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| <u>Board of Education</u> Mary Gebara President, 2022-2023 | Okemos Public Schools board@okemosk12.net http://okemosk12.net | 4406 Okemos Road Okemos, Michigan 48864 Phone: 517-706-5010 |
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This agenda is for general informational purposes only. Based on board policy, the board of education may revise this agenda and may take up other issues at the meeting.

6:30 PM

**MEETING AGENDA
Monday, October 17, 2022**

Community Conference Rm

CALL TO ORDER

Dean Bolton, Katie Cavanaugh, Mary Gebara, Melanie Lynn, Vincent Lyon-Callo, 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.

ADJOURN TO EXECUTIVE SESSION –Security Planning

Pursuant to Section 8(k) of the Open Meetings Act, the board of education may adjourn to Executive Session to consider security planning to address existing threats or prevent potential threats to the safety of the students and staff.

That the board adjourn to Executive Session pursuant to Section 8(k) of the Open Meetings Act for the purpose of security planning (Roll Call).

RECONVENE

Dean Bolton, Katie Cavanaugh, Mary Gebara, Melanie Lynn, Vincent Lyon-Callo, Andrew Phelps and Jayme Taylor

PRESENTATION - Assessment Data

Assistant Superintendent Stacy Bailey, building administrators, and instructional coaches will provide an overview of district benchmark assessment results, along with key initiatives that will be utilized to address students' needs during the 2022-2023 school year.

PRESENTATION: School Funding

Finance Director Elizabeth Lentz will provide an overview of public school funding in Michigan.

CITIZENS ADDRESS AGENDA AND NON-AGENDA ITEMS

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

therefore, restricts board members from engaging in conversation with speakers or immediately responding to questions. Questions and concerns may be addressed by the board later in the agenda and may be assigned for follow-up by the board or superintendent at a later date.

HIGH SCHOOL STUDENT REPORTS/REQUESTS

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 and 2 for immediate implementation and appropriate action. Item 1: Minutes of the Regular Meeting of October 3, 2022 Item 2: Acknowledge receipt of the September financial statement and approve payment of bills for September.

OTHER ACTION ITEMS

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

Audit Report

Each year, the board of education employs an auditing firm to audit the district's financial records. Mr. Steve Piesko of Maner & Costerisan P.C. presented the 2021-2022 audit report to the board during its meeting on October 3, 2022.

That the board accept the audit report of Maner & Costerisan P.C. for the 2021-2022 school year.

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.

DISCUSSION: Bond Owners Rep

Superintendent Hood and Director Lentz will discuss the rationale to move forward with an Owner's Representative to assist with bond implementation should the voters approve the 2022 Bond proposal.

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

ADJOURN



Okemos Public Schools

**Benchmark Assessment Data &
Mitigating Learning Loss***

October 17, 2022

*in accordance with 98c of PA 144 - Section 98c

MICIP

(Michigan Integrated Continuous Improvement Process)

Continuous Improvement



Whole Child



Systems Thinking



+ Equity

Opportunities, Environments, and Supports

Providing Engaging, High-Quality Learning Experiences



2022-23 KEY INITIATIVES

Communication & Engagement

Differentiation

Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS)

OUR GOALS

Building & Sustaining Relationships

The diverse identities, abilities and strengths of our school community are reflected in a system representative of, constructed by and responsive to all of our stakeholders.

Engaging in Best Practices for Teaching and Learning

Data will be analyzed used to reflect on our intentions, evaluate processes and practices, measure our impacts and inform our decisions on a path of continuous improvement.

Fostering an Inclusive Culture & Climate

Each individual has access to, can meaningfully participate in, and make progress in high-quality learning experiences that result in empowerment and academic success.

FOCUS AREAS

Equity

Social Emotional Learning

Organizational Capacity

Instructional Learning

Facilities

PACK MISSION

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

4406 N. Okemos Rd.
Okemos, MI 48864



www.OkemosK12.net
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Okemos Public Schools Equity Plan

PURPOSE
Provide direction for creating learning environments that are safe, healthy, and effective for everyone.

GUIDING PRINCIPLES

DIVERSITY
Our students, families, staff, and community members bring with them diverse and unique identities, abilities, and strengths.

EQUITY
Each student has access to, can meaningfully participate in, and make progress in learning experiences that result in empowerment and academic success.

INCLUSIVITY
Everyone has the right to feel safe, happy, affirmed, and encouraged.

COLLABORATION
Our system must be representative of, constructed by, and responsive to all members of our community.

REFLECTION
Making continuous progress requires us to reflect on our intentions, evaluate our processed and practices, and measure our impacts.

DATA-DRIVEN DECISION-MAKING
Data from diverse sources will be routinely collected and analyzed. We will use new information to guide our decision-making and inform ways in which we adapt to the needs of our community.

AREAS OF FOCUS

AUTHENTIC SELVES & RELATIONSHIPS

Goal 1: OPS is an inclusive district in which students, staff, families, and community members accept and respect the diverse identities of one another.

Goal 2: Our relationships are built upon actions that promote and sustain mutual trust and respect.

Goal 3: We utilize effective, consistent, culturally and linguistically responsive, and honest communication strategies to build community and establish collaboration.

INSTRUCTION/CURRICULUM/ ASSESSMENT

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

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

CULTURALLY RESPONSIVE - SUSTAINING EDUCATION

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

POLICIES/PRACTICES/PROCEDURES

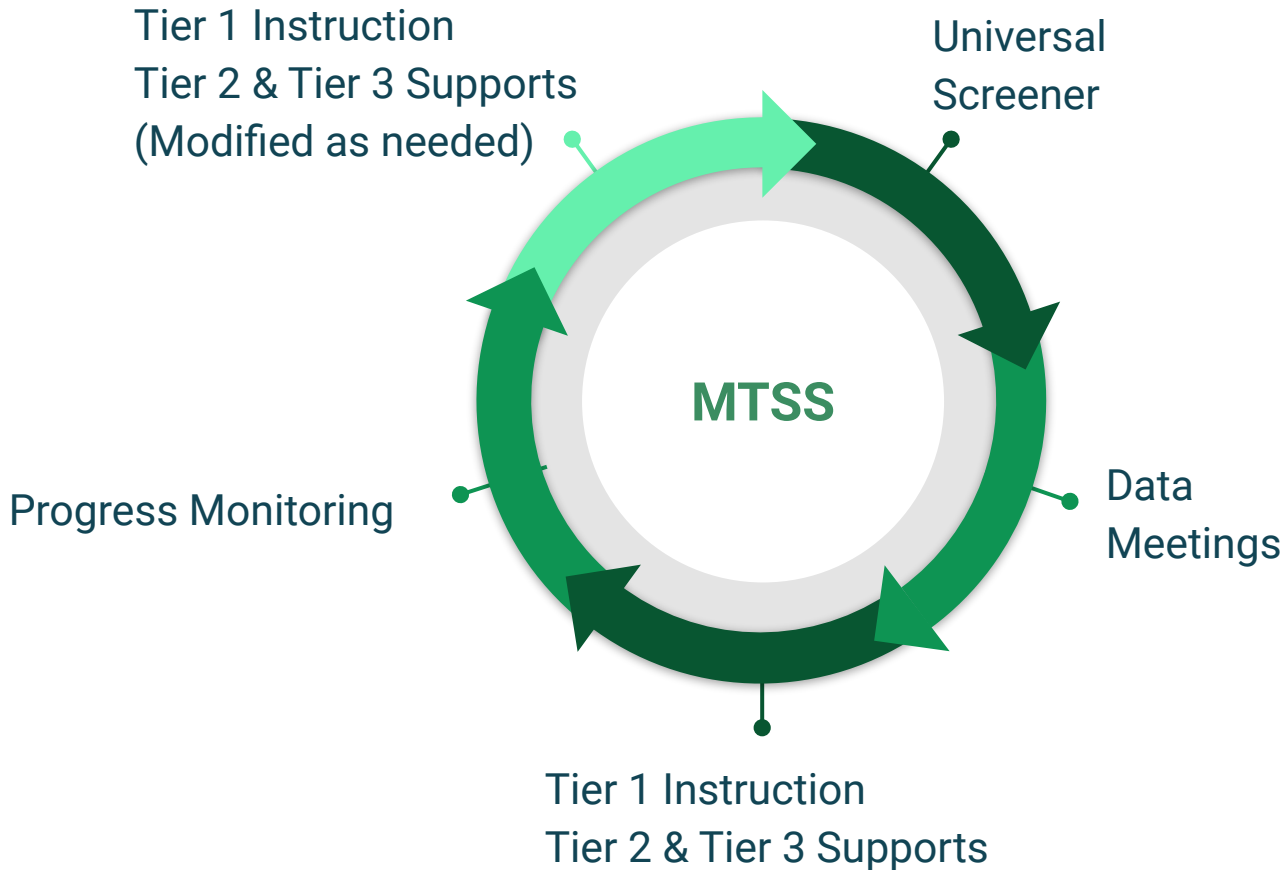
Goal 7: OPS has a clear public statement of its values and commitment to diversity, equity, and inclusion.

Goal 8: OPS policies, practices, and procedures are representative of, constructed by, and responsive to students, staff, families, and community members.



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

Targeted Support Based on Student Needs, Building on Student Strengths



Levels of Data



LEVEL 1 Satellite Data



Large grain size.



Illuminate patterns of achievement, equity, and teacher quality and retention.



Point us in a general direction for further investigation.



LEVEL 2 Map Data



Medium grain size.



Help us to identify reading, math, and other student skill gaps (e.g. decoding, fluency, fractions, etc.) or instructional skill gaps for teachers.



Point us in a slightly more focused direction.

Fall

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (2-8)
- MAP Growth Math (K-8)
- mySAEBRS (2-12)



- Present Benchmark Results
- Set Mid-year & End-of-Year Goals
- Identify Next Steps

Winter

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (2-8)
- MAP Growth Math (K-8)
- mySAEBRS (2-12)



- Present Benchmark Results
- Monitor Mid-year & End-of-Year Goals
- Identify Next Steps

Spring

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (2-8)
- MAP Growth Math (K-8)
- mySAEBRS (2-12)



- Present Benchmark Results
- Monitor Mid-year & End-of-Year Goals
- Identify Next Steps

“For me, equity is about making sure every student is a powerful learner—that’s the equity goal we should be shooting for.”

Zaretta Hammond

Author of *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (Corwin, 2014)

Goal 1- Literacy

Mid-Year Goal

75% of K and 1st Grade students will demonstrate **growth** and 80% will demonstrate proficiency as measured by the NWEA Reading Fluency.

75% of 2nd-8th Grade students will demonstrate **growth** and 70% will achieve in the 60th percentile or above as measured by NWEA MAP Growth.

End-of-Year Goal

75% of K & 1st Grade students will demonstrate **expected growth** and 85% will demonstrate proficiency as measured by NWEA Reading Fluency.

75% of 2nd-8th Grade students will demonstrate **expected growth** and 75% will achieve in the 60th percentile or above as measured by NWEA MAP Growth.

| MAP Reading Fluency | | |
|----------------------------|----------------|---------------|
| | Support | Target |
| K | 25% | 75% |
| 1st | 23% | 77% |

| | MAP Growth- Reading | | | | |
|------------|----------------------------|-------------------|-------------------|-------------------|--------------------|
| | %ile <21 | %ile 21-40 | %ile 41-60 | %ile 61-80 | %ile >80 |
| 2nd | 18% | 13% | 13% | 17% | 39% |
| 3rd | 12% | 9% | 16% | 16% | 47% |
| 4th | 6% | 9% | 14% | 21% | 47% |
| 5th | 8% | 8% | 15% | 28% | 41% |
| 6th | 6% | 11% | 17% | 31% | 35% |
| 7th | 7% | 7% | 16% | 31% | 39% |
| 8th | 9% | 13% | 18% | 33% | 28% |

| | MAP Growth- Reading | | | | |
|---------------------------------------|----------------------------|-------------------|-------------------|-------------------|--------------------|
| | %ile <21 | %ile 21-40 | %ile 41-60 | %ile 61-80 | %ile >80 |
| Economically Disadvantaged | 19% | 19% | 23% | 23% | 15% |
| Non-Economically Disadvantaged | 7% | 7% | 14% | 26% | 45% |
| Special Education | 39% | 19% | 18% | 12% | 12% |
| Non-Special Education | 6% | 9% | 16% | 27% | 42% |
| English Learner | 18% | 20% | 19% | 20% | 23% |
| Non-English Learner | 9% | 9% | 16% | 26% | 41% |
| | | | | | |
| Asian American | 7% | 8% | 14% | 26% | 44% |
| Black or African American | 22% | 17% | 21% | 18% | 22% |
| White | 9% | 9% | 17% | 26% | 39% |
| Hispanic or Latino | 11% | 20% | 11% | 22% | 35% |
| Two or More Races | 13% | 11% | 17% | 23% | 36% |

2022-2023 Supports

* Items identified as potential 98C supports

- Orton Gillingham training*
- LETRS training
- FAME training*
- Instructional coaching model (K-4), (5-12)
- Reading Specialist
- NWEA Map Growth & Reading Fluency*
- Progress Monitoring Tools*
- After school literacy programs
- Professional Learning*
 - Cultivating Genius (Muhammad)
 - The Differentiated Classroom: Meeting the Needs of All learners (Tomlinson)
 - Street Data (Dugan, Safir)

Goal 2- Mathematics

Mid-Year Goal

75% of K-8th Grade students will demonstrate **growth** and 70% will achieve in the 60th percentile or above as measured by NWEA MAP Growth.

End-of-Year Goal

75% of K-8th Grade students will demonstrate **expected growth** and 75% will achieve in the 60th percentile or above as measured by NWEA MAP Growth.

| | MAP Growth- Math | | | | |
|------------|------------------|------------|------------|------------|----------|
| | %ile <21 | %ile 21-40 | %ile 41-60 | %ile 61-80 | %ile >80 |
| K | 6% | 8% | 14% | 26% | 47% |
| 1st | 7% | 9% | 16% | 25% | 44% |
| 2nd | 14% | 10% | 14% | 25% | 37% |
| 3rd | 13% | 13% | 15% | 22% | 37% |
| 4th | 8% | 12% | 18% | 27% | 37% |
| 5th | 11% | 9% | 20% | 23% | 37% |
| 6th | 10% | 15% | 27% | 25% | 24% |
| 7th | 6% | 17% | 21% | 29% | 27% |
| 8th | 12% | 16% | 23% | 26% | 24% |

| | MAP Growth- Math | | | | |
|---------------------------------------|-------------------------|-------------------|-------------------|-------------------|--------------------|
| | %ile <21 | %ile 21-40 | %ile 41-60 | %ile 61-80 | %ile >80 |
| Economically Disadvantaged | 26% | 19% | 24% | 16% | 15% |
| Non-Economically Disadvantaged | 6% | 10% | 18% | 28% | 39% |
| Special Education | 42% | 18% | 16% | 14% | 10% |
| Non-Special Education | 6% | 11% | 19% | 27% | 37% |
| English Learner | 14% | 18% | 19% | 22% | 26% |
| Non-English Learner | 9% | 11% | 19% | 26% | 35% |
| | | | | | |
| Asian American | 4% | 8% | 14% | 23% | 51% |
| Black or African American | 34% | 19% | 13% | 20% | 13% |
| White | 8% | 13% | 22% | 27% | 31% |
| Hispanic or Latino | 24% | 16% | 19% | 20% | 20% |
| Two or More Races | 15% | 14% | 17% | 28% | 26% |

2022-2023 Supports

* Items identified as potential 98C supports

- Collaboration with ISD Math Consultant
- OHS math labs
- After school programming
- FAME training
- Instructional coaching model (K-4), (5-12)
- NWEA Map Growth*
- Progress Monitoring Tools*
- Professional Learning*
 - Cultivating Genius (Muhammad)
 - The Differentiated Classroom: Meeting the Needs of All learners (Tomlinson)
 - Street Data (Dugan, Safir)

Goal 3- Social Emotional Health

Mid-Year Goal

85% of 2-12 students will demonstrate healthy social, emotional, and academic behaviors as measured by mySAEBRS.

End-of-Year Goal

90% of 2-12 students will demonstrate healthy social, emotional, and academic behaviors as measured by mySAEBRS.

2022-2023 Supports

- Implementation of CR-PBIS
- Full-time SSAs in each building (NEW)*
- Two Counselors (NEW)*
- District Clinical Social Worker (NEW)

* Items identified as potential 98C supports

| SEL 2nd-4th Grades | Fall |
|---|------|
| ALL Students | 84% |
| Econ. Disadvantaged | 73% |
| Special Education | 64% |
| English Learner | 84% |
| American Indian or Alaska Native | N/A |
| Asian American | 87% |
| Black or African American | 85% |
| Native Hawaiian or Other Pacific Islander | N/A |
| White | 85% |
| Hispanic or Latino | 94% |
| Two or More Races | 81% |

2022-2023 Supports

- Assess & Revise CR-PBIS
- One Counselor (NEW)*
- District Clinical Social Worker (NEW)

* Items identified as potential 98C supports

| SEL 5th-8th Grades | Fall |
|---|------|
| ALL Students | 90% |
| Econ. Disadvantaged | 85% |
| Special Education | 72% |
| English Learner | 95% |
| American Indian or Alaska Native | N/A |
| Asian American | 94% |
| Black or African American | 92% |
| Native Hawaiian or Other Pacific Islander | N/A |
| White | 88% |
| Hispanic or Latino | 85% |
| Two or More Races | 90% |

2022-2023 Supports

- District Clinical Social Worker (NEW)
- Special Education Coach/LINKS (NEW)*

* Items identified as potential 98C supports

| SEL 9th-12th Grades | Fall |
|---|------|
| ALL Students | 88% |
| Econ. Disadvantaged | 79% |
| Special Education | 74% |
| English Learner | 93% |
| American Indian or Alaska Native | N/A |
| Asian American | 91% |
| Black or African American | 83% |
| Native Hawaiian or Other Pacific Islander | N/A |
| White | 88% |
| Hispanic or Latino | 81% |
| Two or More Races | 84% |

Future Supports*

- Staff to provide academic support
- Summer learning opportunities for targeted learning needs
- Professional Development to support educators in meeting students' needs—academic, behavioral, & emotional

* Items identified as potential 98C supports



2022-23 KEY INITIATIVES

Communication & Engagement

Differentiation

Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS)

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FOCUS AREAS

Equity

Social Emotional Learning

Organizational Capacity

Instructional Learning

Facilities

PACK MISSION

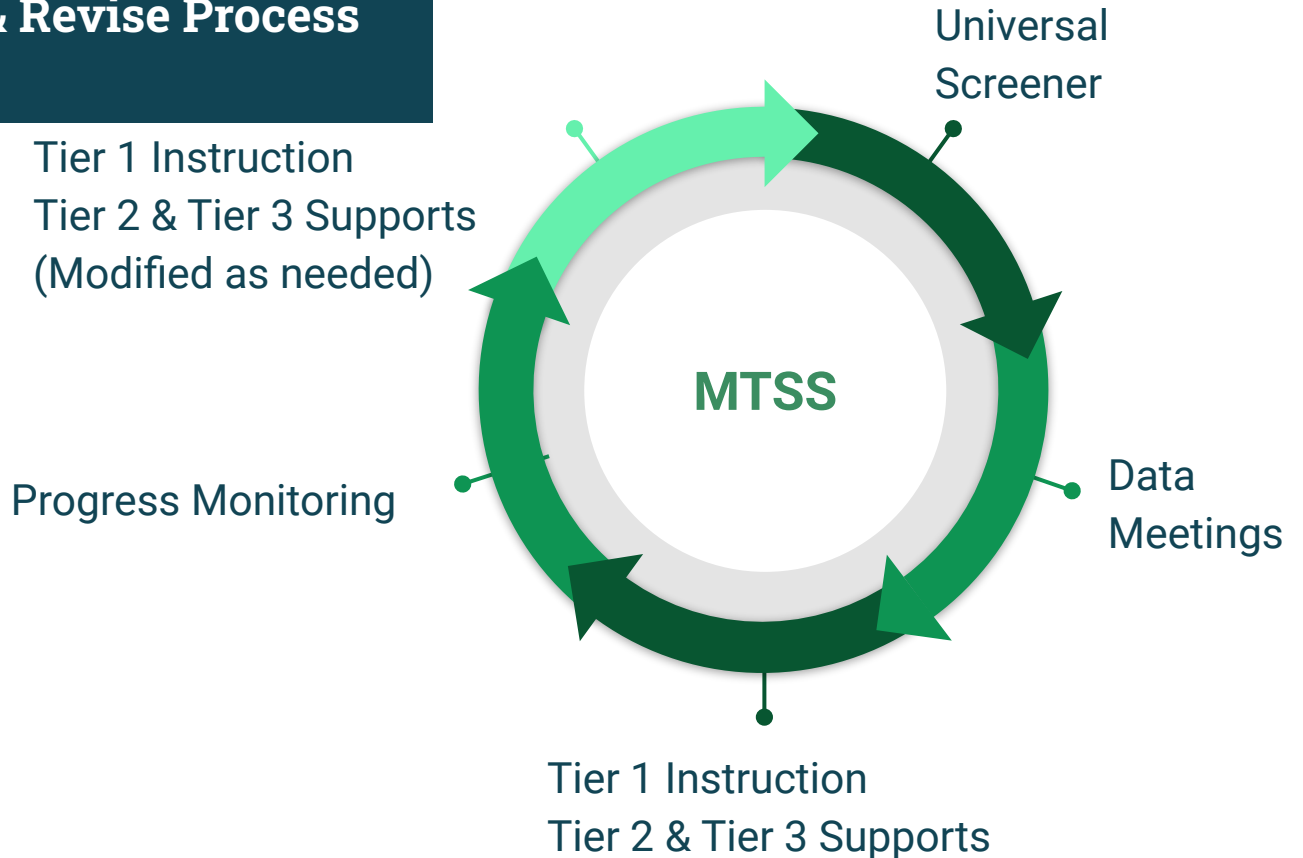
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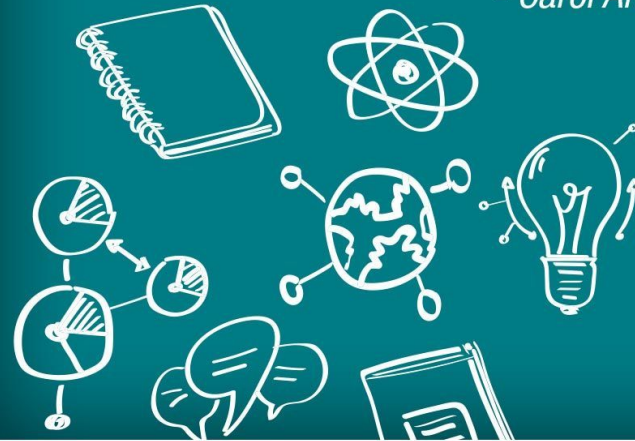
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517-706-5000

Ongoing Review & Revise Process



**“ Excellence in education
is when we do everything we can
to make sure that they become
everything that they can. ”**

- Carol Ann Tomlinson



The Basics of Public School Funding

Okemos Board of Education
October 17, 2022



School Funding

1. Daily Operations
2. Building & Facilities



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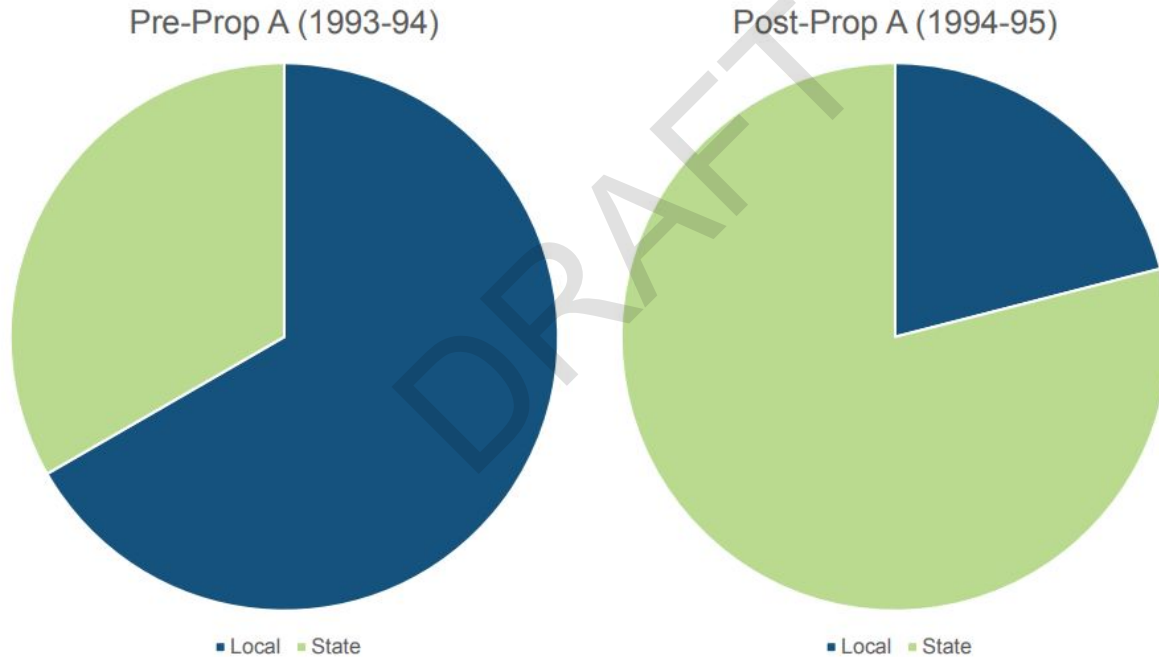


SCHOOL FUNDING DAY TO DAY OPERATIONS



Proposal A Impact

Shifted revenue for day to day operations from local to state resources



Proposal A

Primary Goals

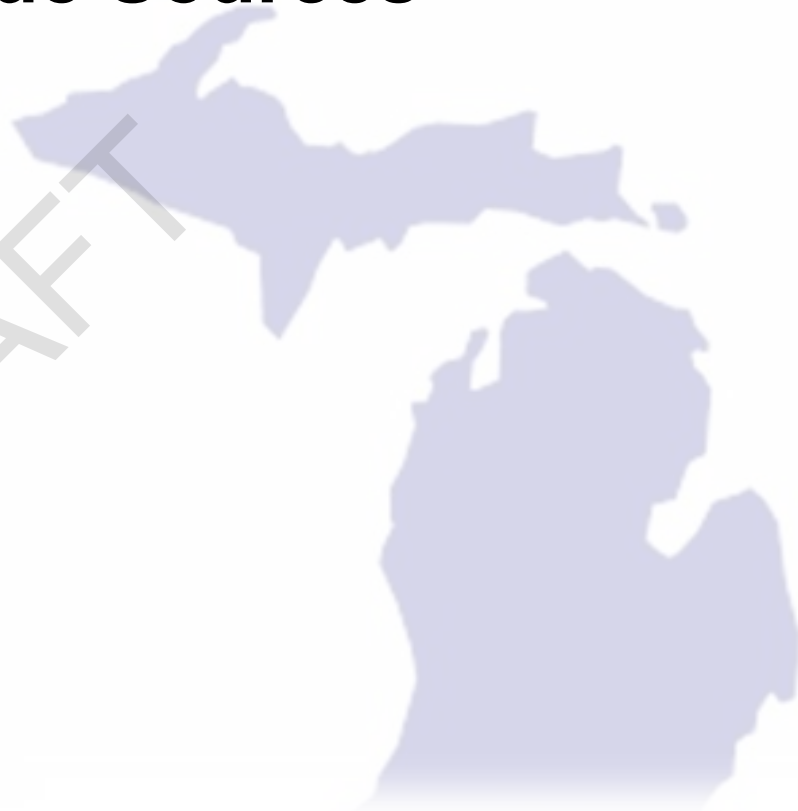


- Reduce local school operating property taxes
- Increase state share of support for schools
- Guaranteed minimum level of per pupil funding
- Provide more equity amongst school districts
 - 93-94: \$3,398 - \$10,294

School Aid Fund Revenue Sources

- 6 mills state education tax
- 4.4% of the 6% sales tax
- 28.4% of income taxes
- Profits from state lottery
- Real estate transfer tax
- Various other taxes

DRAFT



School Aid Fund Uses

- 63% - Foundation Allowance
- 10% - Special Education
- 9% - Federal programs
- 9% - Retirement
- 3% - At-Risk
- 2% - Early Childhood
- 4% - Other programs

%'s are approximate

DRAFT



Per Pupil Foundation Allowance

2022-23 = \$9,150

- Primary source of operating revenue
- Combination of state and local funds
- State “assumes” districts levy 18 mills non-homestead
- Changes determined through legislative process
- 1994 to 2022 some years 2x’s based to lowest foundations
- 2022-23 funding gap closed

Per Pupil Foundation Allowance **Uses**

- Employing all staff (salaries & benefits - 88%+ of budget)
- Materials & supplies
- Textbooks
- School buses
- Contracted services
- Utilities
- Athletics
- Community education

SCHOOL FUNDING BUILDINGS & FACILITIES



Building & Facilities Funding - Local Control

Bond Millage Request

Borrow and receive funds

- Construction of new buildings or additions
- Renovations of existing buildings
- School bus purchases
- Furniture & equipment
- Technology

Sinking Fund Millage

Annual revenue stream

- Construction of new buildings or additions
- Renovations of existing buildings
- Repairs
- Instructional Technology
- Security Improvements

Unallowable Uses of Bond & Sinking Funds



- Operating costs
- Uniforms
- Maintenance
- Portable classrooms
- Automobiles, trucks, vans
- Textbooks



DRAFT

Owner's Representative Discussion DRAFT

10/17/22



What is an owner's representative?

- Representing the interests of the Owner
- Acting as the Owner's eyes and ears
- Confirming the project meets the Owner's requirements, budget, schedule and regulatory agencies guidelines
- Establishing clear lines of communication
- Maximizing the value of the Owner's investment

Source:

<https://www.concord-cc.com/blog/what-is-an-owners-representative/>

Why is an owner's representative needed should the 2022 Bond pass?

- Size and Scope of Bond Proposal
- Cost Management
- Cost Escalation Protection
- Change Order Management
- Risk Mitigation
- Master Schedule and District Impacts
- Industry Expertise
- Single Point of Contact
- Maintain Day to Day Operational Services

What does a typical
owner's
representative cost?

How will it be
funded?

- Expect to pay approximately 1.25--2% of project total cost for owner's representative services.
- Theoretically, much of this cost is recaptured through effective management that results in savings and added project value.
- Funded with bond proceeds as allowable expense

What is the timeline for implementation?

- RFP for position has been posted and is due first week of November
- Should bond pass, administration will pursue interviews, references and hiring for the role

Questions?



Owner's Representation Advantages - Brief Overview of the "Why"

1. **Cost Management** - An owner's representative will work with your construction team to manage costs. Ideally, they do this from the front end by taking a lead role in selecting the companies that are best suited to your needs. As OPS already has a team, the owner's representative will work collaboratively with the members of the team to keep costs in line.
2. **Cost Escalation Protection** - The owner's representative will manage your construction schedule to proactively schedule projects to maximize value.
3. **Change Order Management** - This is significant. Once large projects are in process, there will be regular needs for adjustments. The owner's representative will manage this for you. **YOU WILL NOT HAVE TIME TO DO THIS!!!!**
4. **Risk Mitigation** - There are numerous potential liabilities inherent in large scale projects. The owner's representative will help to limit, avoid, transfer, and insure risks.
5. **Single Point of Contact** - Instead of having to think about who to reach out to when attempting to manage the process, the owner's representative is always your go to person.
6. **Cost for Services** - expect to pay approximately 2% for owner's representative services. Theoretically, much of this cost is made up through effective management that results in savings and added project value.
7. **Organizational Capacity** - the owner's rep sole focus in on representing the district's interests on bond related projects, insuring oversight of public monies and implementation of projects so finance and operations can remain focused on their day to day job responsibilities