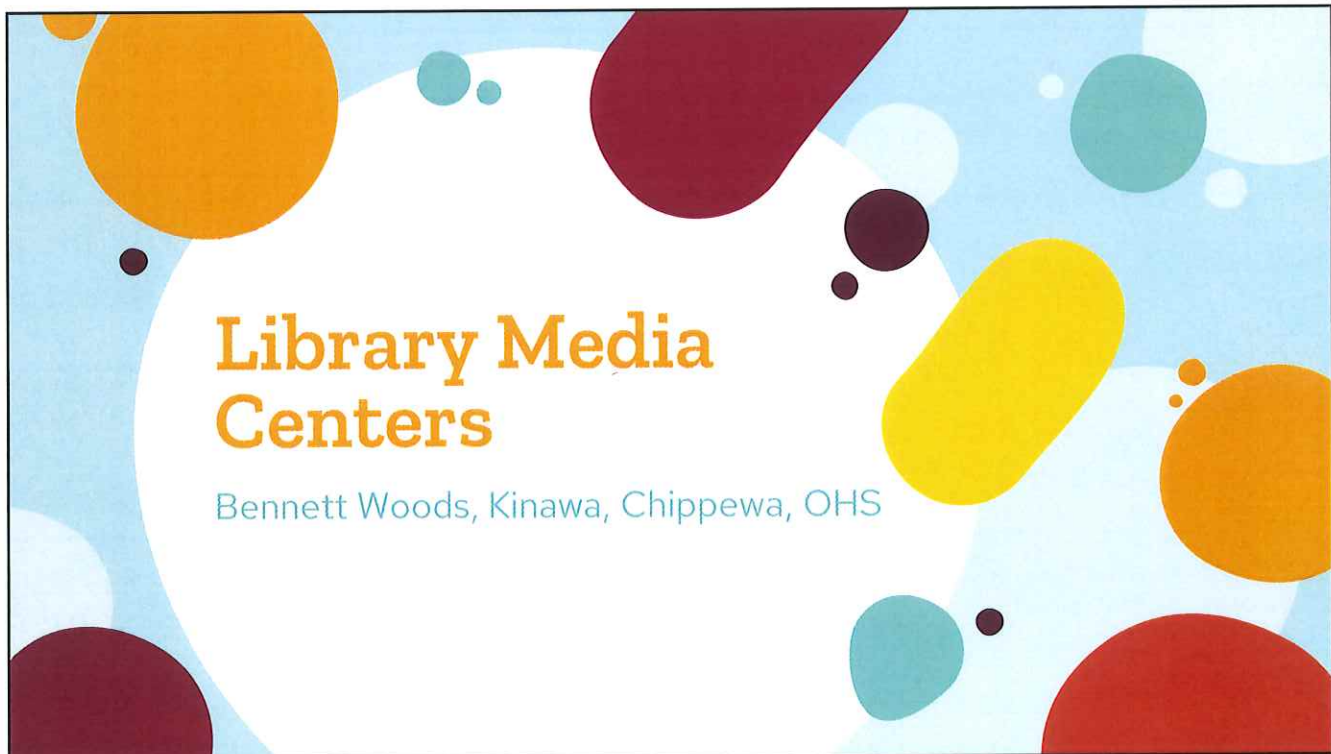
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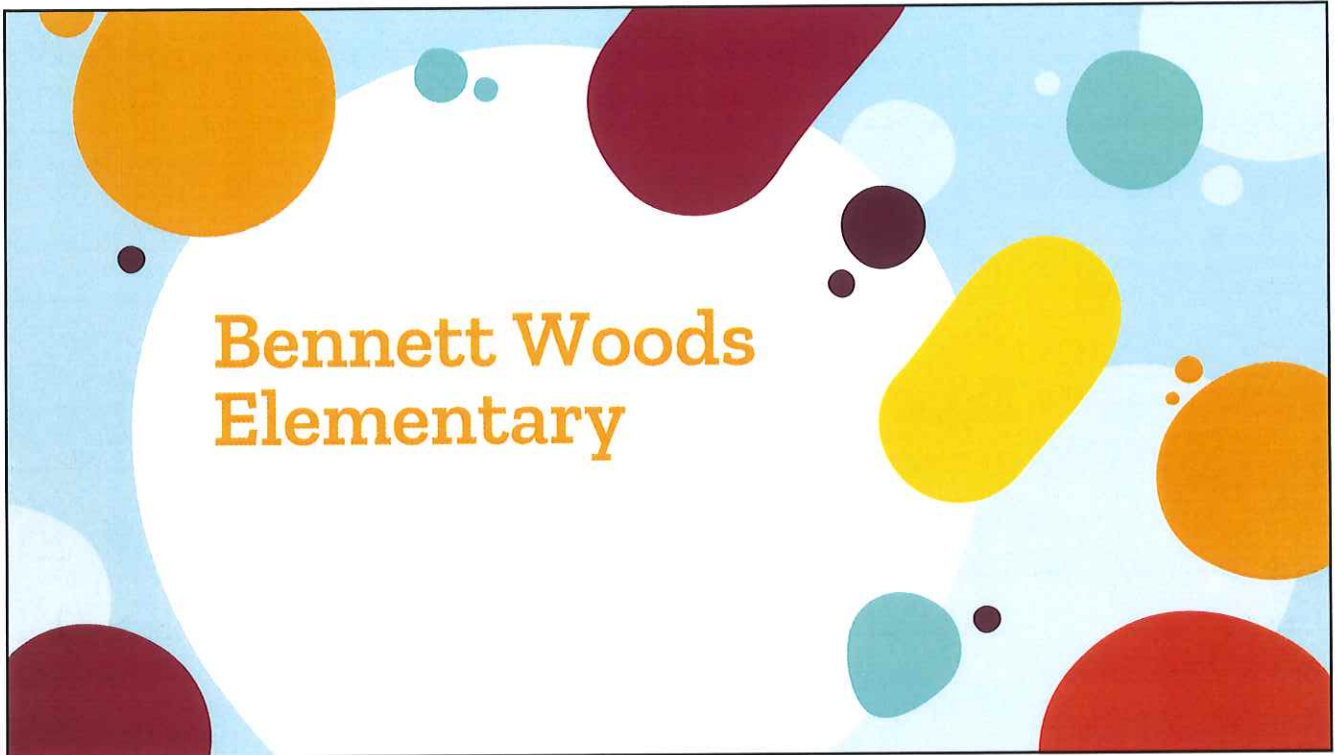
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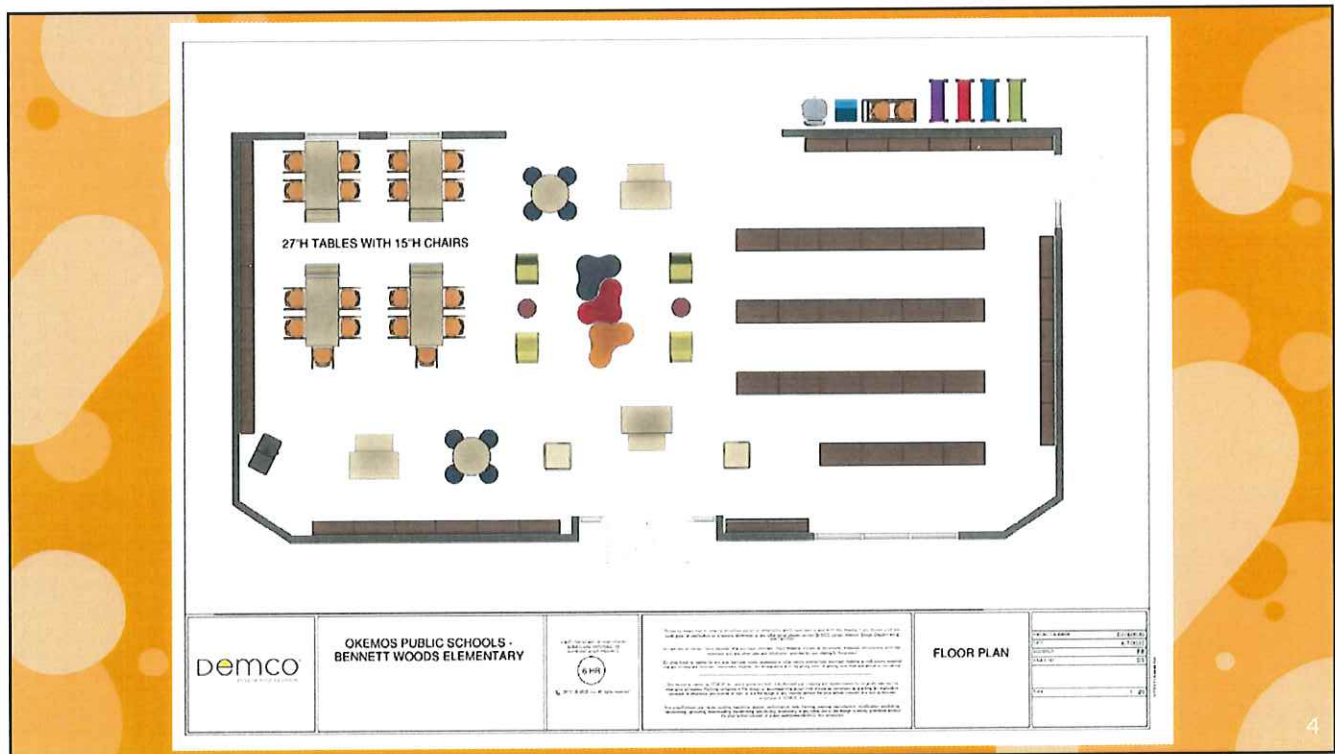
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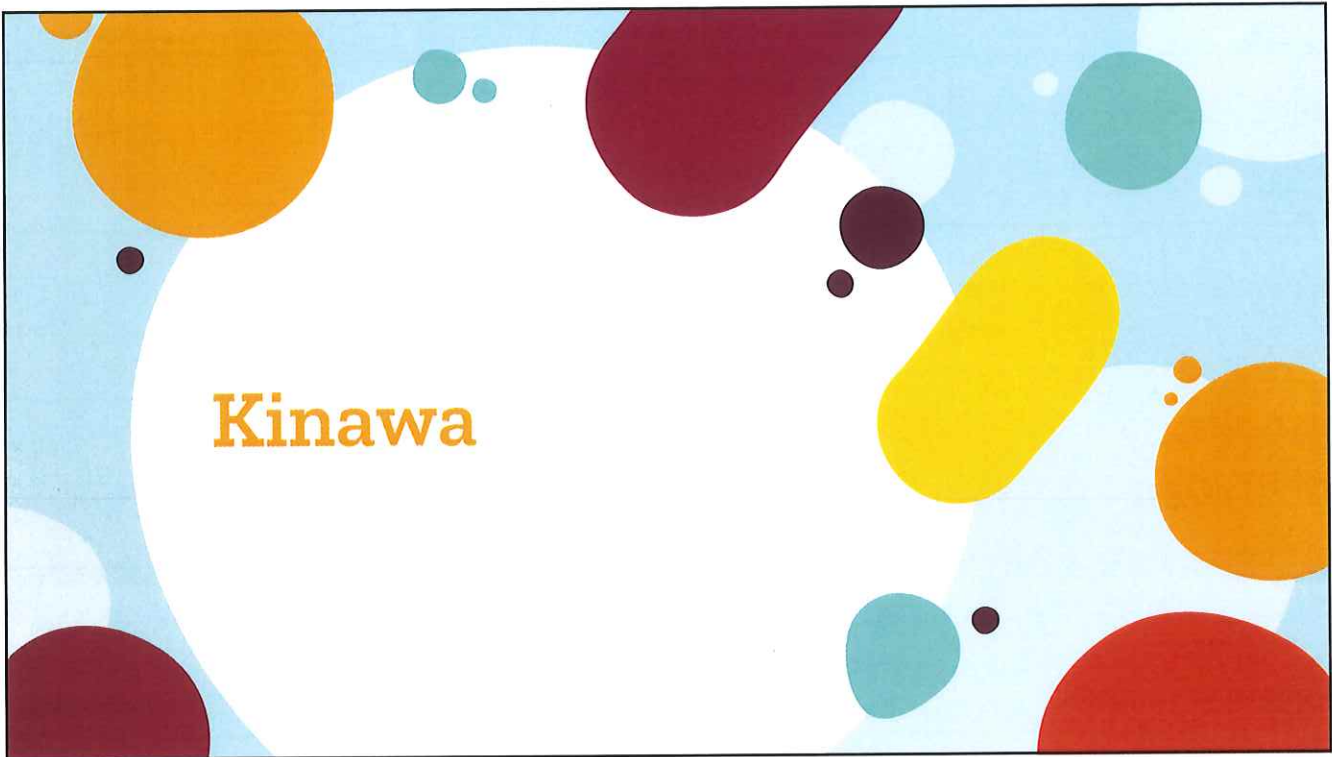
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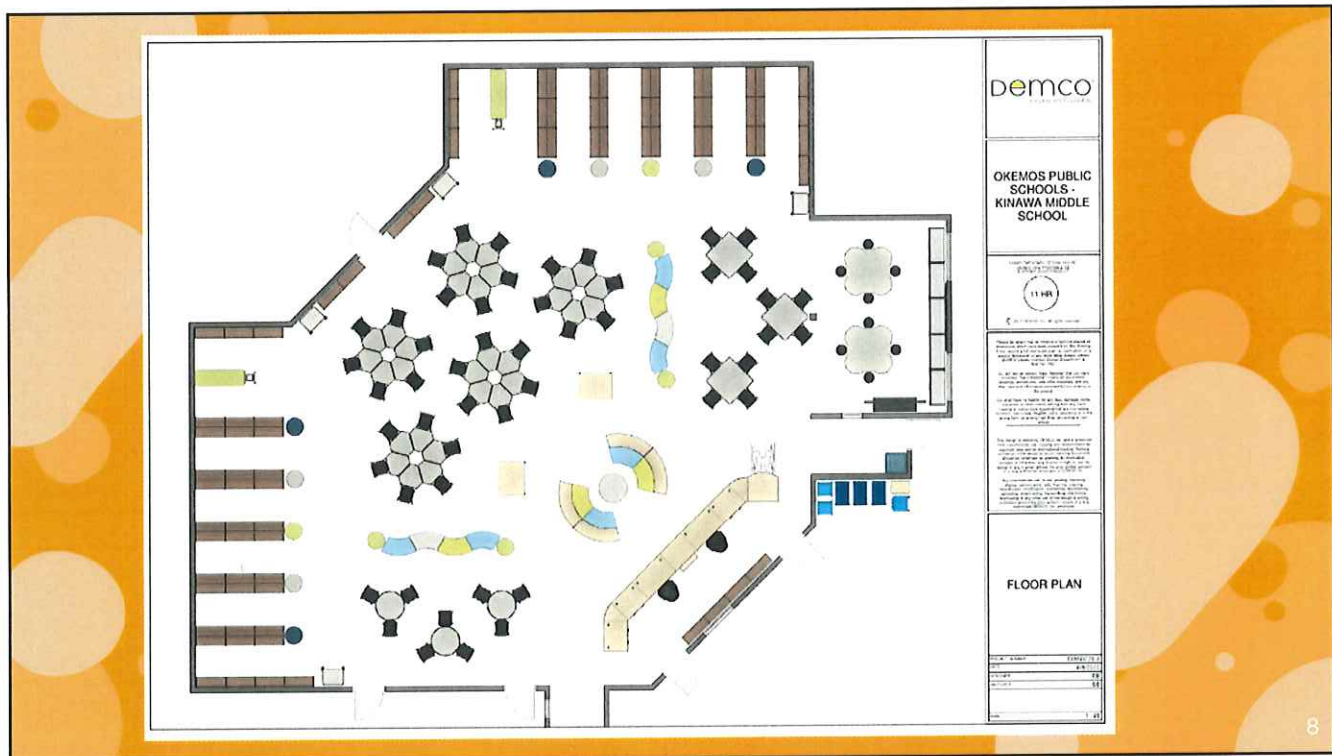


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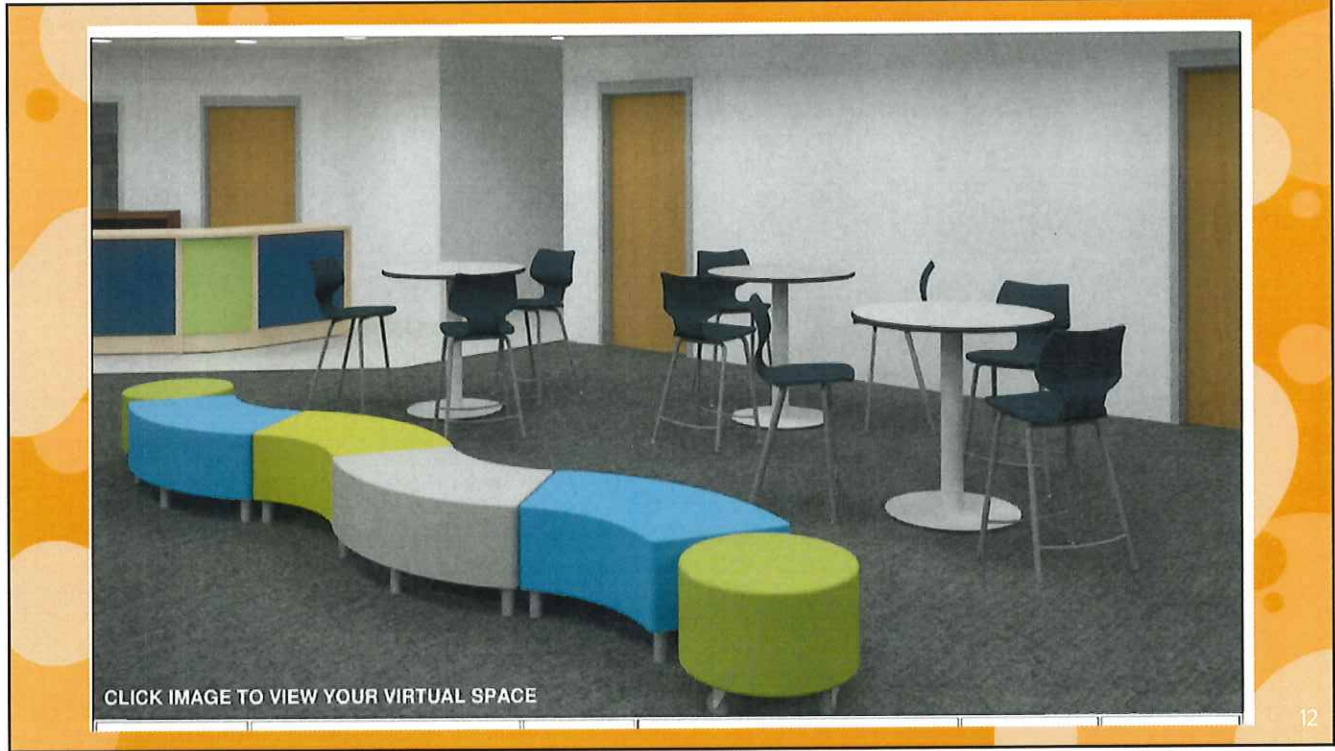


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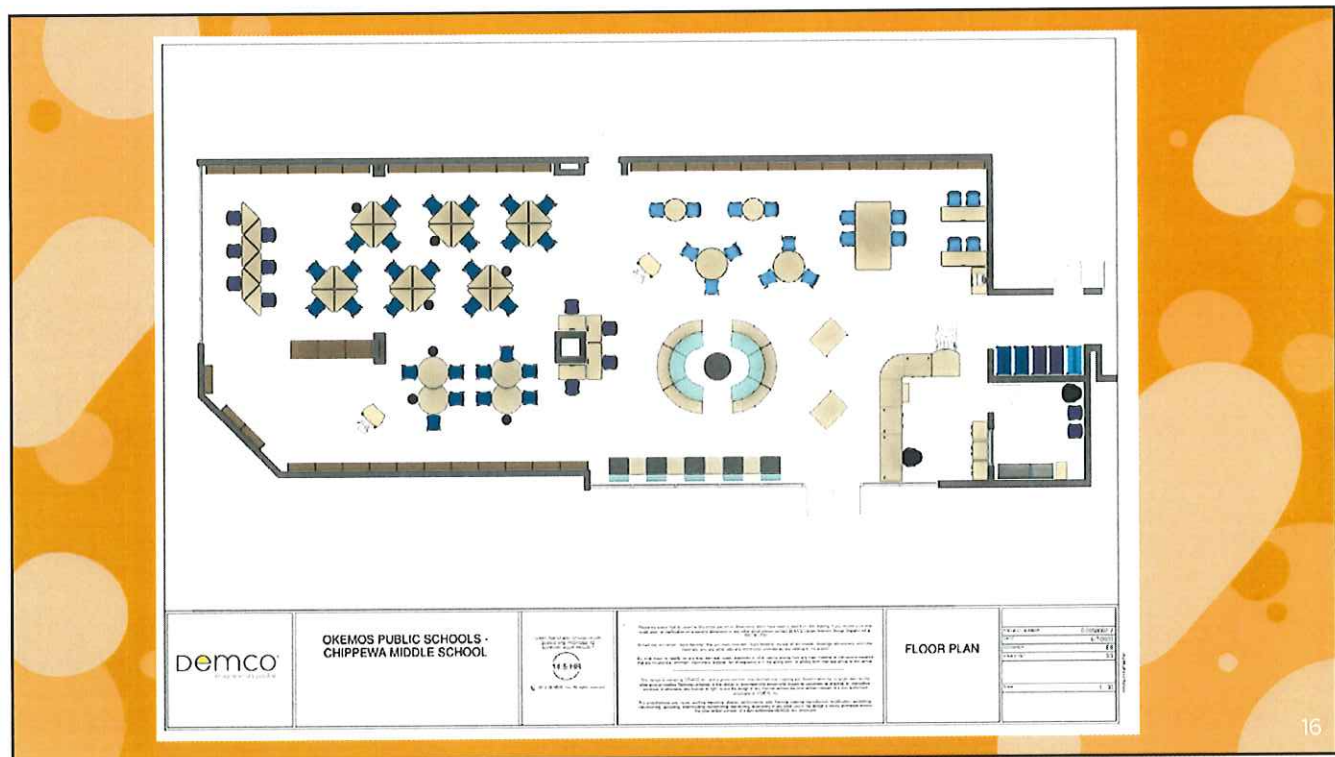
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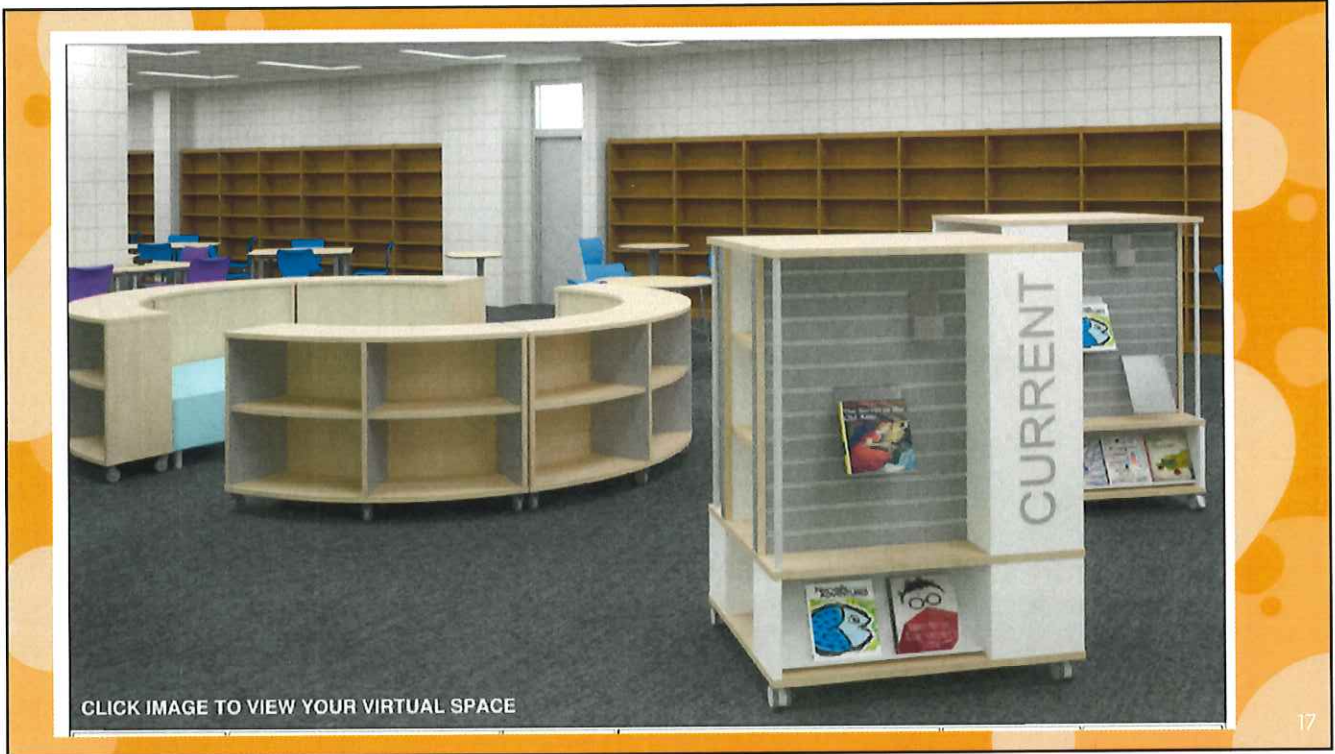
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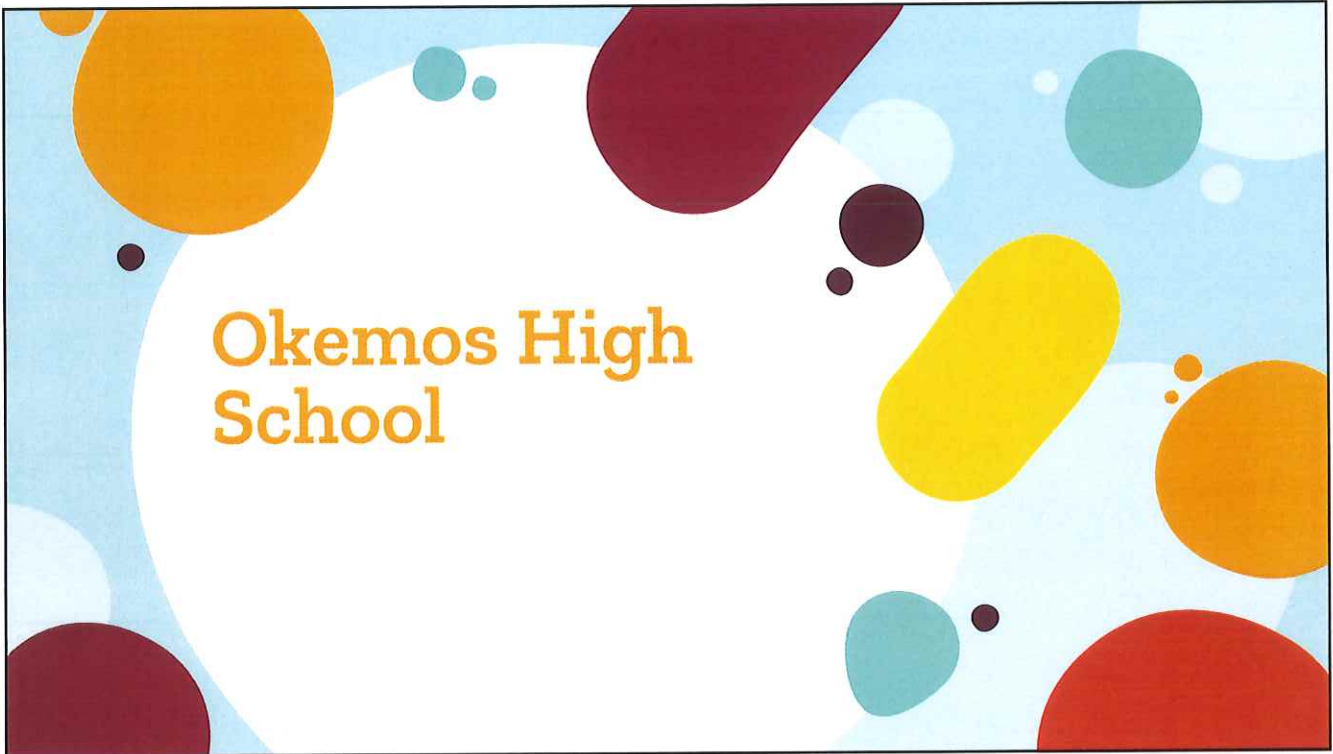
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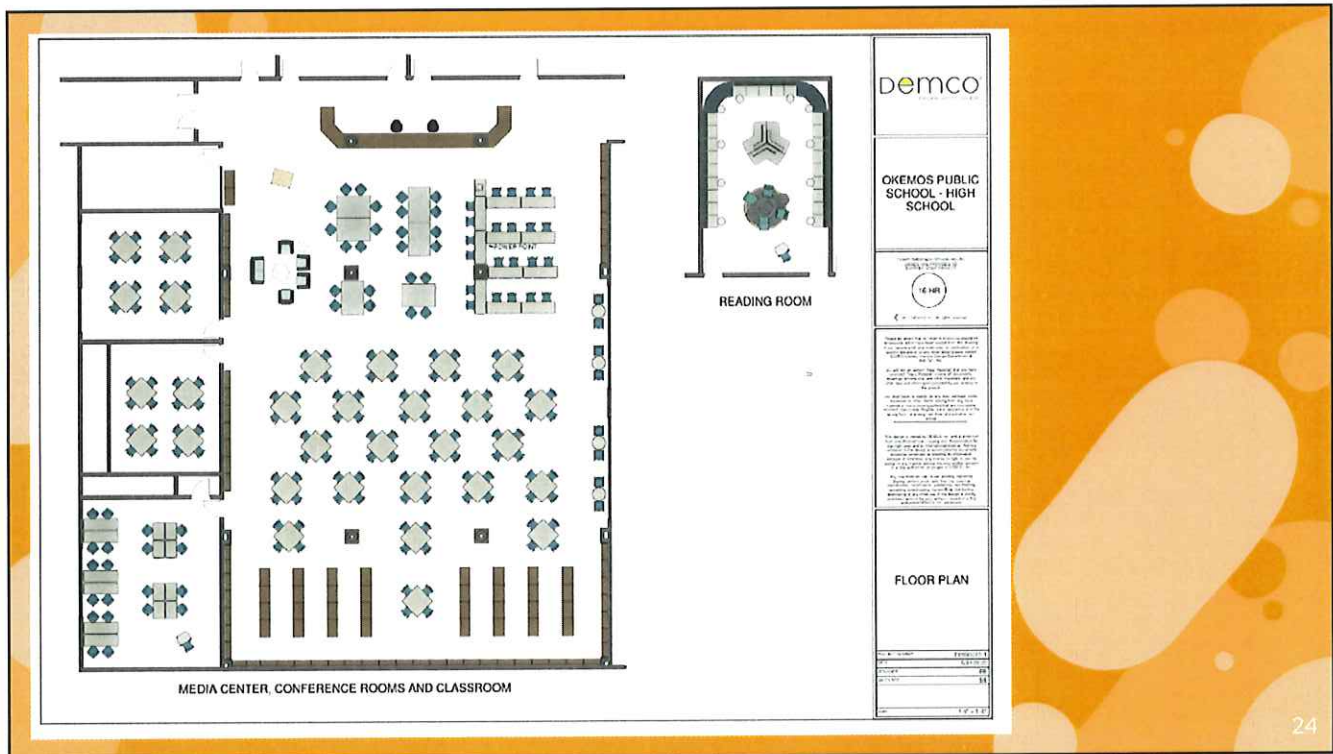
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Additional Proposal

- **Elementary Staff Chairs**

A decorative graphic consisting of several overlapping circles in teal, orange, yellow, and red, located on the right side of the slide. The number '30' is visible in the bottom right corner of the slide frame.

30

Budget Summary

	Cost
Bennett Woods Library	\$30,505.11
Kinawa Library	\$118,829.30
Chippewa Library	\$108,182.58
OHS Library	\$128,941.62
Elementary Staff Chairs (197)	\$39,995.67
Total	\$426,454.28

DISCUSSION ITEM NO.

4

Textbook Recommendations 2022-2023

June 13, 2022

DRAFT

1

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.

2

Equity

For each text or instructional materials, does it move us closer to or farther away from our goal of equitably educating with excellence?

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Elementary & Middle School Textbook Adoption Proposals

- Beginndergarten ELA
- Middle School Social Studies

High School Textbook Adoption Proposals

- English: Lit/Comp 10, English 10
- Math: Precalculus, Algebra II
- Science: Forensics, Chemistry & General Chemistry
- Social Studies: Economics, AP World History & Geography
- Life Skills: Child Development
- Tech Ed: Principles of Engineering
- World Language: German III

4

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

1. Approval process by Committee (Elementary), Department Chairs (KMS, CMS) or Area Coordinators (OHS)

1. Presentation & approval by District Advisory Council

1. Presentation to Board of Education.

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Beginnergarten ELA

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Beginnergarten ELA Last Adopted: 2019 (prior to new K-4 adoption)

Current Reality: The online component for the current curriculum has become permanently retired.

Recommendation: World of Wonders: Developing Early Learners

Rationale for selection:

The Wonders program provides differentiated instruction for transitional kindergarten instead of only focusing on three and four year olds. This is the first pre-k program I've seen which differentiates for transitional kindergarten. The other pre-k programs focus on three and four year olds. This program is more rigorous than the others. Wonders introduces more skills than the other programs. The online component to Wonders has more activities for the children to practice the taught skills. Wonders provides at least 6 mini-books for the children to look at and read during small group instruction. The previous program I had only provide 1 mini-book for the children to share.



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**Middle School Social Studies:
TCI- Social Studies Alive!
TCI- Geography Alive!
TCI- History Alive!**

8

CURRENT REALITY

- The last adoption of materials was in 2000 (5th grade) and 2007 (6th-8th grade)
- New Michigan Social Studies Standards were adopted in June 2019

9

REVIEW PROCESS

- Formed Middle School Review Team in fall 2021
 - Includes department chairs and teachers, special education teachers, RTI coaches, and administrators
- Consulted with ISD social studies support to identify current alignment work to the new standards.
 - Only recommended materials were included in the OPS review process

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RESOURCES REVIEWED

Houghton Mifflin Harcourt: Social Studies

Pearson/Savvas: My World

McGraw Hill: IMPACT, Voices & Perspectives

TCI: Social Studies Alive! Geography Alive! History Alive!

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Pilot results

- Components that will further enhance teaching and learning:
 - Differentiation options
 - Variety of assessment tools
 - Engaging online content
 - Easy to navigate digital component

12

Questions?

Susan Long, 5th Grade Department Chair

Tiffany Murray, 6th Grade Department Chair

Donna Kregelka, Chippewa Department Chair

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English

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Literature & Composition 10 Last Adopted: N/A

Current Reality: The Common Core Standards has a 50% focus on non-fiction, but all current course texts are fiction. Current books lack diversity of authors and central characters.

Recommendation:

- *Hidden Figures: The American Dream and the Untold Story of the Black Woman Mathematicians Who Helped Win the Space Race*
- *The Radium Girls: The Dark Story of America's Shining Women*
- *The Immortal Life of Henrietta Lacks*

Rationale for selection:

Exposing students to full-length non-fiction in formats other than biographies facilitates critical thinking and comprehension not only in English Language Arts, but also in the reading of research, history, and science. These books center women as authors and women as central characters, with two of the three texts centering women of color. Finally, providing students with the choice of text to read creates more opportunities for engagement, honors student choice in their education, and cultivates life-long readers.

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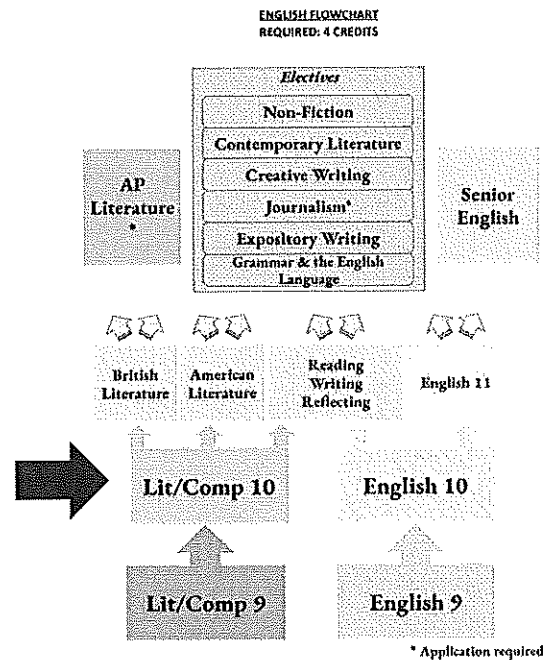
Literature & Composition 10

COURSE: Lit/Comp 10

FOR: 10th Grade CREDIT: 1 NCAA Credit

DESCRIPTION:

This course focuses on applying and expanding concepts introduced in Literature and Composition 9. Students will be asked to produce a wide variety of written products (including creative, expository, research, and reflective writing). These products will demonstrate an understanding of traditional and contemporary literature as well as modern media. Course texts may include *Of Mice and Men*, a Shakespearean text (*Much Ado About Nothing* or *Julius Caesar*), one of the following: *The Hate U Give*, *Dear Martin*, or *Persepolis*, along with other texts and/or literature circles at the teacher's discretion.



16

English 10 Last Adopted: N/A

Current Reality: The Common Core Standards has a 50% focus on non-fiction, but all current course texts are fiction. Current books lack diversity of authors and central characters.

Recommendation:

- *Outcasts United*

Rationale for selection:

Outcasts United is the true story of a refugee resettlement community in Clarkston, GA and the involvement of the young men there on a youth soccer team, coached by a Jordanian woman. This is an important text to add to English 10, because it provides both a window and a mirror for the English 10 students to young people from all over the world, like themselves, and to the struggles, tensions, and realities of immigrants and refugees in the United States. Written in 2009, it follows the team through a rough season that has successes and failures. This book provides the opportunity for students to expand vocabulary and work with idioms, map out the journeys of the many refugee kids in the book, and discuss and debate the coaching decisions and rationales of the coach. Extension activities include exposing English 10 students to research writing, journalism, editorials, and sports writing.

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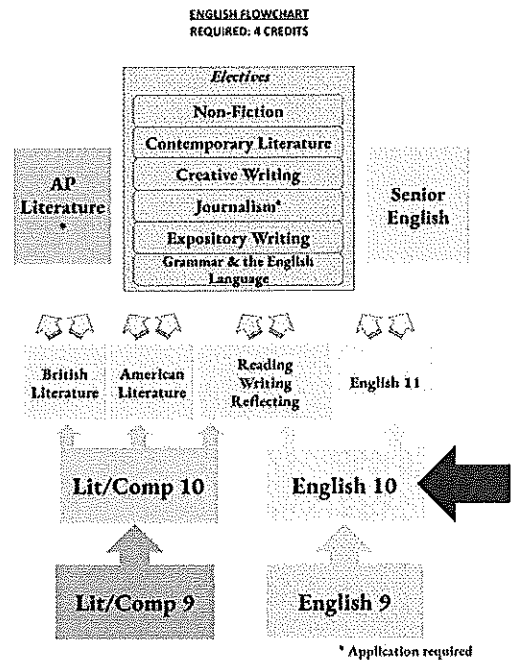
English 10

COURSE: English 10

FOR: 10th Grade CREDIT: 1 NCAA Credit

DESCRIPTION:

This course may be substituted for Literature and Composition 10 by students who need additional individual attention in language skills areas. Course texts may include *Of Mice and Men*, a Shakespearean text (*Julius Caesar* or *Much Ado About Nothing*), and one of the following: *The Hate U Give*, *Dear Martin*, or *Persepolis*, along with other texts and/or literature circles at the teacher's discretion.



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Math

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Precalculus Last Adopted: 2016

Current Reality:

Current online licenses have expired.

Recommendation: Precalculus with limits

Rationale for selection:

The content has a great balance of depth, examples and problem sets. The content allows us to preview calculus as well. The book has done a good job of trying to remove the people from to reduce bias in the materials.

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Precalculus

COURSE: Precalculus

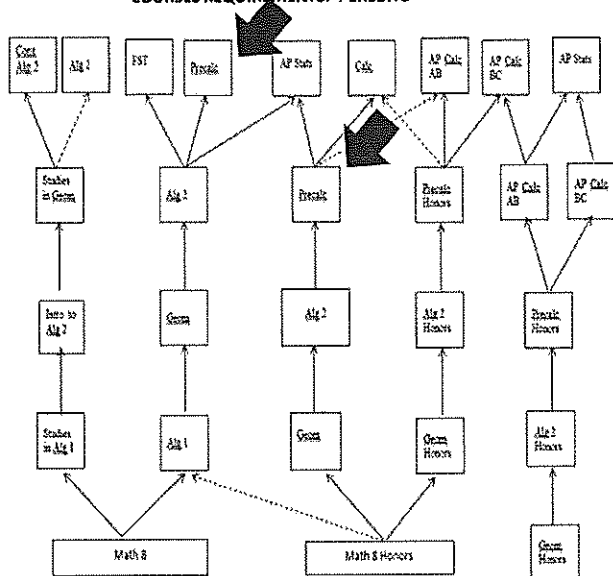
FOR: 11/12 CREDIT: 1 NCAA Credit

Description:

This course is designed for the student who intends to take Calculus. Semester one topics include: characteristics of common functions and transformations of their graphs. The functions studied will be rational, exponential, logarithmic, and trigonometric. Semester two topics include: systems of equations, sequences and series, matrices, conics, polar equations, parametric equations, vectors, and an introduction to calculus.

TYPICAL FLOW OF MATHEMATICS

COURSES REQUIREMENTS: 4 CREDITS



21

Algebra II Last Adopted: 2014

Current Reality:

Digital content is no longer accessible. We extended one year past our digital licenses already. Physical textbooks are showing age and considerable wear and tear.

Recommendation: enVision Algebra 2

Rationale for selection:

The text includes rigorous material with complex problems. Assessment materials provide robust practice for students in their second year of algebra. The online platform was easy to navigate for teachers and students.

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Algebra II

COURSE: Algebra II

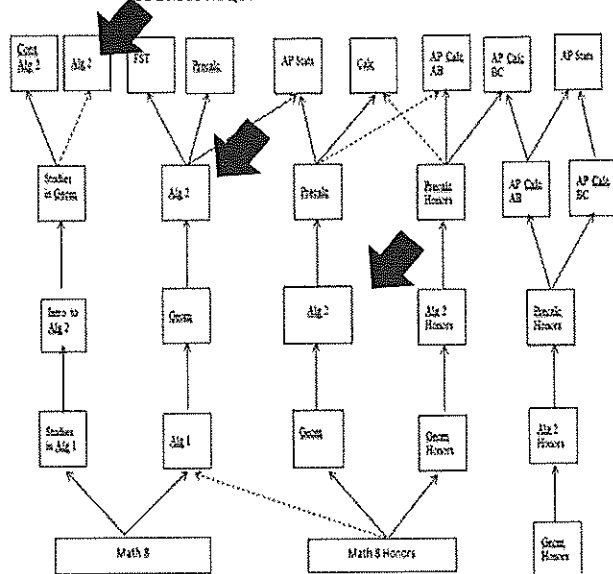
FOR: 10/11 CREDIT: 1 NCAA Credit

PREREQUISITES: Successful completion of Algebra I and Geometry and teacher recommendation

Description:

This is the second course in the algebra sequence. This course builds and extends knowledge, concepts, and skills obtained in the previous algebra course. Topics include: linear, quadratic, polynomial, radical, exponential, logarithmic and trigonometric functions and relations, statistics and conics. A thorough understanding of fractions, percentages and decimals without a calculator is required.

TYPICAL FLOW OF MATHEMATICS
COURSES REQUIREMENTS: 4 CREDITS



Science

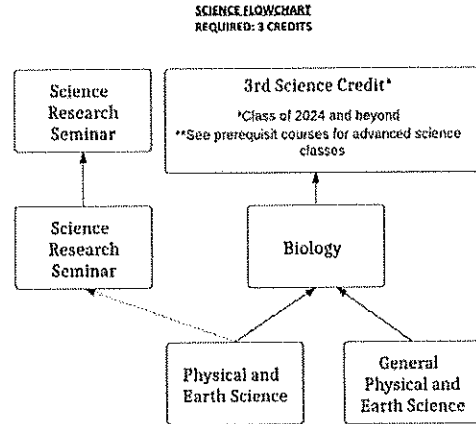
Forensic Science Last Adopted: 2016

Current Reality:

Outdated material with virtual crime scene that is not user friendly and not based on an actual crime. E-book is challenging for students to navigate.

Recommendation: Forensic Science for High School

Rationale for selection: The new textbook is one of the available textbooks geared for a high school audience. It covers all of the major topics in the field of forensic science and a new chapter covering cybercrime. The book takes an approach that engages students in active learning and integrates the various sciences such as chemistry, physics, biology, and earth science. The content is aligned to National Standards. This text contains case studies with each chapter and links to journals and internet resources. The content has been updated to include the latest technology (such as biometrix) used in crime investigations. This book comes with access to "Murder at Old Fields" which is a virtual and interactive crime scene based on an actual crime. This e-book is more user friendly than the current book. The virtual crime scene is also more user friendly than the current book and is based on a true crime.

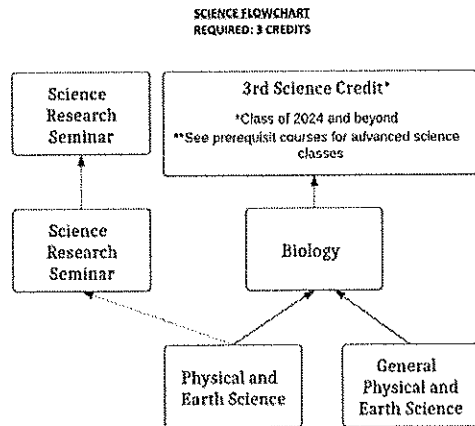


Chemistry & General Chemistry Last Adopted: 2012

Current Reality:

Recommendation:

Rationale for selection:



Social Studies

27

Economics Last Adopted: 2012

Current Reality: The books are getting old and very worn out.

Recommendation: Sullivan Algebra and Trigonometry 11th edition

Rationale for selection:

Our Algebra 2 Honors class has been using a form of this text for the last 20 years. It does an amazing job at preparing our students for the next class (Precalculus Honors). We have also received numerous compliments on the book over the last 20 years by parents.

28

AP World History & Geography

Last Adopted: 2012

Current Reality: The books are getting old and very worn out.

Recommendation: Sullivan Algebra and Trigonometry 11th edition

Rationale for selection:

Our Algebra 2 Honors class has been using a form of this text for the last 20 years. It does an amazing job at preparing our students for the next class (Precalculus Honors). We have also received numerous compliments on the book over the last 20 years by parents.

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Life Skills

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Child Development Last Adopted: 2015

Current Reality:

Recommendation:

Rationale for selection:

31



Tech Ed

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Principles of Engineering Last Adopted: 2015

Current Reality:

Recommendation:

Rationale for selection:

33



World Language

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German III Last Adopted: 2015-16**Current Reality:**

The current textbook has outdated language and visual information. The online enrichment resources have been permanently removed by the publisher and the eBook licenses are expiring.

Rationale for selection:

- Reflects changes in the constantly evolving language of German
- Provides updated, current material that engages today's students
- Includes significant online student enhancement and assessment opportunities
- The textbook and online program incorporate up-to-date, authentic German text, audio, and video materials, which provide the students with robust and realistic exposure to German language and culture.
- This is the third-year textbook of the three-year Deutsch Aktuell program, for which we have already adopted the first-year and second-year textbooks.

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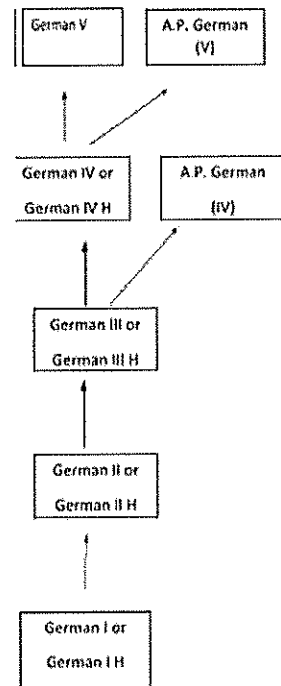
German III

COURSE: German III

FOR: 10/11/12 CREDIT: 1 NCAA Credit

PREREQUISITES: German II or teacher recommendation

A year-long course continuing the skills and knowledge acquired in German II. Increased emphasis is put on the application of language skills in conversation, reading, and writing. The course is taught with as much spoken German as possible, although grammar explanations are still mainly in English. In the second semester, extra emphasis is put on the culture of the German-speaking countries.



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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.

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Questions?

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High School Textbook Adoption Proposals (2022-2023)

Textbook	Course or Program	Level 1 Cost Including Shipping	Level 2 Items Delayed Until 2023-2024
ENGLISH			
Hidden Figures: The American Dream and the Untold Story of the Black Woman Mathematicians Who Helped Win the Space Race	Lit/Comp 10	\$457.65	
The Radium Girls: The Dark Story of America's Shining Women	Lit/Comp 10	\$583.65	
The Immortal Life of Henrietta Lacks	Lit/Comp 10	\$544.50	
Outcasts Unlimited	English 10	\$210.40	
ENGLISH TOTAL		\$1,796.20 (paid using department activity account)	
MATH			
Precalculus with Limits	Precalculus		\$34,076.63
enVision Algebra II	Algebra II	\$37,325.28	
MATH TOTAL		\$37,325.28	\$34,076.63
SCIENCE			
Forensic Science for High School	Forensics	\$10,230.34	
Introductory Chemistry: A Foundation	Chemistry & General Chemistry	\$40,194.00	
ExploreLearning Gizmos, PearDeck & EdPuzzle Online Subscriptions*	Physical Science	\$5,860.36 *Gizmos \$899.94 *Pear Deck \$510.00 *EdPuzzle	
SCIENCE TOTAL		\$57,694.64	
SOCIAL STUDIES			
Understanding Economics	Economics		\$27,321.30
Traditions and Encounters	AP World History & Geography	\$14,508.58	
		\$14,508.58	\$27,321.30
LIFE SKILLS			
RealCare Baby	Child Development		\$3,751.22
LIFE SKILLS TOTAL		\$0.00	\$3,751.22
TECH ED			
VEX V5 POE/CIM Custom Kit - Project Lead the Way	Principles of Engineering	\$16,345.00	
TECH ED TOTAL		\$16,345.00	
WORLD LANGUAGE			
Deutsch Aktuell Level 3	German III	\$3,000.00	
WORLD LANGUAGE TOTAL		\$3,000.00	
GRAND TOTAL HIGH SCHOOL		\$128,873.50	\$65,149.15

*Cost of ExploreLearning Gizmos to be spread out over length of license validity (7 years) - this is year #3

*Cost of Pear Deck, EdPuzzle and Glencoe Algebra II are 1-year only subscriptions expiring summer 2022.

Elementary & Middle School Textbook Adoption Proposals 2022-2023

Textbook	Course or Program	Cost Including Shipping
<i>BEGINDERGARTEN ELA</i>		
World of Wonders	ELA	\$4,189.51
<i>BEGINDERGARTEN TOTAL</i>		\$4,189.51
<i>MIDDLE SCHOOL SOCIAL STUDIES (GRADES 5-8)</i>		
TCI SSA! America's Past; Regions and People; The World Through 1750; and US Through Industrialism	Social Studies 5th - 8th Grade	\$168,651.00
<i>MIDDLE SCHOOL TOTAL</i>		\$168,651.00

Okemos Public Schools
New Textbook Adoption Proposals
2022 - 2023

Instructional materials being recommended were reviewed for evidence of meeting the following criteria.

5 = Strongly agree *1 = Strongly disagree*

Assessing Bias in Standards & Curricular Materials Tool

The Assessing Bias in Standards & Curricular Materials Tool enables users to determine the extent to which developed standards and curricular materials reflect educational equity. The tool provides guidance in reviewing standards and curricular materials using equity-oriented domains. It also includes a scoring and analysis guide to assist with the evaluation process.

Both resources were used to articulate equity-oriented rubrics with respective domains and indicators in efforts to surface bias within standard development and interpretations, as well as curricular material creation, selection, and application.

The curricular materials rubric is sectioned into the following seven domains:

- I. Invisibility - The complete or relative exclusion of a group
- II. Stereotyping - Widely held but fixed and oversimplified image or idea of a particular type of person or behavior at the cost of individual attributes and differences
- III. Imbalance and Selectivity - Representing only one interpretation of an issue, situation, or group of people. Simplifying and distorting complex issues by omitting different perspectives
- IV. Historical Whitewashing - Minimizing unpleasant facts and events in history by ignoring prejudice, racism, discrimination, exploitation, oppression, sexism, and inter-group conflict.
- V. Fragmentation and Isolation - Physically or visually isolating a group of people in the text. Often, racial and ethnic group members are depicted as interacting only with persons like themselves, isolated from other cultural communities.
- VI. Linguistic Bias - Ways in which the use of language and words perpetuate stereotypes, bias, and marginalization of specific groups of people.
- VII. Cosmetic Bias - The aesthetics of curricular materials suggest that the material is "bias free" however it is really a marketing strategy to give a favorable impression to potential purchases.

3 = Strongly agree *0 = Strongly disagree*

	Hidden Figures: The American Dream and the Untold Story of the Black Woman Mathematicians Who Helped Win the Space Race	The Radium Girls: The Dark Story of America's Shining Women	The Immortal Life of Henrietta Lacks	Outcasts Unlimited
	Lit/Comp 10	Lit/Comp 10	Lit/Comp 10	English 10
The instructional materials are aligned with Okemos' core curriculum and State standards.	5	5	5	5
The instructional materials include ample opportunities for student engagement and interaction.	5	5	5	5
The instructional materials provide a variety of assessment materials aligned with standards.	N/A	NA	N/A	N/A
Curricular materials include illustrations and depictions of people from diverse backgrounds.	2	1	2	3
Textbook content reflects the cultural histories, community practices, and cultural repertoires of people from diverse backgrounds.	3	2	3	3
Standards make visible the histories, voices, and/or practices of diverse communities.	3	2	3	3
Heteronormative roles and the privileging of cisgender identities are challenged in the content through text and illustration. For example, men are presented as caretakers of children and women are portrayed in light of their careers.	3	5	3	3
Ableist ideologies that depict people with dis/abilities as disadvantaged or that they only serve as inspiration are challenged. People with dis/abilities are depicted in terms of their careers, contributions to society, and active members of communities.	1	3	1	1
Curricular materials avoid making broad-sweeping generalizations about groups of people.	3	3	3	1

Standards reflect students' acknowledgement of, challenge of, and disrupting of stereotypical images and ideas of a particular type of person, groups of people, or behaviors.	3	1	3	3
Curricular materials avoid referring to one group of people "granting" or "giving" privileges or rights to other groups of people.	3	1	2	1
Curricular materials present history from the perspective of multiple groups of people, inclusive in the general formatting of the text. The text does not "feature" stories of marginalized groups, but rather centers their stories as part of a general, encompassing narrative.	3	1	2	3
Curricular materials present the idea that many groups of people from all over the world are responsible for making notable scientific discoveries.	2	3	3	1
Standards reflect the historical perspectives and lenses of multiple, diverse groups of people through acknowledging the narratives and counter-narratives of diverse groups of people.	3	3	3	3
Curricular materials avoid overgeneralizing the success of social programs. The text does not present social programs as having solved the problems of a community.	3	3	3	3
Curricular materials address persistent social problems without offering a "quick fix."	3	3	3	3
Standards depict historical events in light of sociopolitical context, including facts and historical events rooted in racism, discrimination, exploitation, oppression, sexism, and inter-group conflict.	3	3	3	3
Curricular materials include narratives and historical accounts that feature racial, ethnic, and sex-based groups as societal and/or political actors within the general text.	3	3	3	3
Standards include the narratives and histories of racial, ethnic, and sex-based groups as part of the dominant discourse, not separate from or featured in a specialized unit or curriculum.	3	3	3	3

Curricular materials avoid using language such as "roaming", "wandering", or "roving" to describe the travel of the Indigenous People of the United States.	3	3	3	3
The text avoids using language that suggests groups of people were orderless or uncivilized than Euro-Americans.	3	3	2	3
The text avoids using language that suggests specific groups of people needing "saving" or "help".	3	3	3	1
The text avoids using words such as "forefathers", "mankind", and "businessman" to deny the contributions (or even existence) of females.	3	1	3	3
The text avoids showing bias against non-English speakers.	3	2	3	1
Standards describes groups of people in such a way as to counter stereotypes, bias, and marginalization through inclusion, centering, and valuing the historical narratives of non-dominant groups of people.	3	3	1	1
Curricular materials include actual narratives (and not just pictures) about female scientists and mathematicians.	3	3	3	3
Curricular materials feature the stories, histories, and narratives of people of color, people with dis/abilities, and LGBTQ+ people beyond the cover or pictures.	1	3	3	3
Standards reflect content that includes and embeds the actual histories and narratives of people from diverse backgrounds.	3	3	3	3

	Precalculus with Limits	enVision Algebra II	Forensic Science for High School	Introductory Chemistry: A Foundation
	<i>Precalculus</i>	<i>Algebra II</i>	<i>Forensics</i>	<i>Chemistry & General Chemistry</i>
The instructional materials are aligned with Okemos' core curriculum and State standards.	5	5	5	5
The instructional materials include ample opportunities for student engagement and interaction.	5	5	5	5
The instructional materials provide a variety of assessment materials aligned with standards.	5	5	5	5
Curricular materials include illustrations and depictions of people from diverse backgrounds.	2	2	3	3
Textbook content reflects the cultural histories, community practices, and cultural repertoires of people from diverse backgrounds.	2	2	0	0
Standards make visible the histories, voices, and/or practices of diverse communities.	2	2	3	1
Heteronormative roles and the privileging of cisgender identities are challenged in the content through text and illustration. For example, men are presented as caretakers of children and women are portrayed in light of their careers.	1		1	0
Ableist ideologies that depict people with dis/abilities as disadvantaged or that they only serve as inspiration are challenged. People with dis/abilities are depicted in terms of their careers, contributions to society, and active members of communities.	3		0	0
Curricular materials avoid making broad-sweeping generalizations about groups of people.	3		0	3
Standards reflect students' acknowledgement of, challenge of, and disrupting of stereotypical images and ideas of a particular type of person, groups of people, or behaviors.	0		2	0
Curricular materials avoid referring to one group of people "granting" or "giving" privileges or rights to other groups of people.	3		0	3

Curricular materials present history from the perspective of multiple groups of people, inclusive in the general formatting of the text. The text does not "feature" stories of marginalized groups, but rather centers their stories as part of a general, encompassing narrative.	3		0	1
Curricular materials present the idea that many groups of people from all over the world are responsible for making notable scientific discoveries.	2		0	3
Standards reflect the historical perspectives and lenses of multiple, diverse groups of people through acknowledging the narratives and counter-narratives of diverse groups of people.	2		0	1
Curricular materials avoid overgeneralizing the success of social programs. The text does not present social programs as having solved the problems of a community.	3		0	3
Curricular materials address persistent social problems without offering a "quick fix."	3		0	0
Standards depict historical events in light of sociopolitical context, including facts and historical events rooted in racism, discrimination, exploitation, oppression, sexism, and inter-group conflict.	0		0	0
Curricular materials include narratives and historical accounts that feature racial, ethnic, and sex-based groups as societal and/or political actors within the general text.	3		0	0
Standards include the narratives and histories of racial, ethnic, and sex-based groups as part of the dominant discourse, not separate from or featured in a specialized unit or curriculum.	3		0	1
Curricular materials avoid using language such as "roaming", "wandering", or "roving" to describe the travel of the Indigenous People of the United States.	2		3	3
The text avoids using language that suggests groups of people were orderless or uncivilized than Euro-Americans.	2		3	3
The text avoids using language that suggests specific groups of people needing "saving" or "help".	3		3	3

The text avoids using words such as "forefathers", "mankind", and "businessman" to deny the contributions (or even existence) of females.	3		3	3
The text avoids showing bias against non-English speakers.	0		3	3
Standards describes groups of people in such a way as to counter stereotypes, bias, and marginalization through inclusion, centering, and valuing the historical narratives of non-dominant groups of people.	0		0	1
Curricular materials include actual narratives (and not just pictures) about female scientists and mathematicians.	0		3	3
Curricular materials feature the stories, histories, and narratives of people of color, people with dis/abilities, and LGBTQ+ people beyond the cover or pictures.	0		1	0
Standards reflect content that includes and embeds the actual histories and narratives of people from diverse backgrounds.	N/A		0	1

	Understanding Economics	Traditions and Encounters	RealCare Baby	VEX V5 POE/CIM Custom Kit - Project Lead the Way	Deutsch Aktuell Level 3
	<i>Economics</i>	<i>AP World History & Geography</i>	<i>Child Development</i>	<i>Principles of Engineering</i>	<i>German III</i>
The instructional materials are aligned with Okemos' core curriculum and State standards.	5	5	5	5	5
The instructional materials include ample opportunities for student engagement and interaction.	5	5	5	5	5
The instructional materials provide a variety of assessment materials aligned with standards.	5	5	5	5	5
Curricular materials include illustrations and depictions of people from diverse backgrounds.	3	3	3	N/A	3
Textbook content reflects the cultural histories, community practices, and cultural repertoires of people from diverse backgrounds.	3	3	3	N/A	2
Standards make visible the histories, voices, and/or practices of diverse communities.	2	3	3	N/A	2
Heteronormative roles and the privileging of cisgender identities are challenged in the content through text and illustration. For example, men are presented as caretakers of children and women are portrayed in light of their careers.	2	3	0	N/A	3
Ableist ideologies that depict people with dis/abilities as disadvantaged or that they only serve as inspiration are challenged. People with dis/abilities are depicted in terms of their careers, contributions to society, and active members of communities.	3	2	0	N/A	2
Curricular materials avoid making broad-sweeping generalizations about groups of people.	3	3	3	N/A	2
Standards reflect students' acknowledgement of, challenge of, and disrupting of stereotypical images and ideas of a particular type of person, groups of people, or behaviors.	3	3	3	N/A	2

Curricular materials avoid referring to one group of people "granting" or "giving" privileges or rights to other groups of people.	3	3	3	N/A	2
Curricular materials present history from the perspective of multiple groups of people, inclusive in the general formatting of the text. The text does not "feature" stories of marginalized groups, but rather centers their stories as part of a general, encompassing narrative.	3	3	3	N/A	3
Curricular materials present the idea that many groups of people from all over the world are responsible for making notable scientific discoveries.	3	3	3	N/A	3
Standards reflect the historical perspectives and lenses of multiple, diverse groups of people through acknowledging the narratives and counter-narratives of diverse groups of people.	3	3	3	N/A	3
Curricular materials avoid overgeneralizing the success of social programs. The text does not present social programs as having solved the problems of a community.	3	3	3	N/A	3
Curricular materials address persistent social problems without offering a "quick fix."	3	3	0	N/A	3
Standards depict historical events in light of sociopolitical context, including facts and historical events rooted in racism, discrimination, exploitation, oppression, sexism, and inter-group conflict.	2	3	0	N/A	3
Curricular materials include narratives and historical accounts that feature racial, ethnic, and sex-based groups as societal and/or political actors within the general text.	3	3	0	N/A	3
Standards include the narratives and histories of racial, ethnic, and sex-based groups as part of the dominant discourse, not separate from or featured in a specialized unit or curriculum.	3	3	0	N/A	3
Curricular materials avoid using language such as "roaming", "wandering", or "roving" to describe the travel of the Indigenous People of the United States.	3	3	0	N/A	3
The text avoids using language that suggests groups of people were orderless or uncivilized than Euro-Americans.	3	3	0	N/A	3

The text avoids using language that suggests specific groups of people needing "saving" or "help".	3	3	0	N/A	3
The text avoids using words such as "forefathers", "mankind", and "businessman" to deny the contributions (or even existence) of females.	3	3	0	N/A	3
The text avoids showing bias against non-English speakers.	3	3	0	N/A	3
Standards describes groups of people in such a way as to counter stereotypes, bias, and marginalization through inclusion, centering, and valuing the historical narratives of non-dominant groups of people.	3	3	0	N/A	3
Curricular materials include actual narratives (and not just pictures) about female scientists and mathematicians.	3	3	0	N/A	3
Curricular materials feature the stories, histories, and narratives of people of color, people with dis/abilities, and LGBTQ+ people beyond the cover or pictures.	2	2	0	N/A	3
Standards reflect content that includes and embeds the actual histories and narratives of people from diverse backgrounds.	2	3	0	N/A	3

	World of Wonders	TCI SSA! America's Past; Regions and People; The World Through 1750; and US Through Industrialism	TCI SSA! America's Past; Regions and People; The World Through 1750; and US Through Industrialism
	<i>ELA - Beginnergarten</i>	<i>Social Studies Grades 5th - 6th</i>	<i>Social Studies Grades 7th - 8th</i>
The instructional materials are aligned with Okemos' core curriculum and State standards.	5	5	5
The instructional materials include ample opportunities for student engagement and interaction.	5	5	5
The instructional materials provide a variety of assessment materials aligned with standards.	4	4	5
Curricular materials include illustrations and depictions of people from diverse backgrounds.	3	3	3
Textbook content reflects the cultural histories, community practices, and cultural repertoires of people from diverse backgrounds.	2	3	2
Standards make visible the histories, voices, and/or practices of diverse communities.	2	2	2
Heteronormative roles and the privileging of cisgender identities are challenged in the content through text and illustration. For example, men are presented as caretakers of children and women are portrayed in light of their careers.	2	1	2
Ableist ideologies that depict people with dis/abilities as disadvantaged or that they only serve as inspiration are challenged. People with dis/abilities are depicted in terms of their careers, contributions to society, and active members of communities.	1	2	3
Curricular materials avoid making broad-sweeping generalizations about groups of people.	2	3	3
Standards reflect students' acknowledgement of, challenge of, and disrupting of stereotypical images and ideas of a particular type of person, groups of people, or behaviors.	2	2	3
Curricular materials avoid referring to one group of people "granting" or "giving" privileges or rights to other groups of people.	2	2	3

Curricular materials present history from the perspective of multiple groups of people, inclusive in the general formatting of the text. The text does not "feature" stories of marginalized groups, but rather centers their stories as part of a general, encompassing narrative.	2	3	2
Curricular materials present the idea that many groups of people from all over the world are responsible for making notable scientific discoveries.	1	3	2
Standards reflect the historical perspectives and lenses of multiple, diverse groups of people through acknowledging the narratives and counter-narratives of diverse groups of people.	1	3	2
Curricular materials avoid overgeneralizing the success of social programs. The text does not present social programs as having solved the problems of a community.	2	2	3
Curricular materials address persistent social problems without offering a "quick fix."	1	3	3
Standards depict historical events in light of sociopolitical context, including facts and historical events rooted in racism, discrimination, exploitation, oppression, sexism, and inter-group conflict.	1	3	3
Curricular materials include narratives and historical accounts that feature racial, ethnic, and sex-based groups as societal and/or political actors within the general text.	2	3	3
Standards include the narratives and histories of racial, ethnic, and sex-based groups as part of the dominant discourse, not separate from or featured in a specialized unit or curriculum.	2	3	3
Curricular materials avoid using language such as "roaming", "wandering", or "roving" to describe the travel of the Indigenous People of the United States.	3	3	3
The text avoids using language that suggests groups of people were orderless or uncivilized than Euro-Americans.	3	3	3
The text avoids using language that suggests specific groups of people needing "saving" or "help".	3	2	3

The text avoids using words such as "forefathers", "mankind", and "businessman" to deny the contributions (or even existence) of females.	3	3	3
The text avoids showing bias against non-English speakers.	3	2	3
Standards describes groups of people in such a way as to counter stereotypes, bias, and marginalization through inclusion, centering, and valuing the historical narratives of non-dominant groups of people.	2	3	3
Curricular materials include actual narratives (and not just pictures) about female scientists and mathematicians.	0	3	3
Curricular materials feature the stories, histories, and narratives of people of color, people with dis/abilities, and LGBTQ+ people beyond the cover or pictures.	1	3	3
Standards reflect content that includes and embeds the actual histories and narratives of people from diverse backgrounds.	0	3	3