

# Board considers amounts for tax proposals

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"We cannot exist without some change to the millage rate," Flanagan said. "We've been raided and there's the possibility that we will be raided in the future. We need to be prepared to tighten our belts first."

Flanagan was referring to the \$5.8 million lost through state "recapture" of aid. School officials say that it will take an additional \$7.8 million — about 3 mills in property taxes — to continue the same school programs and projects the district has planned for the next school year.

With a large state budget deficit and a change in the governor's off-

ice, they are also concerned the state will take back more money from the district yet this year.

**EXACT MILLAGE** amounts will be announced at the Dec. 4 board meeting.

Proposal A will ask for money lost through state recapture.

The other — Proposal B — would include everything in A, plus additional money for facilities. A suggested 4 1/2 mills was tossed about during the meeting.

During a secondary school boundary meeting Nov. 19, many parents said they would rather pay extra

money than reshuffle their children according to proposed school boundaries.

"There was a large cry of 'Give us an opportunity to vote on it. We want to look at other options and we are willing to pay for that,'" Flanagan said, describing the tone of the boundary meeting. This proposal would give voters a choice.

School officials know that timing is everything because Farmington Hills is planning an election for parks tax renewal in 1991 and the Farmington Community Library may ask voters for a bond issue on a new library.

"I think we have a good chance at

winning it if we organize a campaign and involve everyone at the schools," Flanagan said.

He added that streamlining measures could save the district as much as \$1,681,482.

**POSITIONS** absorbed and not filled amount to \$341,882. They are: deputy superintendent, \$110,648; part-time psychologist, \$30,040; part-time staff developer, \$31,183; administrative assistant, \$78,190; secretary, gifted office, \$26,259 and special education teacher, \$65,582.

Other potential reductions result from some enrollment decline, needed changes and a self-supporting

program. Under this category, which amounts to \$339,810, are: five professional staff members, \$268,205; three other staff, \$43,405; and elimination of a food service subsidy, \$30,000.

In the third category, Flanagan discussed the proposed \$4.7 million transportation budget for 1991-1992. Expenditures include field trips, athletic events, transportation to/from school and to a variety of school-related activities.

This area offers an opportunity for significant savings if bus stops were located only on main roads, Flanagan said. However, the time available to analyze routes, schedules and manpower is insufficient to produce meaningful data, he said. Estimated potential savings: \$1 million.

"It's a beginning, a prudent way for us to start," Flanagan said. "We're not going to be able to recoup all the money we've lost. Transportation is the one with the most leeway."

FLANAGAN SAID he has been

asked which planned budget items were never implemented. These positions approved by the board of education, but not implemented because of a loss of funding, total \$219,305.

These included: two elementary counselors which would have been put in for the first time, \$97,618; principal intern, \$72,876; and media specialist, \$48,809.

"We've scaled down \$2 million," Flanagan said, adding that he sought input from all levels, parents, administrators and school employees.

"The alternatives (to recapture) will be at least as bad or worse," Flanagan said in speaking of next year's budget. "That's the irony of the timing. The number of our kids has gone up, we don't have enough space, we've lost \$5.8 million and we're getting less in assessment increases than we have in the last five years."

Officials expect a 4 or 5 percent assessment increase next year. "People in the community must understand what is happening in Lansing," said trustee Jim Abernethy.

## Schools gear to teach about AIDS

By Susan Buck staff writer

Because of changes in a state law, every Farmington student soon will be learning about the AIDS disease.

The law now requires schools to tell students about AIDS at every building level, and local school officials have re-examined and designed lesson plans and curriculums.

Implementation will begin this year.

Farmington Schools began Family Life Education programs for students in grades 4-9 in 1972.

"Societal changes as well as state law changes have prompted Farmington to continually revise and to expand its programs to reflect the needs of our community and its children," said Judy White, assistant superintendent for curriculum and staff development.

AIDS education became a part of Farmington's Family Life programs in grades 8-9 as early as 1984, White said.

"As questioning and concerns escalated, an AIDS for seniors program was developed as an inclusion of American Government classes in 1988," White said.

In compliance with Public Act 139 of 1989, which mandated schools to teach AIDS education, Farmington was again prompted to explore curriculums lessons for grades K-4.

To enhance Farmington's comprehensive Family Life and Health programs, the district looked at curriculums that were sequential and devel-

opmentally appropriate.

Farmington adopted a multi-level approach to instruct its students about AIDS.

In grades K-3, lessons from the "Growing Healthy" program, a national comprehensive health program were adopted.

An additional lesson from the Michigan Model is also being used at the kindergarten level, White said. This lesson is based on the book, "Curious George Goes to the Hospital" and centers around emotional aspects of illness and the role of health personnel in the community.

Overall, the lessons at grades K-3 are aimed at understanding illness and feelings associated with disease. The K-3 lessons are woven within Farmington's health curriculum, White said.

In grades 4-5, the Growing Healthy lessons are also adopted but because the lessons address sexuality concerns as well as an understanding of AIDS, Farmington has woven these lessons within its Family Life Education programs. The basic curriculum was also rewritten to reflect the inclusion of the Growing Healthy lessons and to insure a more comprehensive sexuality program, she said.

In grade 6, the curriculum was also rewritten and is supplemented by the video entitled "I Have AIDS: A Teenager's Story," a shortened version of the "The Ryan White Story." This video was adopted from the Michigan Model, AIDS lesson, grade 5.


Parents will be notified prior to

the teaching of any of these lessons, White said.

In grades K-3, parents may preview lessons in building offices. In grades 4-6, parents will be invited to preview all Family Life Education

materials and HIV/AIDS lessons before they are given to the students.

"Lessons in grades 4-6 were piloted last year and were met with vast approval by the community," White said.



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