



**East Lansing Board of Education**  
 509 Burcham Drive, East Lansing, MI 48823

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Items of Information  
 January 9, 2023 - 7:00 PM  
 Board Room  
 509 Burcham Drive  
 East Lansing, Michigan 48823



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***Respectfully Submitted,***

***Dori Leyko***  
***Superintendent***



East Lansing  
Public Schools

## MEMORANDUM

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**TO:** East Lansing Board of Education

**FROM:** Glenn Mitcham, Assistant Superintendent

**SUBJECT:** New Course Proposal – Informational Item

**DATE:** January 6, 2023

### **Background:**

The Michigan Legislature has recently approved funding that has produced an opportunity for high schools to offer a one-semester course for students to learn more about K-12 Education related careers. ELPS has taken advantage of this opportunity and offers the following proposal for board consideration.

“Exploring Education,” if approved, will be offered as an elective to ELHS students beginning next year. The course will take students through a series of learning objectives designed to help students achieve a deeper understanding of the teaching profession. This course will also include a field placement in which students will receive hands-on experience in a district classroom working with a mentor teacher.

Teaching materials for the course will be provided by the Michigan Department of Education. Our cost will be to provide a .2 FTE teaching position (one section each semester).

Please review the details of this course in the attached course outline. Feel free to direct any questions to me or members of last year’s Board Academic and Technology Committee – this committee received a presentation on this course last month. The board will be asked to approve this course at its January 23 meeting.

# Exploring Education

## Course Outline\*

### East Lansing High School

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#### Course Description:

Education Explore is a course created by Michigan Department of Education designed to raise high school student awareness of educational strategies, systems, and professions. This one semester elective course is for students in grades 9-12 and engages student learners in a study of student identity and the ways in which those identities are developed in learning communities. Students will examine issues that affect their own education, including personal and systemic influences. Through classroom assignments and real life field experiences at various levels, students will analyze teaching and learning practices as they receive mentorship and experiential learning. Students will use the course content and experiences to plan and prepare for their own educational pathways.

The course will be divided into 6 units and each unit will include a description, essential questions, learning objectives and a sequence of lessons with readings, activities, and assessments. The course will also include a field placement component where students will report to teacher mentors at various levels throughout the district for real life experiences in the field of education.

#### Course Units:

Unit 1: Cultivating Healthy Learning Communities

Unit 2: Exploring Culture and Identity

Unit 3: Striving for Equitable Educational Systems:

Unit 4: Developing Inclusive Teaching Practices

Unit 5: Understanding College Access

Unit 6: Reflecting on Clinical Experience

#### Course Objectives:

- CLO1: Identify elements of a healthy, inclusive and equitable learning community
- CLO2: Build a reflective practice that includes; observing, connecting, interpreting, and applying concepts to personal experiences and clinical experiences
- CLO3: Analyze core teaching practices in effective classrooms and how those practices can contribute to equitable student learning.
- CLO4: Apply concepts of culture to better explain the relationship between identity and learning in themselves, their peers, and their future students.
- CLO5: Describe and build relationships that are positive, affirming and empowering, with an understanding of how relationships impact student learning.
- CLO6: Evaluate an educator's role as an agent of change, advocate for justice or designer of opportunity
- CLO7: Explain varied aspects of learner differences and development to understand an individual's strengths, challenges and possible ways of supporting their learning and development.
- CLO8: Assess multiple instructional strategies to address individual student needs and differentiate instruction for a variety of learners.
- CLO9: Examine the roles and responsibilities of school systems and professionals in supporting the academic and social emotional needs of all learners.
- CLO10: Describe the preparation and development of educators in Michigan, including ethical expectations and key learning experiences before and after certification.
- CLO11: Recognize the role of goal setting, self-advocacy, and intrinsic motivation in the teaching and learning process.

**Unit 1: Cultivating Healthy Learning Communities:** Building a healthy learning community is vital to the success of any classroom. The emotional, physical, and social safety of class members becomes paramount when issues of culture, identity, educational equity, and learning to teach are at the heart of a course. Students need to feel a sense of belonging, a feeling that they are known, and that they know and can trust their classmates and educators. They need time and support to build these relationships. They need clear expectations for interactions, behavior, procedures, and academic work, and they need to know what happens when they do not meet these expectations. This unit draws on the experiences of students as members of diverse learning communities and is informed by readings, structured observations, and discussions. Although this unit occurs in the earliest days of the term to provide the foundation on which the school learning community is built, elements of this work may be revisited throughout the course as needed for the health of the community or as students experience other settings or new roles in their clinical placements

**Unit 1: Essential Questions:**

1. How do students and educators create a learning community that supports the success of individuals and the group?
2. How do students and teachers build an environment in which all learners feel welcome and valued?
3. What are the essential elements of a healthy learning community and how do they inform teaching practice?
4. How are relationships and routines indicators of a classroom culture?

**Unit 1: Students will be able to...**

- ULO1: Identify the essential elements of classroom culture, community, and environment: including relationships, expectations, rituals and routines
- ULO2: Explain how healthy learning communities support academic learning and social/emotional development
- ULO3: Analyze common responses to student behavior, their relationship to teacher beliefs, and their anticipated outcomes.
- ULO4: Develop a repertoire of strategies to build relationships, promote cooperation, enhance communication, and solve problems collaboratively
- ULO5: Articulate how educators consciously create a positive classroom environment for all learners, including: planning, teaching, developing, monitoring and reflecting
- ULO6: Describe the roles and responsibilities of school professionals that support healthy learning communities

**Unit 1 Course Objectives:**

- CLO1: Identify elements of a healthy, inclusive and equitable learning community
- CLO2: Build a reflective practice that includes; observing, connecting, interpreting, and applying concepts to personal experiences and clinical experiences
- CLO3: Analyze core teaching practices in effective classrooms and how those practices can contribute to equitable student learning.
- CLO4: Apply concepts of culture to better explain the relationship between identity and learning in themselves, their peers, and their future students.
- CLO5: Describe and build relationships that are positive, affirming and empowering, with an understanding of how relationships impact student learning.
- CLO6: Evaluate an educator's role as an agent of change, advocate for justice or designer of opportunity

**Unit 2: Exploring Culture and Identity:** This unit focuses on how learning and identity development occur in cultural contexts using a critical multicultural lens. It also supports you to explore your own cultural identity and consider the ways that your language, culture, and experiences can serve as assets. It offers you the language to identify potential biases and the tools to push back against them. You will expand your understanding of culture, educational equity, personal strengths, and integrate them with the unit's concepts and skills. Linking examples from your own or your family's lives to aspects of your own learning, you will analyze your identities as learners and teachers.

**Unit 2: Essential Questions:**

1. What is culture and how does it influence identity and learning?
2. What is my cultural identity and why does that matter for my education or career?
3. Why is it important for all teachers to understand their cultural identities?
4. How can teachers learn about culture from students?
5. How can teachers/ schools

**Unit 2: Students will be able to...**

- ULO1: Apply concepts of culture to better understand their peers, parents, and future students.
- ULO2: Describe their cultural identities, naming their funds of knowledge, and identifying potential biases they may possess.
- ULO3: Identify valuable contributions and input that all families, caregivers, and community stakeholders provide for learners.
- ULO4: Explain implicit biases and practice critical reflection to surface and address biases or assumptions that interfere with learning or teaching.
- ULO5: Use a variety of communication strategies that build supportive, respectful, and affirming relationships across differences.

**Unit 2 Course Objectives:**

- CLO3: Analyze core teaching practices in effective classrooms and how those practices can contribute to equitable student learning.
- CLO4: Apply concepts of culture to better explain the relationship between identity and learning in themselves, their peers, and their future students.
- CLO7: Explain varied aspects of learner differences and development to understand an individual's strengths, challenges, and possible ways of supporting their learning and development.
- CLO8: Assess multiple instructional strategies to address individual student needs and differentiate instruction for a variety of learners.

**Unit 3: Striving for Equitable Educational Systems:** This unit provides a broader cultural and political context to help students understand educational equity. The unit begins with an overview of the purposes, history, and landmark court decisions and legislation in educational rights cases. It examines how schools are funded and governed from federal to local control. These are presented as the broader ethical, political, and legal aspects of investigating educational opportunity as a foundation for students to consider how they play out in school and how their actions as students, future teachers, and community members can address educational equity. Students will learn to recognize educational equity and inequity, explore how existing laws and policies contribute to or disrupt educational inequities, and consider the impact on educator everyday practices and interactions. This unit follows an exploration of culture and identity that includes a focus on discrimination and bias and extends that focus by considering how these issues affect students' learning and development in schools.

**Unit 3: Essential Questions:**

1. What is the purpose of public schools in the USA?
2. What are historical and current theories about why school systems are designed for the success of some students and not others?
3. How can history, laws, policies, and collective action support educational equity and success for all students?
4. What historical perspectives, policy makers, or organizations might favor maintaining educational inequity and why?
5. How do laws and policies influence the everyday experiences of students and teachers in schools?

**Unit 3 Students will be able to...**

- ULO1: Explain how current commitments by some advocates to equity and inclusion are part of a long struggle for educational equity for all.
- ULO2: Describe opportunities for educators to address civil rights through policy and practice, by using historical references to civil rights issues in education.
- ULO3: Apply knowledge of how schools are governed at federal, state, local, school and classroom levels to identify possible avenues of action to address a current issue in education.
- ULO4: Identify ethical expectations for Michigan teachers and analyze them through an equity lens

**Unit 3 Course Objectives:**

- CLO2: Build a reflective practice that includes; observing, connecting, interpreting, and applying concepts to personal experiences and clinical experiences
- CLO3: Analyze core teaching practices in effective classrooms and how those practices can contribute to equitable student learning.
- CLO4: Apply concepts of culture to better explain the relationship between identity and learning in themselves, their peers, and their future students.
- CLO5: Describe and build relationships that are positive, affirming, and empowering, with an understanding of how relationships impact student learning.
- CLO6: Evaluate an educator's role as an agent of change, advocate for justice, or designer of opportunity
- CLO7: Explain varied aspects of learner differences and development to understand an individual's strengths, challenges and possible ways of supporting their learning and development.
- CLO8: Assess multiple instructional strategies to address individual student needs and differentiate instruction for a variety of learners.
- CLO9: Examine the roles and responsibilities of school systems and professionals in supporting the academic and social-emotional needs of all learners.

**Unit 4: Developing Inclusive Teaching Practices:** This unit builds on the foundation of learning students have done in the previous three units, focusing on Creating a Healthy Learning Community, Understanding Culture and Identity, and Investigating Educational Equity and Opportunity. Students will draw on knowledge of language acquisition, learning and development, learning differences and special needs to explore differentiated instruction and the diverse strategies to support all students to learn. This unit is best taught when students are involved in authentic work in classrooms with mentors that will support their inquiry into equitable and culturally relevant practices that offer all students a quality education.

**Unit 4: Essential Questions:**

1. How can teachers create a classroom that is respectful and responsive and supports academic achievement for all students
2. What strategies and methods are effective in supporting not only academic development but also the capacity to think critically and act autonomously?
3. How do we learn from our students, our practice and our colleagues?
4. How can we affirm and sustain students' identities, language, culture, and agency in the classroom?

**Unit 4 Students will be able to...**

- ULO1: Explain varied aspects of learner differences and development to understand an individual's strengths, challenges, and possible strategies for supporting their learning and development.
- ULO2: Identify a variety of strategies teachers use to promote full participation of all learners.
- ULO3: Monitor growth by using inquiry-based and reflective practices to design, monitor, and adapt practice
- ULO4: Describe the roles and responsibilities of school systems and professionals to support diverse learners and differentiated classroom instruction.
- ULO5: Analyze bias in educational materials to ensure equitable learning opportunities
- ULO6: Identify the roles and responsibilities of other building and district professionals in the PK-12 school system, including, but not limited to: early childhood specialist, school psychologist, social workers, occupational therapists, speech and language pathologists, physical therapists, school counselors, reading specialists, and bilingual or English-as-a-second language educators.

**Unit 4 Course Objectives:**

- CLO1: Identify elements of a healthy, inclusive and equitable learning community
- CLO3: Analyze core teaching practices in effective classrooms and how those practices can contribute to equitable student learning.
- CLO2: Build a reflective practice that includes; observing, connecting, interpreting, and applying concepts to personal experiences and clinical experiences
- CLO6: Evaluate an educator's role as an agent of change, advocate for justice, or designer of opportunity
- CLO7: Explain varied aspects of learner differences and development to understand an individual's strengths, challenges and possible ways of supporting their learning and development.
- CLO8: Assess multiple instructional strategies to address individual student needs and differentiate instruction for a variety of learners.
- CLO9: Examine the roles and responsibilities of school systems and professionals in supporting the academic and social-emotional needs of all learners.

**Unit 5: Understanding College Access:** All students will require support and advice to navigate the complex institutional and relational paths to pursue an education that leads to success in college, career, and life. This unit helps them to identify educational advocates and develop self advocacy skills. Students will focus on motivation and goals and how those will translate to successful future learning. This unit helps students better understand the pathways to educational careers in Michigan and identify resources to support their pursuit of higher education.

**Unit 5: Essential Questions:**

1. How can students be prepared for success after high school and into college?
2. What is the role of higher education in meeting personal and professional goals?
3. How is being a learner now connected to future learning as a college student or professional?
4. How do students navigate the pathways to teaching, find advocates and sustain themselves?
5. Which colleges and universities in Michigan prepare teachers? How are they alike and different?
6. How do students know if their career goals are a good fit for their skills and interests?

**Unit 5: Students will be able to...**

ULO1: Identify and gather information to pursue educational and career goals, recognizing the connection between the two.

ULO2: Navigate online and in person resources and advocates who support students as they transition from high school, to college, to career.

ULO3: Outline the common features of teacher preparation programs, from admission to graduation.

ULO4: Apply educational terms like grow

**Unit 5 Course Objectives:**

CLO2: Build a reflective practice that includes; observing, connecting, interpreting, and applying concepts to personal experiences and clinical experiences

CLO10: Describe the preparation and development of educators in Michigan, including ethical expectations and key learning experiences before and after certification.

CLO11: Recognize the role of goal setting, self-advocacy, and intrinsic motivation in the teaching and learning process.

**Unit 6: Reflecting on Clinical Experience:** The Clinical Experience is designed to allow students to gain mentorship from a classroom teacher and hands-on opportunities to facilitate learning. Through guided observation and field notes, students will apply their learning in context and form initial thinking about effective teaching practice. Students will understand how an educator grows from a teacher candidate, to a novice teacher to a teacher leader and the role of reflection and feedback in professional growth. By expanding their knowledge of educational systems, students will begin to gain awareness about the roles that educators play in supporting learners in both pre-professional and professional contexts. This unit allows students to synthesize their learning across the course and demonstrate their professional growth.

**Unit 6: Essential Questions:**

1. How does a reflective practice influence a teaching practice?
2. How do teachers make decisions and problem-solve during class time?
3. How can feedback improve practice?
4. How do educators continue to grow as professionals over time?
5. What is the role of clinical experiences on the path to becoming an educator?

**Unit 6 Students will be able to...**

ULO1: Describe several phases in a teaching career and key professional learning experiences in each.

ULO2: Engage in ongoing professional learning opportunities (formal and informal) that strengthen their skills.

ULO3: Evaluate the effects of their professional and personal decisions and actions on learners, parents, and other professionals in the learning community.

ULO4: Use reflective practices to design, monitor, and adapt their skills and demonstrate professional growth.

ULO5: Justify the ethical expectations for Michigan educators as stated by the Michigan State Board of Education code of Ethics.

**Unit 6: Course Objectives:**

CLO2: Build a reflective practice that includes; observing, connecting, interpreting, and applying concepts to personal experiences and clinical experiences

CLO3: Analyze core teaching practices in effective classrooms and how those practices can contribute to equitable student learning.

CLO6: Evaluate an educator's role as an agent of change, advocate for justice, or designer of opportunity

CLO10: Describe the preparation and development of educators in Michigan, including ethical expectations and key learning experiences before and after certification.

***\*Course outline was created by  
Michigan Department of Education's Future Proud Michigan Educator***



## MEMORANDUM

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**TO:** ELPS Board of Education, Dori Leyko, Superintendent

**FROM:** Richard Pugh, Director of Finance & Operations

**SUBJECT:** Informational Item – Budget Calendar

**DATE:** January 4, 2023

Background:

Section 141.434 of the Uniform Budgeting and Accounting Act states “The chief administrative officer shall transmit the recommended budget to the legislative body according to an appropriate time schedule developed by the local unit”. It has been the District’s practice to adopt a budget calendar that provides a timeline for the budget development. The Finance Committee will review the attached budget calendar at its meeting on January 19, 2023. Board action is anticipated on January 23, 2023.

# EAST LANSING PUBLIC SCHOOLS

## 2023-24 Budget Calendar

*updated 1-4-2023*

January 13, 2023	January Consensus Revenue Estimating Conference
January 19, 2023	Finance Committee Meeting - review 2022-23 First Budget Revision
January 23, 2023	Board Meeting - action on 2022-23 First Budget Revision
January 25, 2023	Governor's State of State Address (budget priorities)
early to mid February 2023	Governor's State budget proposal
February 8, 2023	Supplemental Count Day
February 16, 2023	Finance Committee Meeting - early 2023-24 budget forecast
March 16, 2023	Finance Committee Meeting - review 2023-24 budget development
late March 2023	Buildings to confirm to business office number of returning students and kindergarten numbers (develop SOC slots)
April 10, 2023	Board Meeting - info. on administrative recommendation on SOC slots
April 20, 2023	Finance Committee Meeting - review 2023-24 budget development
April 24, 2023	Board Meeting - action on SOC slots
mid May 2023	May Consensus Revenue Estimating Conference
May 18, 2023	Finance Committee Meeting - review 2023-24 budget recommendations
early to late May 2023	Board Meeting - action on 2022-23 Final Budget Revision
June 4, 2023	Notice of Public Hearing Published in local newspaper (Truth in Taxation, at least 6 calendar days prior to hearing)
June 12, 2023	Board Meeting - Public Hearing on the 2023-24 Budget followed by adoption (by law Board must adopt budget by June 30)

## Series 5000: Students, Curriculum, and Academic Matters

### 5100 Student Rights

#### 5106 Transgender Students

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

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

#### A. Definitions

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

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

#### B. Unlawful Discrimination, Harassment, and Bullying

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

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

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

#### C. Initial Notification

The person best suited to determine a student’s Gender Identity is the individual student. A student is not required to present legal or medical documentation of a gender transition when the student notifies the District of his, her, or their Gender Identity, preferred **chosen** name, or ~~Preferred Gender~~ pronouns.

Once a student or the student's parent/guardian notifies the District of the student's Gender Identity, the District will meet with the student **and his/her/their support team as defined by the student** ~~and the student's parents, as appropriate,~~ to discuss whether the student requires any accommodations or supports at school and how any needed supports will be communicated to staff and students. The District will ensure that all staff engage in reasonable and good faith efforts to address the student by the student's ~~preferred name and preferred gender pronouns~~ **chosen name and pronouns.**

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

The District will develop a Gender Support Plan to address the student's particular circumstances or needs. A Gender Support Plan will be reviewed and modified at any time at parent or student request.

A Gender Support Plan may, but is not required to, include a Gender Communication Plan, detailing how the District, the parents, and the student will communicate ~~a change in one or more aspects of the student's commonly assumed gender~~ **any changes related to the student's gender** with appropriate members of the school community. If a Gender Support Plan does not include a Gender Communication Plan, the District will ensure that all staff engage in reasonable and good faith efforts to address the student by their chosen name and pronouns.

A student may not have informed parents of the student's Gender Identity. In that situation, disclosure to a student's parents should be carefully considered on a case-by case basis. Administrators should involve the school counselor or social worker and consider the health, safety, and well-being of the student, as well as the school's responsibility to keep parents informed, before making any disclosure.

#### D. Student Records

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

The District will comply with ~~reasonable~~ requests to amend a former student's secondary educational records, including diplomas and transcripts, after graduation, to ensure that those requesting records (e.g., college admissions office or potential employers) will only see the name and gender marker corresponding to the student's ~~stated~~ gender identity: **when legally allowed.**

E. Student Privacy

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

Unless ~~authorized~~ **required** by law, District staff will not disclose information, **without appropriate consent**, that may reveal a student's birth name or sex assigned at birth, or that those differ from the student's ~~preferred~~ **chosen** name and ~~Preferred Gender~~ pronouns to ~~others~~ **third parties** including, but not limited to, **other** parents, **community members or other** school staff.

F. Restroom and Locker Room Access

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

The District will not force or coerce a student to use a sex-segregated facility that does not correspond with the student's Gender Identity.

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

G. Staff Training

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

Legal authority: MCL 380.1310b; 20 USC 1232g; 20 USC 1681 et seq.; 20 USC 7151; Policy No. 5207 (Bullying); Policy No. 5202 (Discriminatory Harassment of Students); Policy No. 3118 (Title IX Sexual Harassment)

Date adopted: December 13, 2021

Date revised:



East Lansing  
Public Schools

509 Burcham Drive, East Lansing, MI 48823  
Technology & Media Services Department  
(517) 333-7418 Phone

January 5, 2023

To: Board of Education  
From: Christian Palasty, Director of Technology & Media Services

**Subj: INFORMATION ITEM – Purchase and Installation of MMS/Elementary Classroom AV**

As part of the regular rotation schedule, which replenishes aging instructional technology hardware, we are planning to purchase and replace the classroom AV hardware inside the middle school and five of the elementary building classrooms (all but Robert L. Green).

The existing AV hardware in the aforementioned buildings was purchased with the 2012 Technology Bond and installed in 2013 with a few exceptions. The manufacturers recommended hardware replacement is after 8 years and we have begun to experience widespread failure and already replaced the AV hardware in the high school building. We would like to replace the MacDonald Middle School hardware during the remainder of the 2023 fiscal year and replace the hardware in the five elementary buildings during the 2023-24 fiscal year.

The Request for Proposal was released November 17, 2022 and bids were due December 14, 2022. Two companies responded, MOSS and Buist Electric. MOSS bid a complete package whereas Buist bid the labor and the AV control hardware and recommended that the district purchase the projectors and audio hardware through the REMC bid program. The cost for each vendor came to the following (Buist total includes the cost for hardware through REMC):

MOSS	\$795,276.35
Buist Electric	\$876,600.00

We would like to accept the MOSS bid and proceed with the project. The cost for MacDonald Middle School alone is \$211,171.80 and will be funded from the district Sinking Fund for fiscal year 2022-23.

Our bid requested pricing for Robert L. Green but Green did receive new AV hardware in the 2020 school year. Removing that line item would reduce the project cost by \$93,978.38. **The new total cost would be \$692,049.58**, which is the amount that will appear on the Action Item.

The remaining schools will be started in July 2023 and be funded from the Sinking Fund for fiscal year 2023-24. This project has been budgeted for per Richard Pugh.

Please see the attached copy of the RFP letter along with a copy of the MOSS bid.



**East Lansing**  
Public Schools

**509 Burcham Drive, East Lansing, MI 48823**  
**Technology Department**  
**(517) 333-7418**

November 17, 2022

East Lansing Public Schools is accepting bids for the removal and upgrade of the classroom AV systems in the MacDonald Middle School building and six elementary buildings. The following project documents are available for review:

210713 East Lansing AV (drawings)  
274100 General Conditions for Audio-Video Systems  
274125 Audio-Video Systems  
274110 Training for Audio-Video Systems  
Building Maps.PDF

These documents are available for download [HERE](#).

The documents are Extron-focused but ELPS is accepting alternate bids and would like to see an Atlona solution that aligns to our high school AV setup. That setup includes Epson short-throw, interactive projectors, Atlona AT-OME-EX WP, Lightspeed audio, and Pixie Plus wall plates.

The current AV solution in our middle and elementary buildings includes Epson short-throw, interactive projectors, Lightspeed audio amplifiers, and Extron controls.

Additionally, the contractor is expected to provide the projectors with their bid. Alternates to the Epson product line will be considered.

The schedule for installation is June-August 2023. The district reserves the right to accept all or part of the bid if it eases the installation schedule for the contractor. One example would be accepting the bid only for the middle school and two elementary buildings. For this reason, we ask that each building have a separate line-item total included. We reserve the right to work with the contractors prior to bid acceptance to determine a workable solution based on product and crew availability.

The bids are due by December 14, 2022 by 1:00 pm. They may be delivered to the East Lansing High School building at 509 Burcham Drive, exterior door 59 adjacent to the small parking lot off Old Hickory Drive on the east side of the building, Monday through Friday, between 8:00 am and 3:00 pm.

They may also be mailed to:

East Lansing Public Schools  
ATTN: Christian Palasty ELPS AV BID  
501 Burcham Drive

East Lansing MI 48823

Bids will be opened at 1:00 pm on December 14, 2022 in the Technology offices located at exterior door 59.  
**The Board of Education reserves the right to reject any and/or all bids.**

Building walk throughs can be coordinated upon request.

If there are questions or clarification required, please email Christian Palasty at [Christian.palasty@elps.us](mailto:Christian.palasty@elps.us) or call (517) 333-7418.

**MOSS**

**Making Technology Work**

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## **2023 ELPS Classroom AV**

QUOTE #828012766 V2

**PREPARED FOR**

East Lansing Public Schools

**PREPARED BY**

Tim Loiselle

December 15, 2022

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2023 ELPS Classroom AV

Quote #828012766 v2



Prepared For:  
**East Lansing Public Schools**  
 Christian Palasty  
 501 Burcham Dr  
 East Lansing, MI 48823-2782  
 P: (616) 451-9933  
 E: Christian.Palasty@elps.us

Prepared by:  
**MOSS**  
 Tim Loisel  
 561 Century Ave SW  
 Grand Rapids, MI 49503  
 P: 616-451-1967  
 E: tim.loiselle@mosstele.com

Date Issued:  
**Dec 15, 2022**  
 Expires:  
**Dec 16, 2022**  
 ERate SPIN #:  
 Special Contract Ref. #:  
 N/A

Solution Summary

Red Cedar				
Part #	Description	Price	Qty	Ext. Price
	Red Cedar			
V11H998520	EPSON BrightLink 725Wi Projector, Interactive Display	\$1,749.28	20	\$34,985.60
AT-OME-EX-WP-KIT-LT	Atlona Wallplate HDBaseT Transmitter for HDMI and USB-C with USB Hub	\$696.15	20	\$13,923.00
975-F	Lightspeed 975 Audio System with Flexmike and No Speakers	\$1,161.16	20	\$23,223.20
PIXIE+	SP Controls Pixie Plus	\$224.91	20	\$4,498.20
PXE-CONNECT	SP Controls Factory Solder and Connect 9PIN Serial Cable	\$34.51	20	\$690.20
PXE-CONFIG	SP Controls PixiePlus Preconfiguration for Serial Control	\$0.00	20	\$0.00
PXE-DCM+KEYSRCINFREMIT	SP Controls PixiePlus Alternate 4 Source Key-Input/Freeze/Mute	\$0.00	20	\$0.00
C-MHM/MHM-15	Kramer Flexible High-Speed HDMI Cable with Ethernet - 15'	\$35.74	20	\$714.80
C-MHM/MHM-6	Kramer Flexible High-Speed HDMI Cable with Ethernet - 6'	\$20.00	20	\$400.00
C-USB/AB-15	Kramer USB 2.0 A (M) to B (M) Cable -15'	\$5.15	20	\$103.00
C-USB/AB-6	Kramer USB 2.0 A (M) to B (M) Cable -6'	\$4.15	20	\$83.00
C-A35M/A35M-10	Kramer 3.5mm Stereo Audio Cable - 10'	\$4.52	20	\$90.40
PJ262-W	Leviton 2-Gang Decora White Faceplate	\$0.84	20	\$16.80
80414-2W	Leviton Decora® Blank Insert, White	\$2.98	20	\$59.60
SF35STW	Hubbell 3.5 Screw Terminal Jack	\$22.99	20	\$459.80
ISF2W	Hubbell Decorator Outlet Frames, Unloaded - White	\$3.77	20	\$75.40
SFSBW10	Hubbell Blank Connectors - 10 Pack	\$6.84	2	\$13.68
1_AVLabor	AV Installation Labor	\$595.00	20	\$11,900.00
AVS-Control-Misc	Training Services	\$170.00	1	\$170.00

Red Cedar				
Part #	Description	Price	Qty	Ext. Price
AVS-Control-Misc	Travel Per Diem	\$1,559.25	1	\$1,559.25
AVS-shipping-misc	Shipping/Freight	\$1,012.45	1	\$1,012.45
	Red Cedar Subtotal			<b>\$93,978.38</b>
Subtotal:				<b>\$93,978.38</b>

Whitehills				
Part #	Description	Price	Qty	Ext. Price
	Whitehills			
V11H998520	EPSON BrightLink 725Wi Projector, Interactive Display	\$1,749.28	21	\$36,734.88
AT-OME-EX-WP-KIT-LT	Atlona Wallplate HDBaseT Transmitter for HDMI and USB-C with USB Hub	\$696.15	21	\$14,619.15
975-F	Lightspeed 975 Audio System with Flexmike and No Speakers	\$1,161.16	21	\$24,384.36
PIXIE+	SP Controls Pixie Plus	\$224.91	21	\$4,723.11
PXE-CONNECT	SP Controls Factory Solder and Connect 9PIN Serial Cable	\$34.51	21	\$724.71
PXE-CONFIG	SP Controls PixiePlus Preconfiguration for Serial Control	\$0.00	21	\$0.00
PXE-DCM+KEYSRCINFREMIT	SP Controls PixiePlus Alternate 4 Source Key-Input/Freeze/Mute	\$0.00	21	\$0.00
C-MHM/MHM-15	Kramer Flexible High-Speed HDMI Cable with Ethernet - 15'	\$35.74	19	\$679.06
C-MHM/MHM-25	Kramer Flexible High-Speed HDMI Cable with Ethernet - 25'	\$46.98	3	\$140.94
C-MHM/MHM-6	Kramer Flexible High-Speed HDMI Cable with Ethernet - 6'	\$20.00	21	\$420.00
C-USB/AB-15	Kramer USB 2.0 A (M) to B (M) Cable -15'	\$5.15	21	\$108.15
C-USB/AB-6	Kramer USB 2.0 A (M) to B (M) Cable	\$4.15	21	\$87.15
C-A35M/A35M-10	Kramer 3.5mm Stereo Audio Cable - 10'	\$4.52	21	\$94.92
PJ262-W	Leviton 2-Gang Decora White Faceplate	\$0.84	21	\$17.64
80414-2W	Leviton Decora® Blank Insert, White	\$2.98	21	\$62.58
SF35STW	Hubbell 3.5 Screw Terminal Jack	\$22.99	21	\$482.79
ISF2W	Hubbell Decorator Outlet Frames, Unloaded - White	\$3.74	21	\$78.54
SFSBW10	Hubbell Blank Connectors - 10 Pack	\$6.84	2	\$13.68
1_AVLabor	AV Installation Labor	\$595.00	21	\$12,495.00
AVS-Control-Misc	Training Services	\$170.00	1	\$170.00
AVS-Control-Misc	Travel Per Diem	\$1,488.38	1	\$1,488.38
AVS-shipping-misc	Shipping/Freight	\$977.33	1	\$977.33

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Whitehills				
Part #	Description	Price	Qty	Ext. Price
	Whitehills Subtotal			<b>\$98,502.37</b>
			Subtotal:	<b>\$98,502.37</b>

Marble				
Part #	Description	Price	Qty	Ext. Price
	Marble			
V11H998520	EPSON BrightLink 725Wi Projector, Interactive Display	\$1,749.28	21	\$36,734.88
AT-OME-EX-WP-KIT-LT	Atlona Wallplate HDBaseT Transmitter for HDMI and USB-C with USB Hub	\$696.15	21	\$14,619.15
975-F	Lightspeed 975 Audio System with Flexmike and No Speakers	\$1,161.16	21	\$24,384.36
PIXIE+	SP Controls Pixie Plus	\$224.91	21	\$4,723.11
PXE-CONNECT	SP Controls Factory Solder and Connect 9PIN Serial Cable	\$34.51	21	\$724.71
PXE-CONFIG	SP Controls PixiePlus Preconfiguration for Serial Control	\$0.00	21	\$0.00
PXE-DCM+KEYSRCINFREMIT	SP Controls PixiePlus Alternate 4 Source Key-Input/Freeze/Mute	\$0.00	21	\$0.00
C-MHM/MHM-15	Kramer Flexible High-Speed HDMI Cable with Ethernet - 15'	\$35.74	21	\$750.54
C-MHM/MHM-25	Kramer Flexible High-Speed HDMI Cable with Ethernet - 25'	\$46.98	3	\$140.94
C-MHM/MHM-6	Kramer Flexible High-Speed HDMI Cable with Ethernet - 6'	\$20.00	21	\$420.00
C-USB/AB-15	Kramer USB 2.0 A (M) to B (M) Cable -15'	\$5.15	21	\$108.15
C-USB/AB-6	Kramer USB 2.0 A (M) to B (M) Cable	\$4.15	21	\$87.15
C-A35MA35M-10	Kramer 3.5mm Stereo Audio Cable - 10'	\$4.52	21	\$94.92
PJ262-W	Leviton 2-Gang Decora White Faceplate	\$0.84	21	\$17.64
80414-2W	Leviton Decora® Blank Insert, White	\$2.98	21	\$62.58
SF35STW	Hubbell 3.5 Screw Terminal Jack	\$22.99	21	\$482.79
ISF2W	Hubbell Decorator Outlet Frames, Unloaded - White	\$3.74	21	\$78.54
SFSBW10	Hubbell Blank Connectors - 10 Pack	\$6.84	2	\$13.68
1_AVLabor	AV Installation Labor	\$595.00	21	\$12,495.00
AVS-Control-Misc	Training Services	\$170.00	1	\$170.00
AVS-Control-Misc	Travel Per Diem	\$85.00	1	\$85.00
AVS-shipping-misc	Shipping/Freight	\$953.89	1	\$953.89
	Marble Subtotal			<b>\$97,147.03</b>
			Subtotal:	<b>\$97,147.03</b>

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Robert L. Green				
Part #	Description	Price	Qty	Ext. Price
	Robert L. Green			
V11H998520	EPSON BrightLink 725Wi Projector, Interactive Display	\$1,749.28	22	\$38,484.16
AT-OME-EX-WP-KIT-LT	Atlona Wallplate HDBaseT Transmitter for HDMI and USB-C with USB Hub	\$696.15	22	\$15,315.30
975-F	Lightspeed 975 Audio System with Flexmike and No Speakers	\$1,161.16	22	\$25,545.52
PIXIE+	SP Controls Pixie Plus	\$224.91	22	\$4,948.02
PXE-CONNECT	SP Controls Factory Solder and Connect 9PIN Serial Cable	\$34.51	22	\$759.22
PXE-CONFIG	SP Controls PixiePlus Preconfiguration for Serial Control	\$0.00	22	\$0.00
PXE-DCM+KEYSRCINFREMU T	SP Controls PixiePlus Alternate 4 Source Key-Input/Freeze/Mute	\$0.00	22	\$0.00
C-MHM/MHM-15	Kramer Flexible High-Speed HDMI Cable with Ethernet - 15'	\$35.74	22	\$786.28
C-MHM/MHM-25	Kramer Flexible High-Speed HDMI Cable with Ethernet - 25'	\$46.98	3	\$140.94
C-MHM/MHM-6	Kramer Flexible High-Speed HDMI Cable with Ethernet - 6'	\$20.00	22	\$440.00
C-USB/AB-15	Kramer USB 2.0 A (M) to B (M) Cable -15'	\$5.15	22	\$113.30
C-USB/AB-6	Kramer USB 2.0 A (M) to B (M) Cable	\$4.15	22	\$91.30
C-A35M/A35M-10	Kramer 3.5mm Stereo Audio Cable - 10'	\$4.52	22	\$99.44
PJ262-W	Leviton 2-Gang Decora White Faceplate	\$0.84	22	\$18.48
80414-2W	Leviton Decora® Blank Insert, White	\$2.98	22	\$65.56
SF35STW	Hubbell 3.5 Screw Terminal Jack	\$22.99	22	\$505.78
ISF2W	Hubbell Decorator Outlet Frames, Unloaded - White	\$3.74	22	\$82.28
SFSBW10	Hubbell Blank Connectors - 10 Pack	\$6.84	2	\$13.68
1_AVLabor	AV Installation Labor	\$595.00	22	\$13,090.00
AVS-Control-Misc	Training Services	\$170.00	1	\$170.00
AVS-Control-Misc	Travel Per Diem	\$1,559.25	1	\$1,559.25
AVS-shipping-misc	Shipping/Freight	\$998.26	1	\$998.26
	Robert L. Green Subtotal			\$103,226.77
			Subtotal:	\$103,226.77

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Glencairn				
Part #	Description	Price	Qty	Ext. Price
	Glencairn Section			
V11H998520	EPSON BrightLink 725Wi Projector, Interactive Display	\$1,749.28	20	\$34,985.60

Glencairn				
Part #	Description	Price	Qty	Ext. Price
AT-OME-EX-WP-KIT-LT	Atlona Wallplate HDBaseT Transmitter for HDMI and USB-C with USB Hub	\$696.15	20	\$13,923.00
975-F	Lightspeed 975 Audio System with Flexmike and No Speakers	\$1,161.16	20	\$23,223.20
PIXIE+	SP Controls Pixie Plus	\$224.91	20	\$4,498.20
PXE-CONNECT	SP Controls Factory Solder and Connect 9PIN Serial Cable	\$34.51	20	\$690.20
PXE-CONFIG	SP Controls PixiePlus Preconfiguration for Serial Control	\$0.00	20	\$0.00
PXE-DCM+KEYSRCINFREMIT	SP Controls PixiePlus Alternate 4 Source Key-Input/Freeze/Mute	\$0.00	20	\$0.00
C-MHM/MHM-15	Kramer Flexible High-Speed HDMI Cable with Ethernet - 15'	\$35.74	20	\$714.80
C-MHM/MHM-25	Kramer Flexible High-Speed HDMI Cable with Ethernet - 25'	\$46.98	3	\$140.94
C-MHM/MHM-6	Kramer Flexible High-Speed HDMI Cable with Ethernet - 6'	\$20.00	20	\$400.00
C-USB/AB-15	Kramer USB 2.0 A (M) to B (M) Cable -15'	\$5.15	20	\$103.00
C-USB/AB-6	Kramer USB 2.0 A (M) to B (M) Cable	\$4.15	20	\$83.00
C-A35M/A35M-10	Kramer 3.5mm Stereo Audio Cable - 10'	\$4.52	20	\$90.40
PJ262-W	Leviton 2-Gang Decora White Faceplate	\$0.84	20	\$16.80
80414-2W	Leviton Decora® Blank Insert, White	\$2.98	20	\$59.60
SF35STW	Hubbell 3.5 Screw Terminal Jack	\$22.99	20	\$459.80
ISF2W	Hubbell Decorator Outlet Frames, Unloaded - White	\$3.74	20	\$74.80
SFSBW10	Hubbell Blank Connectors - 10 Pack	\$6.84	2	\$13.68
1_AVLabor	AV Installation Labor	\$595.00	20	\$11,900.00
AVS-Control-Misc	Training Services	\$170.00	1	\$170.00
AVS-Control-Misc	Travel Per Diem	\$1,417.50	1	\$1,417.50
AVS-shipping-misc	Shipping/Freight	\$921.98	1	\$921.98
	Glencairn Subtotal			<b>\$93,886.50</b>
			Subtotal:	<b>\$93,886.50</b>

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Donley				
Part #	Description	Price	Qty	Ext. Price
	Donley Section			
V11H998520	EPSON BrightLink 725Wi Projector, Interactive Display	\$1,749.28	20	\$34,985.60
AT-OME-EX-WP-KIT-LT	Atlona Wallplate HDBaseT Transmitter for HDMI and USB-C with USB Hub	\$696.15	20	\$13,923.00
975-F	Lightspeed 975 Audio System with Flexmike and No Speakers	\$1,161.16	20	\$23,223.20

Donley				
Part #	Description	Price	Qty	Ext. Price
PIXIE+	SP Controls Pixie Plus	\$224.91	20	\$4,498.20
PXE-CONNECT	SP Controls Factory Solder and Connect 9PIN Serial Cable	\$34.51	20	\$690.20
PXE-CONFIG	SP Controls PixiePlus Preconfiguration for Serial Control	\$0.00	20	\$0.00
PXE-DCM+ KEYSRCINFREM UT	SP Controls PixiePlus Alternate 4 Source Key- Input/Freeze/Mute	\$0.00	20	\$0.00
C-MHM/MHM-15	Kramer Flexible High-Speed HDMI Cable with Ethernet - 15'	\$35.74	20	\$714.80
C-MHM/MHM-25	Kramer Flexible High-Speed HDMI Cable with Ethernet - 25'	\$46.98	3	\$140.94
C-MHM/MHM-6	Kramer Flexible High-Speed HDMI Cable with Ethernet - 6'	\$20.00	20	\$400.00
C-USB/AB-15	Kramer USB 2.0 A (M) to B (M) Cable -15'	\$5.15	20	\$103.00
C-USB/AB-6	Kramer USB 2.0 A (M) to B (M) Cable	\$4.15	20	\$83.00
C-A35M/A35M-10	Kramer 3.5mm Stereo Audio Cable - 10'	\$4.52	20	\$90.40
PJ262-W	Leviton 2-Gang Decora White Faceplate	\$0.84	20	\$16.80
80414-2W	Leviton Decora® Blank Insert, White	\$2.98	20	\$59.60
SF35STW	Hubbell 3.5 Screw Terminal Jack	\$22.99	20	\$459.80
ISF2W	Hubbell Decorator Outlet Frames, Unloaded - White	\$3.74	20	\$74.80
SFSBW10	Hubbell Blank Connectors - 10 Pack	\$6.84	2	\$13.68
1_AVLabor	AV Installation Labor	\$595.00	20	\$11,900.00
AVS-Control-Misc	Training Services	\$170.00	1	\$170.00
AVS-Control-Misc	Travel Per Diem	\$1,417.50	1	\$1,417.50
AVS-shipping-misc	Shipping/Freight	\$921.98	1	\$921.98
	Donley Subtotal			<b>\$93,886.50</b>
Subtotal:				<b>\$93,886.50</b>

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MacDonald MS				
Part #	Description	Price	Qty	Ext. Price
	MacDonalds MS			
V11H998520	EPSON BrightLink 725Wi Projector, Interactive Display	\$1,749.28	45	\$78,717.60
V12HA06A05	EPSON Ultra-Short Throw Wall Mount for the BrightLink 725W/735Fi/1480 series/PowerLite 720/725W/750/800F series Projectors	\$102.35	3	\$307.05
AT-OME-EX-WP-KIT-LT	Atlona Wallplate HDBaseT Transmitter for HDMI and USB-C with USB Hub	\$696.15	45	\$31,326.75
975-F	Lightspeed 975 Audio System with Flexmike and No Speakers	\$1,161.16	45	\$52,252.20
PIXIE+	SP Controls Pixie Plus	\$224.91	45	\$10,120.95

MacDonald MS				
Part #	Description	Price	Qty	Ext. Price
PXE-CONNECT	SP Controls Factory Solder and Connect 9PIN Serial Cable	\$34.51	45	\$1,552.95
PXE-CONFIG	SP Controls PixiePlus Preconfiguration for Serial Control	\$0.00	45	\$0.00
PXE-DCM+ KEYSRCINFREM UT	SP Controls PixiePlus Alternate 4 Source Key- Input/Freeze/Mute	\$0.00	45	\$0.00
C-MHM/MHM-15	Kramer Flexible High-Speed HDMI Cable with Ethernet - 15'	\$35.74	45	\$1,608.30
C-MHM/MHM-25	Kramer Flexible High-Speed HDMI Cable with Ethernet - 25'	\$46.98	3	\$140.94
C-MHM/MHM-6	Kramer Flexible High-Speed HDMI Cable with Ethernet - 6'	\$20.00	45	\$900.00
C-USB/AB-15	Kramer USB 2.0 A (M) to B (M) Cable -15'	\$5.15	45	\$231.75
C-USB/AB-6	Kramer USB 2.0 A (M) to B (M) Cable - 6'	\$4.15	45	\$186.75
C-A35M/A35M-10	Kramer 3.5mm Stereo Audio Cable - 10'	\$4.52	45	\$203.40
PJ262-W	Leviton 2-Gang Decora White Faceplate	\$0.84	45	\$37.80
80414-2W	Leviton Decora® Blank Insert, White	\$2.98	45	\$134.10
SF35STW	Hubbell 3.5 Screw Terminal Jack	\$22.99	45	\$1,034.55
ISF2W	Hubbell Decorator Outlet Frames, Unloaded - White	\$3.74	45	\$168.30
SFSBW10	Hubbell Blank Connectors - 10 Pack	\$6.84	5	\$34.20
1_AVLabor	AV Installation Labor	\$595.00	45	\$26,775.00
AVS-Control-Misc	Training Services	\$170.00	1	\$170.00
AVS-Control-Misc	Travel Per Diem	\$3,189.38	1	\$3,189.38
AVS-shipping-misc	Shipping/Freight	\$2,079.83	1	\$2,079.83
	MacDonalds MS Subtotal			\$211,171.80
			Subtotal:	\$211,171.80

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Block Time - Audio Video Systems				
Part #	Description	Price	Qty	Ext. Price
<p>MOSS offers the Block Time Agreement for customers that require support in a flexible sense. Block Time is sold at a discounted rate per block of hours. Block Time agreements can be purchased on their own, our paired with other Managed Services contracts to assure your technology is covered in the event of failure. By selecting a Block Time Agreement, your business will receive prioritized service based on holding a MOSS support contract.</p> <p>Block Time Agreements are to be paid in advance, prior to service being performed. All time will be billed to the agreement at ½ hours increments. After Hours and Weekends will be billed at x1.5. Business Hours: 8am – 5pm EST Monday – Friday. Travel time will be applied to the agreement.</p> <p>Hours can be used at any time throughout the year. Hours are valid for 1 year from date of contract execution. Should any hours remain at the end of the contract, those hours may be rolled over to a new Block Time Agreement based on the rates at that time. Rolling over of hours may happen once within a 24-month period. Electing not use a new Block Time Agreement will result in the forfeiture of hours remaining.</p>				
1_AVLabor	Audio Video Block Time - 40-hours	\$3,477.00	1	\$3,477.00
<p><i>Note: Our standard hourly rate is \$95.00 / hour for Audio Video Services</i></p>				
Subtotal:				<b>\$3,477.00</b>

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Quote Summary	Amount
Red Cedar	\$93,978.38
Whitehills	\$98,502.37
Marble	\$97,147.03
Robert L. Green	\$103,226.77
Glencairn	\$93,886.50
Donley	\$93,886.50
MacDonald MS	\$211,171.80
Block Time - Audio Video Systems	\$3,477.00
Total:	<b>\$795,276.35</b>

Taxes, shipping, handling and other fees may apply. We reserve the right to cancel orders arising from pricing or other errors.

E-Signature Confirmation

**MOSS**

**East Lansing Public Schools**

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Tim Loiselle  
 \_\_\_\_\_  
 Signature / Name  
 12/15/2022  
 \_\_\_\_\_  
 Date

Christian Palasty  
 \_\_\_\_\_  
 Signature / Name Initials  
 1/1/0001 12:00:00 AM  
 \_\_\_\_\_  
 Date



East Lansing  
Public Schools

## MEMORANDUM

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**TO: East Lansing Board of Education**

**FROM: Glenn Mitcham, Assistant Superintendent**

**SUBJECT: East Lansing High School New English Course Sequencing**

**DATE: January 6, 2023**

### **Background:**

Due to many factors, the English Department at ELHS is re-sequencing their course offerings. The new sequence updates some of the course titles and allows for greater flexibility for students who want to accelerate in their English coursework.

Benefits of this change include:

- Removing the “Pre AP” label and replacing it with “Accelerated” – The “Pre AP” label is problematic because the College Board offers a “Pre AP” course program that is much different than our course. It potentially was confusing for colleges to see this label on student transcripts.
- Previously, students who wanted to take both of our year-long English Advanced Placement courses were required to take English 3 concurrently with one of the AP courses. This change removes this requirement.
- The new sequencing reduces three levels of English options down to two for 11<sup>th</sup> graders. Our data shows that almost all students preferred the two choices that are now offered and the same content from the previous three courses is included within these options.

This memo is shared for board information only. Due to the fact that there is no content change proposed, it is not necessary for the board to take any action. After reviewing the attached course sequencing information, please see me or any members of last year’s Board Academic and Technology Committee with questions. This committee was provided a presentation on these changes last month.

**Updated Course Booklet Information:**

**DEPARTMENT OF ENGLISH**

**ENGLISH CURRICULUM MAP  
Four credits required for graduation**

Gr.	English Traditional Course Sequence	English Accelerated Path	English Electives
9	English I (plus English elective)	Accelerated English I (plus English elective)	Read 180 (9th grade w/ teacher approval)
10	English 2 (plus English elective)	Accelerated English 2 (plus English elective)	Creative Writing Advanced Creative Writing
11	English 3 (plus English elective)	English 3 and AP Language and Composition	Film as Literature Multicultural Literature
12	Senior Writing AND semester English elective OR AP Language and Comp OR AP Literature	AP Literature (plus English elective)	Seniad Workshop (year long) Portrait Workshop (year long) Senior Writing

**SENIOR ENGLISH CREDIT:**

All East Lansing High School students are required to take ONE of the following classes for part of their 4th English credit:

- Senior Writing plus a semester English elective class
- AP Language and Composition **OR** AP Literature and Composition

*For example, a student may not earn their 4th English credit with a combination of .5 Creative Writing and .5 Multicultural Literature or .5 Film as Literature or Contemporary Literature and .5 Advanced Creative Writing. They must have a .5 of Senior Writing OR be enrolled in AP Language and Composition or AP Language and Composition.*

**ALTERNATIVE ENGLISH ACCELERATION PATH:**

- Test Out of English 1, 2, or 3 as described below.
- Alternative college class enrollment such dual enrollment or ISHALL (MSU).
- AP Language and Composition and AP Literature may be taken in place of English 3. However, the English Department strongly recommends students take English 3 due to SAT preparation and historical literary era studies. **Please note, if a student takes either AP English class their junior year and opts to not take one their senior year, they must take English 3 to fulfill graduation requirements.**

**TESTING OUT OPTIONS:**

**Option One:** Take the English I Test Out in August prior to entering 9<sup>th</sup> grade.

**Option Two:** Take the English II Test Out in August prior to entering 10<sup>th</sup> grade.

**Option Three:** Take the English III Test Out in August prior to entering 11<sup>th</sup> grade.

**Option Four:** *This option is open only to transfer students who would not have had the opportunity to attempt the appropriate Test Out. A transfer student may accelerate from English I to English II or English II to English III at the end of the first semester. The student will be responsible for doing some independent study to cover the course work missed in the two semesters of the courses accelerated out of and into. Candidacy for this option is contingent on the recommendation of the student's English teacher, the approval of the department chair, and space availability in the English class moved into.*

**ISOA Executive Board Meeting  
December 7, 2022  
Minutes**

**Present**

East Lansing    Monica Fink  
Haslett        Cammy Wheeler  
Ingham ISD    Jason Mellema  
Ingham ISD    John Wolenberg  
Ingham ISD    Micki O’Neil  
Lansing        Nino Rodriguez  
Mason         Gary Kinzer  
Okemos        Jayme Taylor  
Williamston   Sarah Belanger  
Waverly        Mary Ann Martin

**Absent**

Dansville      Mike Kapp  
Holt            Rob Halgren  
Leslie         Mary Crowl  
Mason         Michael Kelly  
Stockbridge   Keven Numinen  
Webberville   Amy Coe

Jason Mellema called the meeting to order at 8:10 am.

**School District PR & Communications**

Micki O’Neil, Chief Communications Officer at Ingham ISD, shared information on the importance of public relations for school districts.

**Integrated Communication Strategies**

- Informative and Celebratory
- Consistent and Timely
- Cascading Model of Communication – Reach all Audiences

**Social Media**

- Important to have a communication strategy
- Watching social media is important
- Worldwide 4.62 billion use social media
- 74.8% over the age of 13 are on social media

**Power of Storytelling**

- If you do good things, tell people about it.
- Share the good things that are happening in our classrooms

**Communication Examples**

- Leadership Connections
- Staff Parent/Student News
  - Communications – Pick one day to send all communications. District sends one day, buildings come on another set day. Send after 5:00pm so parents know it’s not an emergency.

# Ingham School Officers Association

## Examples Continued:

- Alert Systems – emails/phone calls/text messages
- Social Media Posts
- Website Updates
- News Releases
- Education Publications
- Presentations to Rotary, Optimist Club, Chamber Events

## Community Outreach

- Our audiences are changing every year
- Regular communication is critical
- Attend community and business events
- Host community coffees
- Host event at your district, invite the community in
- Marketing Rule of 7 – takes 7 different interactions before people take notice/interact

## Managing the Media

- Rule #1 – few in the media are your friend – they want the story
- Talking to the media is not your emergency
- Trolling social media is their new way to generate stories
- Get the story details before responding to the media
- Create talking points and stick to them. Don't let the media distract you to a different topic
- In a crisis, call in a team of experts for help.

## Crisis Communication

- Create a crisis communication plan
- Write draft scenarios and communications needed
- Utilize communication experts, so you can focus on the crisis
- Designate a person to speak on behalf of your district
- Stick to the facts
- Communicate often during a crisis

The Ingham ISD Public Relations and Communication team is always available to assist with crisis communication. Contact - Micki O'Neil – [moneil@inghamisd.org](mailto:moneil@inghamisd.org) or 517.244.1212

## Superintendents' Round Table Update

Dr. Gary Kinzer, Mason Public Schools Superintendent, provided an update from the November Superintendent Round Table meeting:

- Guest speaker – Jason Russell, CEO Secure Education Consultants. Discussion on safety and security in districts in addition to conducting district and service area safety assessments.
- Matt Kurta – Karoub Associates – Legislative update following the election and the upcoming change in leadership in Lansing.
- Deregulated students – discussion on students who need a lot of support and how to address it at the student, parent, teacher level.
- Cyber Security Presentation – discussion on increased cyber security efforts across the county following the cyber attack at Jackson ISD.

# Ingham School Officers Association

## District Updates

- ISD The Wilson Talent Center will host the parent/student Open House on December 14 from 4:30-7:30pm. This is a great chance to see the programs at the WTC and talk with instructors.
- Lansing The Lansing School Board approved the new strategic plan at the last board meeting. The next step will be the action plan. Good news that the schools/community is seeing less people being diagnosed with Covid.
- Okemos The bond passed on November 8, so the planning phase has begun. Developed a Listserv to reach those in the community who don't have school age students but are still taxpayers. So far 200+ have asked to be on the Listserv. The football field was changed to say Wolves. Committee worked on simplifying the elementary report card – so far there has been a good response. Per a grant from child and family charities, there is now a mental health provider within the high school – students can schedule private therapy sessions. DEI work is in full swing. School board has created an advocacy committee.
- Williamston Beauty and the Beast at the high school was a huge success. MS/HS Quiz Bowl team going to nationals for second year in a row. The district foundation had 350 people come to a Breakfast with Santa event. Elementary robotics team competed for the first time at Waverly competition with 47 other schools. Survey sent to families about wanting home covid test kits – 520 got kits before Thanksgiving break.
- Haslett The board election went well – will be welcoming two new school board members the first of the year. District events are in full swing with musicals, choir concerts, music competitions, and athletics.
- East Lansing The 7/8 band and orchestra performed at Burcham Hills. The HS science team competed and won first place at the Science Olympiad. Several students selected for the All-State band/orchestra. Several students performed with the Lansing Symphony Orchestra. The HS had a successful performance of “A Mid-Summer Nights Dream”. A student placed in the state diving competition. Tutoring program developed for MS and HS students. The Okemos HS band director won City Pulse - Top of the Town Best High School Teacher award. School safety assessments done in all buildings. The school board will have two new members joining in January.
- Waverly The district continues with the bond work and updating the schools. They will have three new board members join the board.
- Mason Elementary SE teacher received the Excellence in Education award sponsored by the MI lottery. January the district will start their strategic plan effort. The football team went to the semi-finals. In September, the district will open Steele Elementary School following the bond work. Series 3 of the bond will be MS/HS work – infrastructure work and investing in classroom technology. Two new board members in January.



## Academic and Technology Committee Agenda

ELPS Board of Education Room

December 14, 2022

11:00 a.m.

- I. Call to Order
- II. Roll Call
- III. Approval of Agenda
- IV. Approval of Meeting Minutes – October 19, 2022
- V. Public Comment
- VI. Agenda Topics
  - a. Course Proposal for Advanced Painting (information only)
  - b. New Course Sequencing – ELHS English (information only)
  - c. New Course Proposal – Future Educators Course (move to Board – full vote)
  - d. Other items
- VII. Announcements
- VIII. Adjournment

Minutes of the Academic & Technology Committee of the  
East Lansing Board of Education  
East Lansing High School – Board Meeting  
509 Burcham Drive, East Lansing, MI  
October 19, 2022  
9-10:30am

**Opening of Meeting**

Terah Chambers called the meeting to order at 9:01am.

**Roll Call**

Present: Terah Chambers, Debbie Walton, Elizabeth Lyons, Glenn Mitcham, Christian Palasty,  
Student members: Pardis Raberimiandoab,

Absent: Annabelle DiMaggio

**Approval of Agenda**

Debbie Walton offered the motion to approve the agenda. Liz Lyons seconded. Unanimously approved.

**Approval of Minutes**

Liz Lyons offered the motion to approve the agenda. Debbie Walton seconded. Unanimously approved.

**Public Comment – 3 minutes**

none

**Meeting Topics/Action Items**

- Report from Kathy Kowalski
  - District library update: libraries are analyzing their collections with goal to increase diversity of each collection to 50%. Elementary schools are using the diverse book initiative to update their collections, too. Secondary libraries will start with school clubs about what students want to see in the libraries. Asking for \$1,000 per building (will apply for ELEF funding, too).
  - Red Cedar a bit of special case because that library had to be built from scratch when it re-opened a few years ago. There are big holes in the collection pertaining to curriculum (re-instituted Big Zoo lesson, but don't have enough animal books, for example).
  - Caldecott project will happen this year (focus on illustrations).
  - Technology update: elementary good (K-1: ipads, 3-5: Chromebooks), MMS has 22-24 carts that are mostly housed in the library. Prefer to have cart in the individual classrooms.

## East Lansing Public Schools Board of Education

- 2022-23 projects and funding sources
  - Delays in lots of orders. Access points for MMS and ELHS. Network hardware covered by e-rate so we'll get some funds back through that project (they will cover 60% of our expenditures based on our FRL population). They fund us on a 5 year cycle (we're in year 3). We have \$606,000 so we have to pay about \$400,000 that would come out of sinking fund dollars. Filed 470 form with e-rate to get bids to move forward with the purchasing. Project kickoff projected June 2023.
  - MMS and ELHS auditorium lighting replacement through Hamilton A/V. Budget will be 300k, for ELHS and 150k for MMS, 6-8 month lead time.
  - Elementary iPads due for replacement summer 2023.
  - Elementary and MMS A/V due for replacement (projectors). Get RFP out soon for summer. Could delay this if necessary (we have spares) but already well beyond manufacturer warranty.
  - Purchasing another grade level chromebooks to replace last laptops (currently seniors have them). After this most of our tech will be chromebooks except for some laptops for classes that run specific software (like Adobe).
- Google v. Microsoft project
  - Migrating away from Microsoft and to Google, ramping up for that by having students store their work on the Cloud. Will impact the high school more (MMS pretty much already using the Cloud/Google). Will create cap for local storage...most of our staff are under, but there are a few who are over. Suggest to move to Cloud.
  - Migrate from Outlook to Gmail in the next few days for all students, staff, school board members, everyone.
- Project updates
  - Increasing cyber security: two factor authentication.
  - Completed security audit through Sentinel this past summer.
  - Football stadium: adding cameras (to cover the field) and Wifi.
  - Replacing cameras in some of the gyms.
- Other items

### **Announcements**

none.

### **Adjournment**

The meeting adjourned at 9:11am.



## Policy Committee Agenda

ELPS Board of Education Room  
December 14, 2022  
4:00 p.m.

- I. Call to Order
- II. Roll Call
- III. Approval of Agenda
- IV. Approval of Meeting Minutes – November 16, 2022
- V. Public Comment
- VI. Agenda Topics
  - a. Transgender Policy 5106
  - b. Holidays
  - c. Therapy Dogs
  - d. Equity Policy
  - e. Other
- VII. Announcements
- VIII. Adjournment

ELPS Policy Committee

November 16, 2022

Minutes

1. Roll Call: Present Monica Fink, Kath Edsall  
Absent Terah Chambers, Dori Leyko
2. Approval of the Agenda: Moved by Trustee Fink, seconded by Trustee Edsall, all in favor.
3. Approval of the minutes from the October 19th, meeting: Moved by Trustee Fink, seconded by Trustee Edsall, all in favor.
4. Thrun Policy updates: Approved all updates to move to the full board except: Policies 3301, 4201, 4217, 4220, 5101. Noted where our unique language must be maintained.
5. Transgender Policy: Tabled
6. Other
7. Adjourn: 5:24

ELPS Policy Committee

December 14th, 4 pm

Minutes

1. Roll Call: Present: Terah, Monica, Kath , Dori, Klaudia
2. Approval of the Agenda Moved by Terah, seconded by Monica, motion passed
3. Approval of the minutes from the November 16th, 2022, meeting: Moved by Terah, seconded by Monica, motion passed
4. Transgender Policy: Discussed final round of edits, will send edited version to Kelly to post in items of information for future board vote
5. Holidays: Ongoing discussion of policy 4101.01 regarding what is included, the undue hardship clause and setting a limit on number of days.
6. Therapy Dogs: No new information from Thrun
7. Equity Policy: Needs further work at the cabinet level around accountability before proceeding in policy. Klaudia will bring it to cabinet.
8. Other: None
9. Adjourn: 5:22pm