

Board of Education Mary Gebara President, 2022-2023	Okemos Public Schools <a href="mailto:board@okemosk12.net">board@okemosk12.net</a> <a href="http://okemosk12.net">http://okemosk12.net</a>	4406 Okemos Road Okemos, Michigan 48864 Phone: 517-706-5010
---	--	---

*This agenda is for general informational purposes only. Based on board policy, the board of education may revise this agenda and may take up other issues at the meeting.*

**6:30 PM**

**MEETING AGENDA  
Monday, January 9, 2023**

**Community Conference Rm**

**CALL TO ORDER**

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

**WELCOME AND MEETING FORMAT**

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

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

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

**ORGANIZATIONAL MEETING**

1. Call to Order
2. Selection of Temporary Chair
3. Selection of Temporary Secretary
4. Seat New Board Members Buffett, Doxie & Gebara [Oath of Office]  
"I do solemnly swear that I will support the Constitution of the United States and the constitution of this state and that I will faithfully discharge the duties of the office of member of the board of education of Okemos Public Schools according to the best of my ability."

**Work Session - Board Officer Positions**

The board will discuss officer positions and selection.

**Not Before 7:00 p.m.**

**ORGANIZATIONAL MEETING CONT.**

5. Determination of rules to be followed for conducting the organizational meeting (Robert's Rules)
6. Election of President (President Assumes Chair) (Accept nominations, close nominations, vote)
7. Election of Vice-President
8. Election of Secretary

9. Election of Treasurer

10. Appointment of a Parliamentarian

### **Confirmation of Date, Time, and Place for Regular Meetings**

The board of education established the 2022-2023 school year meeting schedule during its meeting July 11, 2022 and published the dates on the district website.

That the board confirm the dates for regular meetings of the board of education for the remainder of the 2022-2023 school year to generally be the second and fourth Monday of each month, adjusted for Mondays with no school; the time of each meeting to begin at 7:00 p.m., with no new discussion after 10:00 p.m.; and the place of meetings to be the Community Conference Room at Central School.

### **Determination of Rules to be Followed in Conducting Meetings**

The board of education currently conducts meetings in accordance with its established policies.

That the board continue to manage board meetings according to its established policies, which are informed by Robert's Rules of Order.

### **ORGANIZATIONAL MEETING CONT.**

13. Establishment of a Board Policy Committee for January-December 2023
14. Appoint a representative to the Ingham County School Officers Association
15. Appoint a representative to the Okemos Education Foundation
16. Reconvene for regular meeting

### **CITIZENS ADDRESS AGENDA AND NON-AGENDA ITEMS**

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

### **HIGH SCHOOL STUDENT REPORTS/REQUESTS**

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

### **SUPERINTENDENT REPORTS/REQUESTS**

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

### **BOARD REPORTS/REQUESTS**

The board will acknowledge receipt of correspondence.

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

### **ACTION ITEMS**

Within Action Items, there is a Consent Agenda to expedite the business of the board which groups a number of items together to be dealt with by one action of the board. However, items in the

consent agenda may be extracted by individual board member request for further discussion or clarification.

## **CONSENT AGENDA**

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

That the board approve items 1 through 4 for immediate implementation and appropriate action. Item 1: Approval of the minutes of the Regular Meeting of December 12, 2022; Item 2: Approval of the minutes of the Executive Session Meeting of December 12, 2022; Item 3: Acknowledge receipt of the December financial statement and approve payment of bills for November. Item 4: Acknowledge receipt of the leave of absence report and approve the leave of absence for Kelly Bertirud, 3rd and 4th Grade Teacher at Central Montessori for the period of January 12th through June 9, 2023.

## **OTHER ACTION ITEMS**

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

### **Flexible Furniture Purchases**

The board has reviewed information regarding the purchase of flexible furniture for the CMS Art Room, and several areas within OHS to be funded by the 2019 Bond.

That the board award the purchase of flexible furniture for the CMS Art Room, not to exceed \$76,980.92 to Demco; and the purchase of furniture for OHS, not to exceed \$111,051.71 to Demco to be funded through the Facilities/Technology/Security/Transportation and Capital Outlay Bond (Roll Call Vote).

### **Bus Purchases**

During the December 12th meeting, the board reviewed information regarding the purchase of four school buses to be funded by the Facilities/Technology/Security/Transportation and Capital Outlay Bond.

That the board waive the reading and adopt the resolution to participate in the MSBO Bus Purchase Program and award the purchase of four (4) school buses not to exceed \$498,936 to the Holland Bus Company to be funded by the 2019 bond (Roll Call).

### **Board Policy - First Reading**

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

That the board waive the reading and adopt first reading of board policy 5106 Student Gender Identity.

## **DISCUSSION ITEMS**

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

## **OHS New Course Recommendation**

The board will discuss the following high school course proposals, which have been approved by the district's advisory committee:

### **COMMENTS FROM THE PUBLIC**

At this time in the meeting, citizens have an opportunity to address the board regarding any item(s) of interest. Individual comments at this time will be limited to three minutes but may be extended at the discretion of the board president. A designated timekeeper will communicate to the individual who is addressing the board at three minutes. The board highly values public comment; however, our meeting format does not allow the board to engage in conversation with speakers. Questions or concerns may be assigned for follow-up by the board or the administration at a later date.

### **OTHER MATTERS**

- **Work Session Dates**

### **ADJOURN TO EXECUTIVE SESSION –Contract Negotiations**

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

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

### **RECONVENE**

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

### **ADJOURN**

## **BYLAWS OF THE BOARD**

### **Organizational Meetings**

Each year, following the school election in November, the board shall hold an organizational meeting as required by law. This organizational meeting shall be conducted during the first meeting in January.

The following business shall be conducted at the January organizational meeting:

1. Selection of the temporary chairperson.
2. Seating of new members.
3. Determination of rules to be followed in monthly meetings.
4. Selection of a temporary secretary.
5. Election of president.
6. Election of vice president.
7. Election of secretary.
8. Election of treasurer.
9. Appointment of parliamentarian.

The following business shall be conducted at the July organizational meeting:

1. At the July organizational meeting, the board shall adopt a regular monthly meeting schedule (day, time and place). There shall be posted at the principal office of the board, the principal office of the school district, and other appropriate places, a notice of the schedule of meetings within ten days after the organizational meeting. The notice, and all public notices of meetings, shall include the name, address, and telephone number of the board and the date, time and place of the meetings.
2. Designation of person responsible for posting meeting notices.
3. Selection of legal counsel.
4. Selection of an auditor.
5. Appointment of delegate to Michigan Association of School Boards.
6. Approval of depositories for school funds.
7. Designation of a representative to Ingham County School Officers Association.
8. Designation of a representative to the Okemos Education Foundation.
9. Other organizational matters, if any.

#### Policy

Adopted: 05-09-77

Amended: 04-09-12

Reviewed:

## **BYLAWS OF THE BOARD**

### **Duties of the President**

The president shall be the presiding officer at all board of education meetings. In addition, the president shall:

- ❑ in general be the official spokesperson of the board of education and, unless the board shall otherwise direct, shall make all official announcements concerning board policies or other matters upon which the board has taken action;
- ❑ have the authority to call special meetings and work sessions of the board; and, with proper notification to board members, cancel a board meeting;
- ❑ appoint temporary work teams with approval of the board;
- ❑ perform such other duties as usually pertain to the office as required by law or as may be requested by the board;
- ❑ retain all rights, as other members of the board, in accordance with state law;

The president may appoint a parliamentarian at the annual organizational meeting of the board of education.

Policy

Adopted: 05-10-76

Amended: 11-20-06

Reviewed: 04-1-11

**BYLAWS OF THE BOARD****Duties of the Vice President**

The vice president shall have the powers and duties of the president when the president is unable or not available to exercise the powers and duties of that office.

The vice president shall have the power and duty to sign any report, document, or correspondence of the president, secretary or treasurer in the event that any one of the preceding three officers is unable or unavailable to perform such power or duty. However, the vice president may not sign any such instrument for more than one officer.

Policy

Adopted: 05-10-76

Amended: 06-20-05

Reviewed: 04-11-11

**BYLAWS OF THE BOARD****Duties of the Secretary and Treasurer**

The secretary or designee shall keep in the board minutes an accurate record of all board business. The secretary shall call roll and shall sign all papers that require signature of the board.

The treasurer may confer with the superintendent concerning the form in which financial statements are to be brought before the board. The treasurer shall sign official promissory notes.

Policy

Adopted: 07-14-86

Amended: 06-20-05

Reviewed: 04-11-11



# YEARS OF SERVICE AWARD

## 24 Year Recognition

Monday, January 23rd

7:00 p.m.

Dear Board Member,

Listed below are the names of the individuals being recognized for 24 years of service with Okemos Public Schools. We will be recognizing them at the January 23, 2023 board meeting:

### 24 Years Recognition

Julie Clarizio

Denise Facione

Michelle Filipiak

Jora Fink

Katherine Gilchrist

Jennifer Holcomb

Leah Kelly


Keith Miller

Melissa Samluk

Christena Sinila

Jason Saros

OKEMOS PUBLIC SCHOOLS



# Furniture Recommendations Bond 2019

Board of Education  
December 12th, 2022

The background is a light blue color with various abstract shapes in orange, red, teal, and yellow. A large white circle is centered on the page, containing the school's name. The shapes are scattered around the white circle, creating a vibrant and modern aesthetic.

# Chippewa Middle School



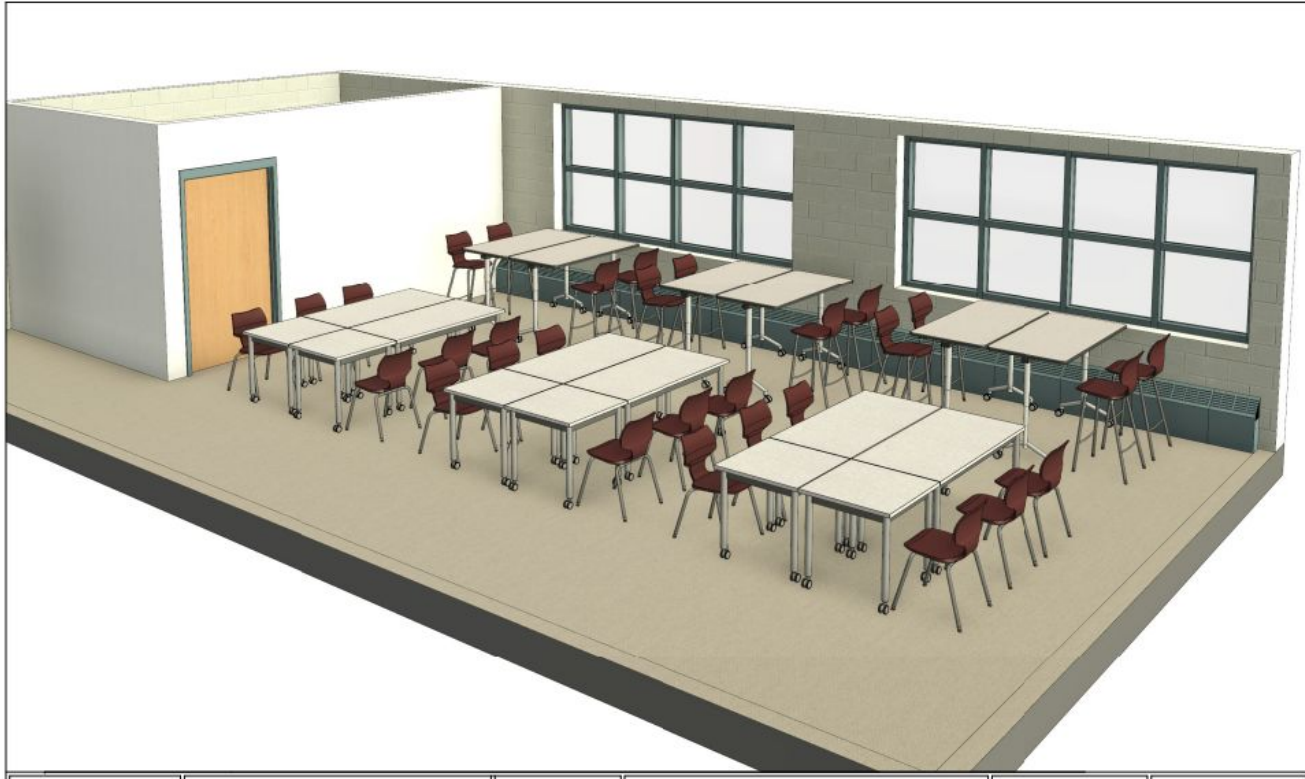
**Art Room**

# Budget Summary

	<b>Cost</b>
Chippewa Art Room	\$76,980.92



# Okemos High School



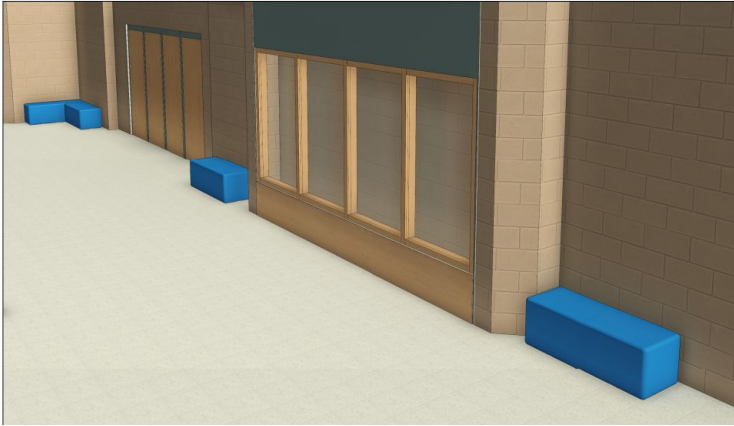
Social Studies Department Commons



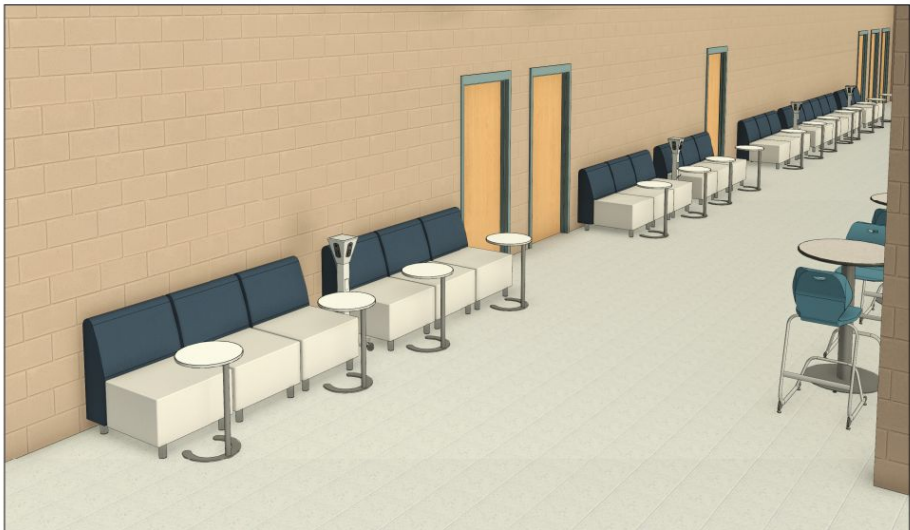
Teacher Lunch Room



Front Entrance



Gym Entrance



Library Wing



# Budget Summary

	<b>Cost</b>
Social Studies Commons	\$19,493.08
Staff Lunchroom	\$19,311.53
Front Entrance	\$7,582.21
Gym Entrance	\$11,726.16
Library Wing	\$37,256.90
Shipping & Services	\$15,681.59
<b>Total Increase</b>	<b>\$111,051.71</b>



# Okemos High School Updates

**Work in progress...**



Library



Computer Art Lab



**3D Art Room**



# 2D Art Room

# Budget Update

	<b>Cost</b>
3-D & 2-D Art Rooms	New cost \$62,156.86 <b>Increase of \$6,184.48</b>
Art Room	New cost \$47,539.31 <b>Increase of \$8,796.20</b>
Counseling Department	New cost \$98,203.28 <b>Increase of \$3,625.35</b>
<b>Total Increase</b>	<b>\$18,606.03</b>

# Okemos - Chippewa Middle School Art Room



4810 Forest Run Road  
Madison WI 53708-8548  
fax 800.730.8094

**Project ID: D2110059**

<b>FOR:</b> Cyndi Webster Email: cyndi. Phone: 5177064818	<b>SALES REP:</b> Steve Scicchitano Email: steves@demco.com Phone: 800-858-2720 Fax: 855-356-8138	<b>PROJECT COORDINATOR:</b> Amanda Immell Email: amandai@demco.com Phone: Fax: 800.730.8094	<b>QUOTE ID:</b> T2327010 <b>QUOTE VERSION/TYPE:</b> Version 01 <b>QUOTE ISSUE DATE:</b> 12/07/2022 <b>QUOTE EXPIRATION DATE:</b> 12/22/2022 <b>CONTRACT:</b> AEPA - Furniture Contract
--	---	---	---

**ROOM: 001 ROOM**

**Sub Total:**

**\$65,448.66**

<u>Line #</u>	<u>Tag</u>	<u>Product #</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Discount %</u>	<u>Discount Unit Price</u>	<u>Extended Price</u>
1.00		13770130	8	\$1,844.99	8%	\$1,697.39	\$13,579.13
		<b>Description:</b>	Smith System Planner Studio Table Butcher Block 40x72x36				
		<b>Notes:</b>	This item may not be returned   unless damaged or defective				
		<b>Options:</b>					
		Leg Color	<input checked="" type="checkbox"/>	Orange			
2.00		13770120	6	\$1,822.99	8%	\$1,677.15	\$10,062.90
		<b>Description:</b>	Smith System Planner Studio Table Butcher Block 36x72x36				
		<b>Notes:</b>	This item may not be returned   unless damaged or defective				
		<b>Options:</b>					
		Leg Color	<input checked="" type="checkbox"/>	Apple			
3.00		13770110	6	\$1,794.99	8%	\$1,651.39	\$9,908.34
		<b>Description:</b>	Smith System Planner Studio Table Butcher Block 29x72x36				
		<b>Notes:</b>	This item may not be returned   unless damaged or defective				
		<b>Options:</b>					
		Leg Color	<input checked="" type="checkbox"/>	Cerulean			

4.00	19223690		18	\$262.00	20%	\$209.60	\$3,772.80
------	----------	--	----	----------	-----	----------	------------

**Description:** Planner Studio Power Strip  
**Notes:** Installation of the power strip | is attaching power strip to | table only. No electric or | wiring work included. | This item may not be returned | unless damaged or defective

5.00	19289110		14	\$346.00	20%	\$276.80	\$3,875.20
------	----------	--	----	----------	-----	----------	------------

**Description:** Flavors Adjustable Chair  
**Notes:** 16"-21" H with casters | Color: Apple | This item may not be returned | unless damaged or defective

6.00	19212690		25	\$537.00	20%	\$429.60	\$10,740.00
------	----------	--	----	----------	-----	----------	-------------

**Description:** Smith System Task Stool Adjustable Height W/ Footring  
**Notes:** 22-32" H stool with casters | Color: Apple | This item may not be returned | unless damaged or defective

7.00	13755990		6	\$405.99	8%	\$373.51	\$2,241.06
------	----------	--	---	----------	----	----------	------------

**Description:** Smith System Elemental Table w/Glides 30"H x 60"W x 24"D  
**Notes:** This item may not be returned | unless damaged or defective

**Options:**

Laminate top color	<input checked="" type="checkbox"/>	Classic Linen
Edge band colors	<input checked="" type="checkbox"/>	Apple
Leg/caster color	<input checked="" type="checkbox"/>	Apple

8.00	13785950		4	\$2,111.99	8%	\$1,943.03	\$7,772.12
------	----------	--	---	------------	----	------------	------------

**Description:** Mega Tower Open w/ 36 3" Totes  
**Notes:** This item may not be returned | unless damaged or defective  
**Options:**  
 End panel/Door handle  Apple  
 color?

9.00	13785910		2	\$1,245.99	8%	\$1,146.31	\$2,292.62
------	----------	--	---	------------	----	------------	------------

**Description:** Mega Tower Open w/shelves  
**Notes:** This item may not be returned | unless damaged or defective  
**Options:**  
 End panel/Door handle  Orange  
 color?

10.00	19010580		1	\$825.00	20%	\$660.00	\$660.00
-------	----------	--	---	----------	-----	----------	----------

**Description:** Silhouette XL Sit/Stand Desk 26-41"H x 24"D x 36"W  
**Notes:** Laminate Top: Classic Linen | Edge Band: Apple | Worksurface is 24"D x 36"W | This item may not be returned | unless damaged or defective

11.00	13755070		1	\$63.19	8%	\$58.13	\$58.13
-------	----------	--	---	---------	----	---------	---------

**Description:** Optional Storage Basket for Smith System Sit/Stand Desks  
**Notes:** This item may not be returned | unless damaged or defective

13.00	13788140	2	\$292.99	17%	\$243.18	\$486.36
-------	----------	---	----------	-----	----------	----------

**Description:** 5 Tier UltraZinc Steel Wire Shelving w/wheels 24"x60"x72"  
**Notes:** This item may not be returned | unless damaged or defective

## Installation Services

<u>Line #</u>	<u>Service #</u>	<u>Description</u>
14.00	19213370	Installation Service Michigan Basin Exploration

Like many businesses, we are experiencing unexpected price increases and extended lead times from our vendor partners for materials and transportation. We are trying to absorb the costs as much as possible, but in some cases, we have been forced to raise prices on our products. As such, the prices on this quote expire on the date listed and must be re-quoted after that date. Regarding leadtimes, we will do our best to keep you advised on approximate ship dates, but please do allow for delays in your planning as it is highly likely due to very high order volumes.

Demco may require a down payment on this order, please contact your Demco Consultant for more information

<b>SUB TOTAL</b>	\$65,448.73
<b>SHIPPING</b>	\$3,594.69
<b>SERVICES</b>	\$7,937.50
<b>TAX</b>	TAX EXEMPT
<b>GRAND TOTAL</b>	<b>\$76,980.92</b>

**Quote ID:** T2327010

**Shipping & Delivery Options** *If this quote includes options, they are based on the following list, (note: shipping options may only apply to certain shipments):*

<b>Billing Information</b>	<b>Shipping</b>	<b>Customer Contact</b>	<b>Designer</b>
Okemos Public Schools Business Office 4406 Okemos Rd Okemos, MI, 48864-1792  Bill Contact: Kay 517-349-2093	Cyndi Webster Chippewa Middle School 4000 Okemos Rd Okemos MI 48864-3213	Cyndi Webster 517.349.4660 X2818 cyndi.webster@okemosk12.net	Steve Gower Drawing ID:

**Signature that authorizes Demco to place this order:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Okemos High School-Social Studies Commons, Staff Lunch



4810 Forest Run Road  
Madison WI 53708-8548  
fax 800.730.8094

**Project ID: D2110042**

<b>FOR:</b> John Hood Email: null Phone:	<b>SALES REP:</b> Steve Scicchitano Email: steves@demco.com Phone: 800-858-2720 Fax: 855-356-8138	<b>PROJECT COORDINATOR:</b> Amanda Immell Email: amandai@demco.com Phone: Fax: 800.730.8094	<b>QUOTE ID:</b> T2320046 <b>QUOTE VERSION/TYPE:</b> Version 08 <b>QUOTE ISSUE DATE:</b> 12/19/2022 <b>QUOTE EXPIRATION DATE:</b> 01/16/2023 <b>CONTRACT:</b> AEPA - Furniture Contract
---	---	---	---

## ROOM: 001 SOCIAL STUDIES COMMONS

**Sub Total: \$19,493.08**

<u>Line #</u>	<u>Tag</u>	<u>Product #</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Discount %</u>	<u>Discount Unit Price</u>	<u>Extended Price</u>
1.00	C1	13820560	18	\$131.99	8%	\$121.43	\$2,185.75
<b>Description:</b> Smith Systems Flavors Stacking Chair 18"H Platinum <b>Options:</b> Color <input checked="" type="checkbox"/> Burgundy							
2.00	C2	13820690	12	\$171.99	8%	\$158.23	\$1,898.77
<b>Description:</b> Flavors Fixed-Height Stool 28"x19"x18-1/2" Platinum <b>Options:</b> Color <input checked="" type="checkbox"/> Burgundy							
3.00	T1	13684790	6	\$1,082.99	17%	\$898.88	\$5,393.29
<b>Description:</b> Kite 750 Series Mobile Table Rectangle 29" x 60" x 30" <b>Options:</b> Laminate Top color <input checked="" type="checkbox"/> Titanium EV Leg color <input checked="" type="checkbox"/> Silver							

4.00	T2	13788420		6	\$950.99	8%	\$874.91	\$5,249.46
------	----	----------	--	---	----------	----	----------	------------

**Description:** Smith System Elemental Adj Nest & Fold 29-40" x 60" x 30"

**Options:**

- |                    |                                     |             |
|--------------------|-------------------------------------|-------------|
| Laminate top color | <input checked="" type="checkbox"/> | Gray Nebula |
| Edge band color    | <input checked="" type="checkbox"/> | Charcoal    |
| Leg/caster color   | <input checked="" type="checkbox"/> | Platinum    |

5.00	T12	13684800		6	\$956.99	17%	\$794.30	\$4,765.81
------	-----	----------	--	---	----------	-----	----------	------------

**Description:** Kite 750 Series Mobile Table Square 29" x 30" x 30"

**Options:**

- |                    |                                     |             |
|--------------------|-------------------------------------|-------------|
| Laminate Top color | <input checked="" type="checkbox"/> | Titanium EV |
| Leg color          | <input checked="" type="checkbox"/> | Silver      |

**ROOM: 003 STAFF LUNCHROOM OPTION 2**

**Sub Total: \$19,311.53**

<u>Line #</u>	<u>Tag</u>	<u>Product #</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Discount %</u>	<u>Discount Unit Price</u>	<u>Extended Price</u>	
22.00	C3	13820650	6	\$115.99	8%	\$106.71	\$640.26	
		<b>Description:</b> Smith System Groove Stack Chair 18"H Platinum <b>Options:</b> Color <input checked="" type="checkbox"/> Burgundy						
23.00	C5	13820710	12	\$160.99	8%	\$148.11	\$1,777.33	
		<b>Description:</b> Groove Fixed-Height Stool 30"x19"x18-1/2" Platinum <b>Options:</b> Color <input checked="" type="checkbox"/> Burgundy						
24.00	L1A	13718950	3	\$1,292.99	18%	\$1,060.25	\$3,180.76	
		<b>Description:</b> Moto Inline Club Chair w/ Casters <b>Notes:</b> Mod to Grade C   Back/Base: CFS Laredo - Shale   Seat: CFS Laredo - Brandy <b>Options:</b> Fabric color <input checked="" type="checkbox"/> SEE LINE NOTE						
25.00	L1B	13718950	2	\$1,292.99	18%	\$1,060.25	\$2,120.50	
		<b>Description:</b> Moto Inline Club Chair w/ Casters <b>Notes:</b> Mod to Grade C   Back/Base: CFS Laredo - Shale   Seat: CFS Laredo - Brandy <b>Options:</b> Fabric color <input checked="" type="checkbox"/> SEE LINE NOTE						

26.00	L2	13719010		1	\$1,493.99	16%	\$1,254.95	\$1,254.95
-------	----	----------	--	---	------------	-----	------------	------------

**Description:** Moto Inline Club Chair w/Right Arm & Casters  
**Notes:** Mod to Grade C | Back/Base: CFS Laredo - Shale | Seat: CFS Laredo - Brandy  
**Options:**  
 Fabric color  SEE LINE NOTE

27.00	L3	13719070		1	\$1,493.99	16%	\$1,254.95	\$1,254.95
-------	----	----------	--	---	------------	-----	------------	------------

**Description:** Moto Inline Club Chair w/Left Arm & Casters  
**Notes:** Mod to Grade C | Back/Base: CFS Laredo - Shale | Seat: CFS Laredo - Brandy  
**Options:**  
 Fabric color  SEE LINE NOTE

28.00	L4	13809170		2	\$2,245.99	12%	\$1,976.47	\$3,952.94
-------	----	----------	--	---	------------	-----	------------	------------

**Description:** Moto Armless Chair w/Privacy SrndCasters50"x33-1/2"x31-3/4"  
**Notes:** Mod to Grade C | Back/Base: CFS Laredo - Shale | Seat: CFS Laredo - Brandy | Surround: CFS Laredo - Norse  
**Options:**  
 Chair fabric color  SEE LINE NOTE  
 Privacy surround fabric  SEE LINE NOTE  
 color

29.00	T3	13768200		1	\$469.99	8%	\$432.39	\$432.39
-------	----	----------	--	---	----------	----	----------	----------

**Description:** Smith System 30" dia. Table 29"H w/ Circular Base  
**Options:**  
 Laminate top color  Gray Nebula  
 Edge color  Charcoal  
 Base Color  Platinum

30.00	T6	13807490		2	\$558.99	8%	\$514.27	\$1,028.54
-------	----	----------	--	---	----------	----	----------	------------

**Description:** Smith System Flowform Oval Pedestal Base Table

**Options:**

Laminate color  Fusion Maple

31.00	T7	19048080		3	\$927.99	8%	\$853.75	\$2,561.25
-------	----	----------	--	---	----------	----	----------	------------

**Description:** Rectangle Cafe Table, Circle B 72"W x 36"D x 42"H

**Notes:** Laminate: Grey Nebula | Edge: Charcoal | Base: Platinum

32.00	T8	13768340		1	\$607.99	8%	\$559.35	\$559.35
-------	----	----------	--	---	----------	----	----------	----------

**Description:** Smith System 42" Dia Table 29"H w/ Circular Base

**Options:**

Laminate top color  Gray Nebula

Edge color  Charcoal

Base Color  Platinum

33.00	T9	13807520		1	\$595.99	8%	\$548.31	\$548.31
-------	----	----------	--	---	----------	----	----------	----------

**Description:** Smith System Flowform Clamshell Table w/Glides

**Options:**

Laminate color  Fusion Maple

**ROOM: 004 FRONT ENTRANCE**

**Sub Total:**

**\$7,582.21**

<u>Line #</u>	<u>Tag</u>	<u>Product #</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Discount %</u>	<u>Discount Unit Price</u>	<u>Extended Price</u>	
6.00	C3	13820650	4	\$115.99	8%	\$106.71	\$426.84	
		<b>Description:</b> Smith System Groove Stack Chair 18"H Platinum <b>Options:</b> Color <input checked="" type="checkbox"/> Burgundy						
7.00	C5	13820710	4	\$160.99	8%	\$148.11	\$592.44	
		<b>Description:</b> Groove Fixed-Height Stool 30"x19"x18-1/2" Platinum <b>Options:</b> Color <input checked="" type="checkbox"/> Burgundy						
8.00	L1A	13718950	2	\$1,292.99	18%	\$1,060.25	\$2,120.50	
		<b>Description:</b> Moto Inline Club Chair w/ Casters <b>Notes:</b> Mod to Grade C   Back/Base: CFS Laredo - Shale   Seat: CFS Laredo - Brandy <b>Options:</b> Fabric color <input checked="" type="checkbox"/> SEE LINE NOTE						
9.00	L5	19000410	1	\$2,439.99	18%	\$2,000.79	\$2,000.79	
		<b>Description:</b> Moto 90deg Concave Corner w/Legs (Casters not available) <b>Notes:</b> Mod to Grade C   Back/Base: CFS Laredo - Shale   Seat: CFS Laredo - Brandy						

10.00	T6	13807490	2	\$558.99	8%	\$514.27	\$1,028.54
-------	----	----------	---	----------	----	----------	------------

**Description:** Smith System Flowform Oval Pedestal Base Table

**Options:**

Laminate color  Fusion Maple

11.00	T7	19048080	1	\$927.99	8%	\$853.75	\$853.75
-------	----	----------	---	----------	----	----------	----------

**Description:** Rectangle Cafe Table, Circle B 72"W x 36"D x 42"H

**Notes:** Laminate: Grey Nebula | Edge: Charcoal | Base: Platinum

12.00	T8	13768340	1	\$607.99	8%	\$559.35	\$559.35
-------	----	----------	---	----------	----	----------	----------

**Description:** Smith System 42" Dia Table 29"H w/ Circular Base

**Options:**

Laminate top color  Gray Nebula

Edge color  Charcoal

Base Color  Platinum

**ROOM: 005 GYM ENTRANCE**

**Sub Total:**

**\$11,726.16**

<u>Line #</u>	<u>Tag</u>	<u>Product #</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Discount %</u>	<u>Discount Unit Price</u>	<u>Extended Price</u>
13.00	C5	13820710	28	\$160.99	8%	\$148.11	\$4,147.10
		<b>Description:</b> Groove Fixed-Height Stool 30"x19"x18-1/2" Platinum <b>Options:</b> Color <input checked="" type="checkbox"/> Burgundy					
14.00	L6	13708630	5	\$414.99	31%	\$286.34	\$1,431.72
		<b>Description:</b> Tenjam Dash Bench 17" Hx 47" W x 18"D <b>Options:</b> Color <input checked="" type="checkbox"/> Light Blue					
15.00	T7	19048080	4	\$927.99	8%	\$853.75	\$3,415.00
		<b>Description:</b> Rectangle Cafe Table, Circle B 72"W x 36"D x 42"H <b>Notes:</b> Laminate: Grey Nebula   Edge: Charcoal   Base: Platinum					
16.00	T10	13768240	6	\$494.99	8%	\$455.39	\$2,732.34
		<b>Description:</b> Smith System 30" Dia Table 42"H w/ Circular Base <b>Options:</b> Laminate top color <input checked="" type="checkbox"/> Gray Nebula Edge color <input checked="" type="checkbox"/> Charcoal Base Color <input checked="" type="checkbox"/> Platinum					

**ROOM: 006 LIBRARY WING**

**Sub Total:**

**\$37,256.90**

<u>Line #</u>	<u>Tag</u>	<u>Product #</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Discount %</u>	<u>Discount Unit Price</u>	<u>Extended Price</u>
17.00	A1	13710490	4	\$504.99	14%	\$434.29	\$1,737.17
<b>Description:</b> MooreCo iTeach Mobile Power Tower							
18.00	C6	19068930	16	\$391.00	25%	\$293.25	\$4,692.00
<b>Description:</b> Intellect Wave Cafe Stool 30"H, Poly Seat & Back							
<b>Notes:</b> Shell: Surf's Up   Frame: Cool Grey							
19.00	L7	13747540	24	\$1,011.99	15%	\$860.19	\$20,644.60
<b>Description:</b> Palette Lounge Square Chair w/ Legs 33"H x 26"W x 31"D							
<b>Options:</b>							
Fabric/vinyl seat color <input checked="" type="checkbox"/> Hathaway Fog							
Fabric/vinyl back color <input checked="" type="checkbox"/> Hathaway Navy							
20.00	T10	13768240	8	\$494.99	8%	\$455.39	\$3,643.13
<b>Description:</b> Smith System 30" Dia Table 42"H w/ Circular Base							
<b>Options:</b>							
Laminate top color <input checked="" type="checkbox"/> Gray Nebula							
Edge color <input checked="" type="checkbox"/> Charcoal							
Base Color <input checked="" type="checkbox"/> Platinum							

21.00	T11	19068930	16	\$545.00	25%	\$408.75	\$6,540.00
-------	-----	----------	----	----------	-----	----------	------------

**Description:** C-Table Round Table 18"Dia. x 27"H  
**Notes:** Dry Erase Top | Edge: Cool Grey

**Installation Services**

<u>Line #</u>	<u>Service #</u>	<u>Description</u>
34.00	19213370	Installation Service Michigan Basin Exploration

Like many businesses, we are experiencing unexpected price increases and extended lead times from our vendor partners for materials and transportation. We are trying to absorb the costs as much as possible, but in some cases, we have been forced to raise prices on our products. As such, the prices on this quote expire on the date listed and must be re-quoted after that date. Regarding leadtimes, we will do our best to keep you advised on approximate ship dates, but please do allow for delays in your planning as it is highly likely due to very high order volumes.

Demco may require a down payment on this order, please contact your Demco Consultant for more information

<b>SUB TOTAL</b>	\$95,370.12
<b>SHIPPING</b>	\$8,612.84
<b>SERVICES</b>	\$7,068.75
<b>TAX</b>	TAX EXEMPT
<b>GRAND TOTAL</b>	<b>\$111,051.71</b>

**Quote ID:** T2320046

**Shipping & Delivery Options** *If this quote includes options, they are based on the following list, (note: shipping options may only apply to certain shipments):*

<b>Billing Information</b> Okemos Public Schools Business Office 4406 Okemos Rd Okemos, MI, 48864-1792  Bill Contact: Kay 517-349-2093	<b>Shipping</b> John Hood Okemos High School 2800 Jolly Rd Okemos MI 48864-6506	<b>Customer Contact</b> John Hood  null	<b>Designer</b> Emily Bronk Drawing ID:
--	---	--	---

**Signature that authorizes Demco to place this order:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



**Office of Transportation Director**

**Date: December 5, 2022**

**To: Board of Education**

**From: Corrinne Karpinski**

**Re: School Bus Purchase Recommendations**

Okemos Public Schools uses the MSBO Bus Purchase Program which allows MSBO member school districts to purchase a quality bus at a competitive price. Attached you will find documentation/bids regarding the purchasing of four (4) new school buses. The district arranged for the replacement of school buses through the 2019 Technology/Security/Transportation Bond. The funds for the bus purchases (if approved) would come from the bond.

After careful consideration, I am recommending the Board award the school bus purchase to Holland Bus Company for a cost not to exceed \$498,936.00 (\$124,734.00 each).

Corrinne Karpinski  
(She, Her, Hers)  
Director of Transportation  
517-706-5050 (Office)  
Corrinne.karpinski@okemosk12.net

*"Together...educating with excellence, inspiring each learner for life."*

## GENERAL INFORMATION

The purpose of this program is to allow MSBO member school districts to purchase a quality bus at a competitive price. The program works by issuing an Invitation to Bid to interested dealers. MSBO receives and organizes the proposals and compiles a dealer price list that allows MSBO member school districts to electronically compare pricing on the various buses designed from all participating dealers.

MSBO's sole responsibility in the Bus Purchase program is to solicit proposals from dealers, inform the MSBO member school districts of the bid results, and coordinate the purchase of buses.

The role of the MSBO in the bid review process is limited to compiling a dealer price list. MSBO is not verifying or guaranteeing that the dealers have met the Base Bus Specifications. Dealers, by bidding in this program, have agreed to meet all base bus specifications. MSBO is simply a clearing house for the proposals in order to create an online program that enables MSBO member school districts to compare the various prices and options offered by each dealer. When comparing prices between dealers, please be cognizant of options marked N/A. By bidding N/A to an option, a dealer is stating they cannot provide that option.

**DEALER NEGOTIATED OPTIONS** are defined as options not specifically identified on the MSBO Bus Purchase Program Bus Specification Options List. Districts may, on an individual basis, negotiate such bus specification options directly with a vendor outside of this program. However, we strongly recommend that before doing so, you consult with your district's legal counsel to ensure that your district is complying with all applicable laws, statutes, regulations, and board of education policies.

If it is deemed necessary to purchase dealer negotiated options, these options can be inserted into the Bid Specification Sheet through the program. As part of the program process, users will be asked whether or not there are dealer-negotiated options to be listed, along with the price, when preparing the Bid Specification Sheet to be sent to the selected vendor and to MSBO. These prices will be calculated into the purchase price.

### **History of the Program**

In 1994, Michigan School Business Officials (MSBO) joined with Michigan Association of Pupil Transportation (MAPT) to initiate a group bus purchasing program to save their members time, money, and concern.

With cooperation from school bus vendors, the MSBO Bus Specifications Committee combined to design a program in which all districts could take advantage of group purchasing, regardless of the size of their order. A district ordering one bus gets the same price as a district ordering 20 buses.

An average of over 200 buses are purchased annually through this program for Michigan school districts.

This program can save you time when ordering new buses.

**Michigan Bus Purchasing**  
**Price Comparison Report - Spec #17747**  
 Nov 01, 2022 10:25 AM

**Buying Organization**

Holland  
 670 E 16th St  
 Holland MI 49423-3738

**Notes**

Okemos 77 Gas 2023

**Product Category**

Conventional (2022-23 Phase 1)

**Product**

77 Passenger

**Quantity**

4

**Product Base Price**

**\$119,656.00**

**\$115,877.00**

**\$116,893.00**

**Chassis Options**

Option	Option SKU	Buyer Comments	Hoekstra	Holland	Midwest Transit
Air Dryer	C101		N/C	(\$225.00)	\$36.00
Bendix AD-IP dryer w/spin-on filter					
Alternator	C123		\$140.00	S/E	\$144.00
240-amp, Leece-Neville					
Axle, Front: minimum load	C142		\$159.00	S/E	\$81.00
12,000 lbs.					
Axle, Rear: minimum load	C153		\$623.00	S/E	\$277.00
23,000 lbs.					
Batteries					
2 12-volt, 650-CCA each	C161		N/A	(\$150.00)	(\$98.00)
Brake Dust Shield					
Brake dust shield on all wheels	C170		S/E	S/E	N/C
Brakes, ESC					
Electronic Stability Control for Air Brakes	C172		S/E	S/E	S/E
Brakes, Traction Control					
For air brakes	C180		S/E	S/E	S/E
Engine					
Cummins ISB 220hp, 600 torque, PTS2500 trans	C204		—	—	N/C
Cummins ISB 220hp, 600 torque, PTS2500 trans	C204		S/E	—	—
Gasoline Engine, 7.3 L w/Ford Trans	C218		N/A	(\$3,350.00)	N/A
Fuel Tank					
Increase to 100-gallon gasoline tank	C252		N/A	\$375.00	N/A
Motor, Starting					

Thermal overcrank protection	C290	S/E	S/E	N/C
Steering				
Telescoping steering wheel	C320	S/E	S/E	\$116.00
Switches, Ignition				
Keyed alike	C350	N/C	\$5.00	\$12.00
Tires				
1 1R22.5 steer fr, mud/snow rear, Goodyear	C373	N/A	(\$262.00)	(\$404.00)
Turn signals				
Fender-mounted	C421	S/E	S/E	\$49.00
Warranty, Extended				
3 year/unlimited miles	C451	S/E	\$1,425.00	\$780.00

## Body Options

All Light Monitor System	B160	S/E	S/E	\$97.00
Add all light monitor system				
Antenna				
Flexible rubber radio antenna	B170	S/E	S/E	\$46.00
Booster Pump				
Add booster pump	B210	\$124.00	\$220.00	\$81.00
Bus Lock Up System				
Front only	B221	N/A	\$64.00	\$189.00
Color, Interior				
Walls white	B234	N/A	S/E	S/E
Crossing Gate Arm				
Air w/stow bracket	B240	\$292.00	\$390.00	(\$15.00)
Defogger Fans				
Increase from 2 to 3	B250	N/A	\$65.00	\$74.00
Exit, Evacuation Step				
Step & handle at rear door	B310	\$225.00	S/E	\$99.00
Exit, Roof Hatch				
2 Specially Prolo 9240 series	B324	(\$62.00)	(\$360.00)	N/A
Floor Covering				
1 piece, gray	B373	N/A	\$814.00	\$555.00
Fuel Filler Door				
Latching	B392	S/E	S/E	S/E
Heater, Shut-Off Valve				
Locate valve on engine block	B440	S/E	S/E	N/C
Light Visor				
Overhead flasher light visor	B455	S/E	S/E	N/C
Light, Exterior				

Light check system	B460	S/E	S/E	S/E
Mirror, Timer				
Timer for heated mirror	B525	S/E	S/E	\$57.00
Mirrors, Crossview				
Rosco, Eye-Max LP, heated	B537	\$42.00	S/E	N/C
Mirrors, Crossview, Arms				
Stainless steel arms	B555	S/E	\$38.00	\$39.00
Mirrors, Rearview				
Rosco Open View ES, remote, heated, split view	B575	\$233.00	\$265.00	\$186.00
Mirrors, Rearview, Arms				
Stainless steel arms	B590	S/E	\$38.00	\$37.00
Noise Reduction System				
Perforated ceiling, full bus	B595	S/E	\$641.00	S/E
Paint, Roof				
White, polyurethane	B605	\$355.00	\$220.00	\$332.00
Power Source				
12-volt power source in driver's area	B615	N/C	S/E	N/C
Radio & Public Address System				
AM/FM radio, PA System inside & outside	B623	N/A	\$587.00	\$297.00
Seat, Driver's				
National, air ride w/1 arm rest	B664	\$137.00	\$225.00	\$27.00
Seats, Fire Block				
Delete fire block	B703	(\$551.00)	(\$350.00)	(\$774.00)
Seats, Passenger: Color				
Burgundy	B714	N/A	N/C	N/C
Severe Service Package				
Must meet Colorado Racking Test	B740	S/E	S/E	N/C
Step Tread				
Pebble tread w/non-metal backing	B752	\$27.00	\$305.00	S/E
Stepwell				
Stainless steel	B755	N/A	\$545.00	\$746.00
Step Arm Signals				
Air, LED lights, front & rear	B765	(\$87.00)	(\$70.00)	(\$215.00)
Storage Compartment, Large (90"-105")				
With light, gas spring & lock (each) (Qty: 2)	B775	\$1,556.00	\$2,660.00	\$2,286.00
Storage Compartment Driver's Area				
Over drivers sash window	B781	S/E	\$125.00	\$160.00
Storage Pouch				
Mounted on barrier behind driver	B782	\$21.00	\$16.00	\$77.00
Warning System-Driver Alert				

Transpec Driver Alert Model 7500	B805	\$466.00	\$440.00	\$346.00
Window, Rear				
Tempered, 28% tinted	B870	\$15.00	\$50.00	N/C

**Configured Price \$123,371.00    \$120,623.00    \$122,613.00**

**Dealer Options**

Angeltrax camera system install			\$4,111.00	
Angeltrax camera system install		\$4,111.00		\$4,111.00
Angeltrax camera system install		\$0.00		
no gasoline engine available				\$0.00
no gasoline engine available		\$982.00		\$0.00
MOR-Vision® 6" x 30" Mirror/Monitor Backup Camera			\$0.00	
MOR-Vision® 6" x 30" Mirror/Monitor Backup standard				\$982.00
MOR-Vision® 6" x 30" Mirror/Monitor Backup Camera			\$0.00	
legacy seats			\$0.00	
LH arm rest			\$0.00	

	<u>Hoekstra</u>	<u>Holland</u>	<u>Midwest Transit</u>
Unit Price	\$128,464.00	\$124,734.00	\$127,706.00
Total Price	\$513,856.00	\$498,936.00	\$510,824.00
<b>Grand Total</b>	<b>\$513,856.00</b>	<b>\$498,936.00</b>	<b>\$510,824.00</b>

# BOARD OF EDUCATION RESOLUTION

## 2022-2023 MSBO Bus Purchase Program

\_\_\_\_\_ ("School District"), \_\_\_\_\_,  
Michigan

At a regular meeting of the Board of Education of \_\_\_\_\_,  
\_\_\_\_\_ County, Michigan (the "School District"), held at the Board of Education Offices  
at \_\_\_\_\_, Michigan \_\_\_\_\_, on the \_\_\_\_\_ day of  
\_\_\_\_\_, 20\_\_, at \_\_\_\_\_ p.m., Local Time.

PRESENT: MEMBERS: \_\_\_\_\_  
\_\_\_\_\_

ABSENT: MEMBERS: \_\_\_\_\_  
\_\_\_\_\_

The following preamble and resolution were offered by Member \_\_\_\_\_ and  
supported by Member \_\_\_\_\_.

WHEREAS, the School District desires to participate in the 2022-2023 Michigan School  
Business Officials (MSBO) Bus Purchase Program, and

WHEREAS, the Board of Education has reviewed the Bus Purchase Program Vendor Invitation  
To Bid, the Vendors' Responses to the Invitation To Bid, the Base Bus Specifications, the Bus  
Specification Options, the School District's Purchase Order and the School District's Bid  
Comparison Spreadsheet (collectively "Bid Documents"); and

WHEREAS, the School District understands that it is subject to all of the terms and conditions  
contained in the Bid Documents and any Bus Purchase Program procedures currently in place,  
or as may be implemented in the future by the MSBO; and

WHEREAS, the Board of Education understands that the sole responsibility of MSBO in the Bus  
Purchase Program is to solicit bids from Vendors, inform the Districts of the bid results and  
coordinate the aggregate purchase of buses; and

WHEREAS, the Board of Education understands that the School District must have at least one  
(1) fully paid membership in MSBO in order to participate in the Bus Purchase Program; and

WHEREAS, the Board of Education understands that any contracts for the purchase of school buses under the Bus Purchase Program will be between the School District and the Bus Vendor directly; and

WHEREAS, the Board of Education has determined that it is in the best interest of the School District to participate in the Bus Purchase Program.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School District is hereby authorized to participate in the 2022-2023 MSBO Bus Purchase Program and agrees to be bound by all of the terms and conditions contained in the Bid Documents, which Bid Documents are incorporated herein by reference.

2. The President and Secretary of the Board are hereby authorized and directed to execute any and all documents which are necessary for the School District to participate in the Bus Purchase Program upon the terms and conditions contained in the Bid Documents and any of the Bus Purchase Program procedures.

YEAS: MEMBERS: \_\_\_\_\_  
\_\_\_\_\_

NAYS: MEMBERS: \_\_\_\_\_

ABSTAIN: MEMBERS: \_\_\_\_\_

RESOLUTION DECLARED ADOPTED

I hereby certify that the foregoing constitutes a true and complete copy of a resolution duly adopted by the Board of Education of \_\_\_\_\_, County of \_\_\_\_\_, Michigan, at a \_\_\_\_\_ meeting held on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_, and that said meeting was conducted and public notice of said meeting was given pursuant to and in full compliance with the Open Meeting Act, being Act 267, Public Acts of Michigan, 1976, and that the minutes of said meeting were kept and will be or have been made available as required by said Act.

\_\_\_\_\_  
President, Board of Education

\_\_\_\_\_  
Secretary, Board of Education

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

### 5100 Student Rights

#### 5106 Student Gender Identity

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.

Supportive environments that acknowledge and affirm a student's gender identity is a protective factor that improves health and educational outcomes. 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.

#### 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, 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 be the same or different from their sex assigned at birth. Gender identities may include, "male," "female," "androgynous," "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. "Preferred Gender 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 will not be 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 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 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.

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 appropriate, input from staff, and the most recent guidance from the U.S. Department of Education and the Michigan State Board of Education.

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 changes, regardless of whether the student has "transitioned", sought a legal name change, or taken other legal or medical action. This includes, but is not limited to, updating the District's information systems, email addresses, class rosters, transcripts, and diplomas.

#### E. Student Privacy

A student's birth name and sex assigned at birth, or the fact that those differ from the student's preferred 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 by law, District staff will not disclose information that may reveal a student's birth name or sex assigned at birth, or that those differ from the student's preferred name and Preferred Gender Pronouns to others, including parents and other school staff.

#### F. Restroom and Locker Room Access

Students will have access to the facilities that correspond with their gender identity, but 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:

Date revised:



# DEI Update

*Slides re: gender identity from June 13, 2022*



# Students' Preferred (Chosen) Names

Connection to Equity Plan:

→ *Authentic Selves & Relationships*

## 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)
- ◎ Reviewed by Leadership Council (September 13)
- ◎ Reviewed by Board Policy Committee (October 10)



## 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.



## 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...



## **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)

## 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.”



## 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.





## FAQs - Student Gender Identity Policy

### Where can I find this policy?

All board policies can be found on the Okemos Public Schools website ([www.okemosk12.net](http://www.okemosk12.net)). Under the “Board of Education” tab, select “Policies.” The policy is also linked [here](#).

### Why was this policy drafted?

The policy responds to requests from students, staff, and community members for creating an inclusive environment for transgender and gender non-conforming people.

The policy expresses the district’s strong commitment to providing a safe and welcoming environment for all community members regardless of gender identity or expression. A policy-level statement is important given the vulnerability of transgender and gender non-conforming populations to discrimination, harassment, and threats to their safety and well-being.

The [Trevor Project’s 2021 National Survey on LGBTQ Youth Mental Health](#) captures the experiences of nearly 35,000 LGBTQ youth ages 13–24 across the United States. Here are some of the key findings, including risk and protective factors:

- 42% of LGBTQ youth seriously considered attempting suicide in the past year, including more than half of transgender and nonbinary youth.
- 75% of LGBTQ youth reported that they had experienced discrimination based on their sexual orientation or gender identity at least once in their lifetime.
- Transgender and nonbinary youth who reported having pronouns respected by all of the people they lived with attempted suicide at half the rate of those who did not have their pronouns respected by anyone with whom they lived.
- Transgender and nonbinary youth who were able to change their name and/or gender marker on legal documents, such as driver’s licenses and birth certificates, reported lower rates of attempting suicide.
- LGBTQ youth who had access to spaces that affirmed their sexual orientation and gender identity reported lower rates of attempting suicide.

## **What was the process for developing the policy?**

The policy was drafted by Thrun Law Firm and reviewed by staff from the Michigan Department of Education's LGBTQ+ Student Project. It was then presented to the OPS leadership team, which consists of all administrators in the district, for review and revision. Prior to review, administrators had collected feedback from students, teachers, counselors, and social workers. The Board of Education's Policy Committee examined the policy before recommending that it be presented to the full BOE for approval.

## **Is it legal to change a student's name within the district's student information system (PowerSchool)?**

If a school can say it's acting in the best interest of the student by using their preferred name and pronouns, then they are on firm legal ground, specifically when it comes to Title IX. Thrun Law Firm presented [this webinar](#) with the LGBTQ+ Students Project for the Michigan Association of Secondary School Principals earlier this spring on this topic.

When a student changes their name in PowerSchool, our registrars preserve the legal name within the system. Their chosen name will be used for in-district things like class rosters, but their legal name will be used for state testing.

## **Does changing a student's name in PowerSchool result in a legal name change?**

Our process does not affect a student's legal name. If a legal name change is desired, students/families must apply through government offices (see the [State of Michigan's "Legal Name Change"](#) and [Ingham County's "Information for Name Changes"](#) for more information).

## **If school staff refuse to call a student by their chosen/preferred name, are they in violation of any district policies?**

Okemos Public Schools [Board Policy 4121/5121](#) prohibits discrimination and discriminatory harassment on the basis of race, color, religion, sex (including pregnancy, gender identity, or sexual orientation), national origin, disability, or any other legally protected class. A student's name is a significant part of their identity and expression, and students who attend our schools should be addressed by their preferred name and personal pronouns.

## **Why is it important for us to use a student's chosen/preferred name and pronouns?**

Studies indicate that when a student's chosen/preferred name is used, their risks of depression and suicide decrease. [This article](#) provides an overview on the impact on the mental health of transgender students when students' correct names and pronouns are used. There is also research from the Trevor Project that speaks to [gender and LGBTQ-affirming spaces](#) and the impact they have on reducing suicidality.

## **What guidance have schools received from the Michigan State Board of Education regarding transgender and gender expansive students?**

In 2016, the State Board of Education passed a [Statement and Guidance on Safe and Supportive Learning Environments for LGBTQ Students](#). The second half of the document focuses on transgender and gender expansive students, with specific language about how schools should handle names, pronouns, and student information systems. The State Board of Education's recommendations align with Title IX and its interpretation by the Office for Civil Rights.

## **Caregiver support is critical for all children, but some may not support a gender identity or name change. What should we, as a school, do if this is the case?**

The ideal solution is for the student and caregivers to discuss a compromise that works for everyone. It is, however, a reality that LGBTQ+ students are disproportionately experiencing housing instability/homelessness, and their homes could be physically and/or psychologically unsafe. The school can use a nickname for a student without parental consent, but this practice could have negative consequences. Working with caregivers is always our primary goal; we want to work in partnership with families. School personnel should talk to the student about the realities of going by a name that their caregivers don't support, and they will help students develop a plan for communicating with their caregivers.

Two resources for talking with parents who aren't fully supportive are the [Family Acceptance Project](#) and [A Practitioner's Resource Guide: Helping Families Support Their LGBT Children](#).

## **How can people learn about the pronouns, gender identities and/or names of their students, family members, colleagues, etc.?**

People can ask about someone's names and pronouns in a respectful way. For example:

- When welcoming someone, you can say, "Hello, my name is [insert name] and my pronouns are [insert pronouns]. Please introduce yourselves by sharing your name and pronouns if you are comfortable doing so."
- When introducing yourself, you can say, "Hi my name is [insert name] and my pronouns are [insert pronouns]. May I ask what your pronouns are, if you use them?"

Consider the following strategies:

- Share your own name and pronouns first;
- Ask everyone in the group the same questions, rather than only asking people whose pronouns you have a question about;
- Do not limit a person's choice of pronouns or require them to share their pronouns.

One helpful resource to learn about pronoun usage is [my pronouns.org](#).

**Key terms:** Source: [State Board of Education Statement and Guidance on Safe and Supportive Learning Environments for Lesbian, Gay, Bisexual, Transgender, and Questioning \(LGBTQ\) Students](#) - Michigan Department of Education

**Gender identity**—a person’s deeply-held internal sense or psychological knowledge of their own gender, regardless of the biological sex they were assigned at birth.

**Gender expression**—the manner in which a person represents or expresses gender to others, often through one’s name, pronouns, behavior, clothing, haircut, activities, voice, mannerisms, and other distinctive cultural markers of gender.

**Transgender**—an adjective describing a person whose gender identity or expression is different from their biological sex assigned at birth.

**Gender nonconforming (GNC)**—an umbrella term for people whose gender expression differs from stereotypical expectations of the biological sex they were assigned at birth. GNC people may identify as girls, boys, neither girls nor boys, or some other gender.

**For further information:**

Mccann, E., & Brown, M. (2018). Vulnerability and Psychosocial Risk Factors Regarding People who Identify as Transgender. A Systematic Review of the Research Evidence. *Issues in Mental Health Nursing*, 39(1), 3-15.

James, S. E., Herman, J. L., Rankin, S., Keisling, M., Mottet, L., & Anafi, M. (2016). *The Report of the 2015 U.S. Transgender Survey*. Washington, DC: National Center for Transgender Equality.

**OKEMOS PUBLIC SCHOOLS  
NEW COURSE PROPOSAL**

1. Course Title: Meteorology
2. Course Developer(s): Alexandria Williams
3. Have the following reviewed this proposal?
  - a. Area Coordinator
  - b. District-Wide Coordinator
  - c. Appropriate Building Representatives
  - d. Principal
4. School where this course will be implemented: Okemos High School
  - a. Course Implementation Starting Date: August 2023
5. Regular Program or Pilot: Regular - Semester long course not full year
6. Required Course/Elective Course: Physical Science or General Physical Science
7. Evidence of need or interest: Science elective with low stress
8. How does this fit into the core curriculum: Allowing students to better understand the world around them.
9. Number of students benefited/Impacted: 2 classes of students (1 class per semester)
10. Credit to be granted:  Yes  No
11. Instructional materials to be recommended:
  - a. Basic Text: No text needed
  - b. Supplementary:
  - c. None recommended:
  - d. Author:
  - e. Title:
  - f. Publisher of Materials:
12. Hands on Materials: Science department has a lot of the materials and will use Gizmos and other online resources.
13. Supplies other than textbooks:
14. Estimated Costs: \$0
15. Goals (content of course; sequence of course in curriculum): The goal of this course is to offer students a one semester science elective course on basic meteorology. Specifically, the students will gain a better understanding of local, national and world weather patterns they are affected by in their everyday lives throughout the study of basic weather elements and surface weather systems. \*\* Please see attached PDF for units and learning objectives.

Principal Signature

Date

**PROPOSAL SHOULD BE SUBMITTED TO STACY BAILEY, ASST. SUPERINTENDENT FOR INSTRUCTION**

Meteorology New Course Proposal  
Alexandria Williams

**Goals:** The goal of this course is to offer students a one semester science elective course on basic meteorology. Specifically, the students will gain a better understanding of local, national and world weather patterns they are affected by in their everyday lives throughout the study of basic weather elements and surface weather systems.

**Unit 1 - Earth's Dynamic Atmosphere**

- **Learning Objectives:** Students should be able to:
  - Distinguish between weather and climate and name the basic elements of weather and climate.
  - List the major gasses composing Earth's atmosphere and identify the components that are most important to understanding weather and climate.
  - Interpret a graph that shows changes in air pressure from Earth's surface to the top of the atmosphere.
  - Sketch and label a graph that shows atmospheric layers based on temperature.
  - Explain what causes the Sun angle and length of daylight to change during the year and describe how these changes produce the seasons.
  - Discuss the principal controls of temperature and use examples to describe their effects.

**Unit 2 - Moisture, Clouds and Precipitation**

- **Learning Objectives:** Students should be able to:
  - List and describe the processes that cause water to change from one state of matter to another.
  - Distinguish between relative humidity and dew point.
  - List and describe the four mechanisms that cause air to rise.
  - List the necessary conditions for condensation and briefly describe the two criteria used for cloud classification.
  - Describe the two mechanisms that produce precipitation.
  - List the different types of precipitation and explain how each type forms.
  - Explain how precipitation is measured.

**Unit 3 - Air Pressure and Wind**

- **Learning Objectives:** Students should be able to:
  - Discuss the three forces that act on the atmosphere to either create or alter winds.
  - Contrast the weather associated with low-pressure centers and high-pressure centers.
  - List three types of local winds and describe their formation.
  - Discuss the major factors that influence the global distribution of precipitation.
  - Summarize Earth's idealized global circulation. Describing how continents and seasonal temperatures change complicate the idealized pattern.

**Unit 4 - Weather Patterns and Severe Storms**

- **Learning Objectives:** Students should be able to:
  - Discuss air masses, their classification and associated weather.
  - Compare and contrast typical weather associated with a warm front and a cold front.
  - List the basic requirements for thunderstorm formation and locate places on a map that exhibit frequent thunderstorm activity.
  - Identify areas of hurricane formation on a world map and discuss the conditions that promote hurricane formations.

# OKEMOS PUBLIC SCHOOLS

## NEW COURSE PROPOSAL

1. Course Title: L.I.F.E. - Logic, Investing, Financial Literacy, and Engineering
2. Course Developer(s): William Harnica/OHS Mathematics Department
3. Have the following reviewed this proposal?
  - a. Area Coordinator
  - b. District-Wide Coordinator
  - c. Appropriate Building Representatives
  - d. Principal
4. School where this course will be implemented: Okemos High School
  - a. Course Implementation Starting Date: Fall 2023
5. Regular Program or Pilot: Pilot
6. Required Course/Elective Course: Elective Course
7. Evidence of need or interest: The common question across our mathematics department from students is "When will I ever use this?" Though we can always promote mathematics due to the skills developed while learning the content, such as collaboration, critical thinking, perseverance, etc., the truth is that for most students, the content itself is not practical. This course is designed to address this issue and give the students exposure to content that they will come across in their own lives, all while viewing these topics through a mathematical lens. Students have a natural curiosity when it comes to learning topics that they value or find challenging, as long as an intrinsic motivation is in effect. Lastly, as I have grown my relationships with students over the years, anecdotally they have been excited for my logic problem warm-ups and conversations about my personal experiences with investing and doing research for the Department of Engineering at Michigan State University. Students are intrigued and want to learn about these topics; this course could help promote student success outside of the classroom and after their high school education concludes.
8. How does this fit into the core curriculum: This would be a semester math elective offered to juniors and seniors.
9. Number of students benefited/impacted: Approximately 30 students per semester for each section.
10. Credit to be granted:  Yes  No
11. Instructional materials to be recommended:
  - a. Basic Text: Literature on Investing #1 - Rich Dad Poor Dad: What the Rich Teach Their Kids About Money That the Poor and Middle Class Do Not!
  - b. Supplementary: Literature on Investing #2 - The Intelligent Investor: The Definitive Book on Value Investing
  - c. None recommended: N/a
  - d. Author: Robert Kiyosaki; Benjamin Graham
  - e. Title: Rich Dad Poor Dad: What the Rich Teach Their Kids About Money That the Poor and Middle Class Do Not!; The Intelligent Investor: The Definitive Book on Value Investing
  - f. Publisher of Materials: Warner Books; Harper & Row Publishers Inc.
12. Hands on Materials: Materials for engineering concepts/tasks

**PROPOSAL SHOULD BE SUBMITTED TO STACY BAILEY, ASST. SUPERINTENDENT FOR INSTRUCTION**

13. Supplies other than textbooks: Online materials/programs/software
14. Estimated Costs: One section per semester: \$1500 for textbooks and materials
15. Goals (content of course; sequence of course in curriculum): Use mathematics to explore tangible concepts for students with a goal of promoting critical thinking and increasing students' financial literacy. The topics of logic problems, investing, financial literacy, and engineering would be woven together throughout the semester.

---

Principal Signature

---

Date

# OKEMOS PUBLIC SCHOOLS

## NEW COURSE PROPOSAL

1. Course Title: **AP Environmental Science**
2. Course Developer(s): **Laura Bell**
3. Have the following reviewed this proposal?
  - a. Area Coordinator **X**
  - b. District-Wide Coordinator
  - c. Appropriate Building Representatives
  - d. Principal
4. School where this course will be implemented: **Okemos High School**
  - a. Course Implementation Starting Date: **2024/25 school year**
5. Regular Program or Pilot: **Regular Program**
6. Required Course/Elective Course: **Elective**
7. Evidence of need or interest:

**Many Okemos High School students have a strong academic interest in AP-level courses and OHS students on average take more science coursework than required for graduation. There is student interest in a diversity of science courses especially in light of the change to graduation requirements allowing for more student choice in their science curriculum. Students and parents have asked me if there will be an AP version of environmental science, and a few students have taken an AP environmental science course online since it is not offered at Okemos High School but would have preferred an in-person course at OHS.**

**OHS students have an interest in environmental issues both locally and globally, as evidenced by the existence and activities of the student-directed Earth Club (Students for Environmental Action) as well as student engagement in the Environmental Science and Wildlife Biology course (non-AP). I had originally hoped that I could supplement the already-offered Environmental Science & Wildlife Biology course to allow for an AP option, but now that I have been teaching it I have realized it is not realistic. The Honors Physics course at OHS allows for an AP option largely because the content is already very similar to that of an AP physics curriculum so minimal supplementation is needed, and it also has more restrictive enrollment requirements. The Environmental Science & Wildlife Biology class is open to a wide range of learners and also has a wider range of content because it allocates about half of course time to environmental science but the other half to wildlife biology. The wildlife units focus largely on content that is not addressed on an AP Environmental Science test, and the environmental science work done in that class incorporates a lot of fieldwork and projects, reducing the amount of time available to cover the great number of topics that appear on the AP test. As a result, there is far too much content that would need to be part of an AP course that does not fit into the Environmental Science & Wildlife Biology class than is reasonable to have students self-study or supplement. This has made it so an AP option has not been feasible and thus an AP course is being proposed instead.**

**The AP course would not replace the already-offered course Environmental Science & Wildlife Biology. That course is important to continue to offer so that students who do not want the**

stress or rigor of an AP course have access to an environmentally-focused learning option and due to student interest in the fieldwork and wildlife content that are incorporated into the non-AP class. Instead, both courses would continue to be run but in alternate years. This would allow students to take either one or both.

The AP environmental science class would also give students an AP science option for those students who do not plan to take a full-year chemistry class, making it more accessible to a wider range of students than the current science department AP offerings. Currently, both AP biology and AP chemistry require students to take 3 science courses before the AP class (PES, biology, chemistry). The prerequisite courses for the AP environmental science class would be the required 9th and 10th grade OHS classes (physical science and biology), so students could then take either the non-AP environmental and wildlife class or the AP environmental science course or both after they've completed their 2 required science courses without needing additional science pre-reqs.

In conclusion, the addition of an AP environmental science class will attract a wider range of students to take a course that addresses environmental concerns and consequently also helps support the district's strategic plan, which seeks to increase environmental awareness and responsible action among our students.

8. How does this fit into the core curriculum:

This course would incorporate aspects of biology, physical science, and earth science, which would support student learning and applications of concepts from these required / core courses and help prepare students for state testing. This course can also be used to fulfill the graduation requirement of 1 science elective after physical science and biology. Additionally, students will be prepared to take the AP Environmental Science test offered each spring to potentially earn college credit.

9. Number of students benefited/impacted:

The number would depend upon the number of students who enroll in the course. Estimated at 1-2 sections (25 - 50 students) during academic years when it is offered.

10. Credit to be granted:  Yes  No

11. Instructional materials to be recommended:

a. Text:

b. Supplementary:

c. None recommended:

d. Author: **Withgott and Laposata**

e. Title: **Environment: The Science Behind the Stories, AP Edition (The school already has 1 class set)**

f. Publisher of Materials: **Pearson**

12. Hands on Materials: **Lab materials and standard classroom supplies**

13. Supplies other than textbooks: **Lab materials and standard classroom supplies**

14. Estimated Costs: **~\$600-800 to purchase materials to support new lab activities**

15. Goals (content of course; sequence of course in curriculum):

Unit 1: The Living World: Ecosystems

- Introduction to ecosystems
- Terrestrial and aquatic biomes
- Primary productivity
- Carbon, nitrogen, phosphorus, and water cycles
- Trophic levels
- The flow of energy in an ecosystem and the 10% rule
- Food chains and food webs

Unit 2: The Living World: Biodiversity

- Introduction to biodiversity
- Ecosystem services
- Island biogeography
- Ecological tolerance
- Natural disruptions to ecosystems
- Ecological succession

Unit 3: Population

- Generalist and specialist species
- Survivorship curves
- Population growth and resource availability
- Age structure diagrams
- Human population dynamics

Unit 4: Earth Systems & Resources

- Tectonic plates
- Soil formation and erosion
- Earth's atmosphere
- Global wind patterns
- Earth's geography and climate
- El Niño and La Niña

Unit 5: Land and Water Use

- The tragedy of the commons
- The Green Revolution
- Types and effects of irrigation
- Pest-control methods
- Meat production methods and overfishing
- The impacts of mining
- Urbanization and ecological footprints
- Introduction to sustainable practices including crop rotation and aquaculture

**Unit 6: Energy Resources and Consumption**

- Energy sources and fuel types, including fossil fuels, ethanol, and nuclear power
- Global energy consumption and distribution of natural resources
- Natural sources of energy, including solar power, wind, geothermal, and hydroelectric power
- Energy conservation methods

**Unit 7: Atmospheric Pollution**

- Introduction to air pollution
- Photochemical smog
- Indoor air pollution
- Methods to reduce air pollutants
- Acid rain
- Noise pollution

**Unit 8: Aquatic and Terrestrial Pollution**

- Sources of pollution
- Human Impact on ecosystems
- Thermal pollution
- Solid waste disposal and waste reduction methods
- Pollution and human health
- Pathogens and Infectious diseases

**Unit 9: Global Change**

- Ozone depletion
- Global climate change
- Ocean warming and acidification
- Invasive species
- Human impacts on diversity

  
Principal Signature

10/21/22  
Date