

Board of Education Mary Gebara President, 2023-2024	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.*

**7:00 PM**

**MEETING AGENDA  
Monday, November 13, 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 (2 Min)**

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.

**PRESENTATION - Non-Academic Data (30 Min)**

Administrators from each level will present an overview of the district's attendance and behavior data from the 2022-2023 school year; as well as strategies to support students.

**PRESENTATION: Bond Update (30 Min)**

Superintendent Hood and Representatives from Christman Company, TowerPinkster, and Veridus Group will present a 2022 Bond update regarding CMS bathrooms.

**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 (5 Min)**

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

**SUPERINTENDENT REPORTS/REQUESTS (10 Min)**

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

**BOARD REPORTS/REQUESTS (10 Min)**

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 (5 Min)**

*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 October 23, 2023; Item 2: Approval of the Minutes of the Executive Session of October 23, 2023; Item 3: Approval of the Minutes of the Special Meeting of October 30, 2023; and Item 4: That the board acknowledge receipt of the October financial statement and approve payment of bills for October.

### **OTHER ACTION ITEMS**

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

### **Board Policy First Reading**

The board's policy committee has been engaged in the implementation process of Thrun's board policies. The committee is submitting several policies that have been reviewed and/or revised: 3107 Use of Detection Dogs; 3111 Drones; 3112 Hours and Days of School Operations; and 3117 Intellectual Property. The committee is recommending a July 1st effective date for these policies. Policies given first reading by the board are posted on the district website for thirty days for public review. Policies not given first reading are returned to the committee for further review and editing.

That the board waive the reading and adopt first reading of board policies 3107 Use of Detection Dogs; 3111 Drones; 3112 Hours and Days of School Operations; and 3117 Intellectual Property.

### **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.

### **Athletics Purchase**

Finance Director Elizabeth Lentz will provide information regarding the purchase of new swim platforms to be funded through the 2019 bond.

### **PHASE Curriculum**

Assistant Superintendent Stacy Bailey will present information regarding proposed Personal Health and Sexuality Education curriculum for use by students in 6th and 9th grades. The proposed curriculum has already been previewed and unanimously approved for use by the PHASE (Personal Health and Sex Education) board.

### **Budget & Compensation Update**

Finance Director Elizabeth Lentz and HR Director Mario Martinez will provide an update regarding the 2023-2024 revised budget, including adjustments to employee compensation.

### **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 (5 Min)**

**ADJOURN**

# Non-Academic Data Update

2022-23 Year Long Data  
2023-24 Actions



# Balanced Approach

## Student IN Approach:

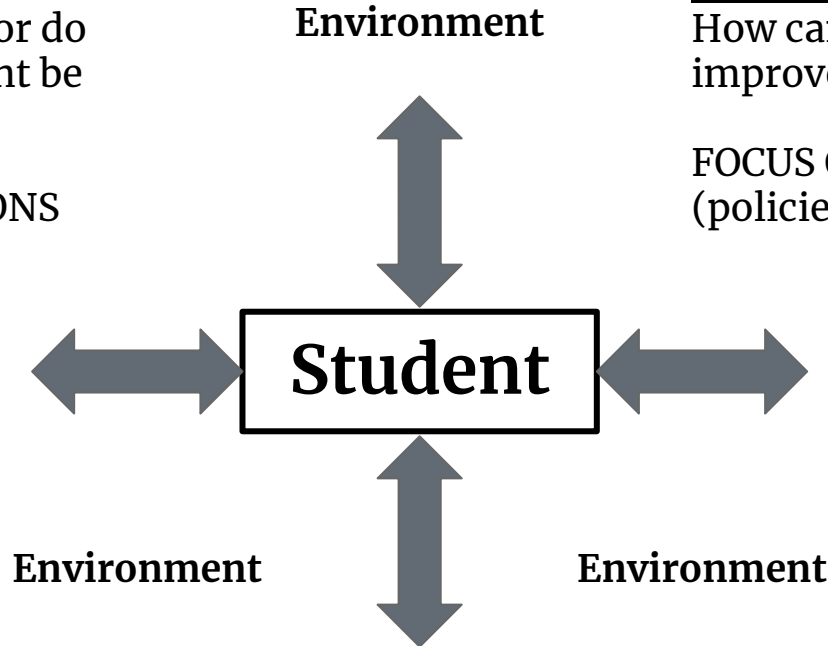
What can student improve or do differently? How can student be supported?

FOCUS ON STUDENT ACTIONS

## Student OUT Approach

How can the environment be improved to support the student?

FOCUS ON ENVIRONMENT  
(policies, practices)



# Framework and Approach

## MICIP

(Michigan Integrated Continuous Improvement Process)



# Multi- Tiered Systems of Support

(MTSS)

## Core Components:

- High-Quality, Differentiated Classroom Instruction
- System-wide Approach
- Integrated Data System
- Culturally Responsive Positive Behavior Intervention & Support (CRPBIS)

# Attendance Data

# Attendance – Analysis and Takeaways

## Summary of Data

- Data indicates proportional averages relating to absences by ethnicity and gender and excellent attendance rates that were up overall
- Reflect our values of building relationships, equity-focus, establishing trust so students desire to be a part of the learning environment
- Working to increase overall attendance rates

## Reflection for Equity

- Differentiate supports for students based on individual needs. (EP Goal 5)
- Interrogate our environment, data & practices. *Identify who is benefiting from the ways in which we do things, as well as who is missing from the conversations.* (EP Goals 6 & 8)
- Increase sense of belonging

# Attendance - Average Daily Attendance

Grade Level	2018-2019 <i>(Pre-COVID- Full Year)</i>	2021-2022 <i>(Full Year)</i>	2022-2023 <i>(Full Year)</i>
K-4	89.9% <i>(1704 total students)</i>	92.2% <i>(1673 total students)</i>	93.2% <i>(1739 total students)</i>
5-8	90.6% <i>(1424 total students)</i>	94.1% <i>(1316 total students)</i>	94.5% <i>(1423 total students)</i>
9-12	89.7% <i>(1406 total students)</i>	95.2% <i>(1433 total students)</i>	95.2% <i>(1444 total students)</i>

# K-4 Absence Data - by Sub-Group

(In 2022-23, there was an average of 6.8% of students absent at K-4 and the following illustrates the demographic breakdown of those absences.)

## K-4 Attendance Data (1744 total students)

Subgroup Categories for Total Population	Gender (Biological Sex)		Ethnicity (as reported in PowerSchool)					
	M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian
% of total population	52.0%	48.0%	8.6%	27.6%	5.7%	57.0%	1.0%	0.1%
2021-2022 % absent within subgroup	53.4%	46.4%	9.1%	27.7%	5.8%	56.3%	0.9%	0.3%
2022-2023 % absent within subgroup	54.2%	45.8%	8.4%	28.4%	6.3%	55.6%	1.3%	0.1%

# 5-8 Absence Data - by Sub-Group

(In 2022-23, there was an average of 5.5% of students absent at 5-8 and the following illustrates the demographic breakdown of those absences.)

## 5-8 Attendance Data (1427 total students)

Subgroup Categories for Total Population	Gender (Biological Sex)		Ethnicity (as reported in PowerSchool)					
	M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian
% of total population	51.7%	48.3%	10.5%	25.1%	5.4%	58.2%	0.3%	0.5%
2021-2022 % absent within subgroup	51.7%	48.3%	10.9%	20.5%	6.4%	61.9%	0.2%	0.1%
2022-2023 % absent within subgroup	52.5%	47.6%	10.9%	21.5%	7.2%	59.1%	0.6%	0.9%

# 9-12 Absence Data - by Sub-Group

(In 2022-23, there was an average of **4.8% of students absent at 9-12** and the following illustrates the demographic breakdown of those absences.)

## 9-12 Attendance Data (1466 total students)

Subgroup Categories for Total Population	Gender (Biological Sex)		Ethnicity (as reported in PowerSchool)					
	M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian
% of total population	50.1%	49.9%	10.0%	24.6%	5.1%	59.6%	0.5%	0.3%
2021-2022 % absent within subgroup	47.4%	52.6%	11.1%	20.3%	7.0%	60.3%	1.0%	0.3%
2022-2023 % absent within subgroup	52.7%	47.3%	12.1%	20.8%	6.1%	60.1%	0.6%	0.3%

# Behavior Data

**EVERY  
BEHAVIOR  
IS A  
FORM  
OF  
COMMUNICATION.**

# Behavior Overview

## Data Collection

- Documentation – Opportunity to Establish Patterns
- Communication Tool
- Information to Drive Supportive Responses
  - Connect Students with Supports
  - Group Sessions
  - Goal Setting
  - Reteaching of Expectations
  - Restorative Conversations
  - Environment Interrogation

# Behavior – Analysis and Takeaways

## Summary of Data

- In comparison to overall enrollments, **suspension is used minimally at all levels** in response to student behaviors
- Overall goal: **Decrease recurring suspensions**

## Reflection for Equity

- Differentiate supports for students based on individual needs. (EP Goal 5)
- Interrogate our environment, data & practices. *Identify who is benefiting from the ways in which we do things, as well as who is missing from the conversations.*

(EP Goals 6 & 8)

# Behavior - Suspensions

*(3 or more days of Out of School Suspension for a single student)*

Grade Level	2021-2022 <i>(Full Year)</i>	2022-2023 <i>(Full Year)</i>
K-4	< 1.0%	< 1.0%
5-8	< 1.0%	2.1%
9-12	1.3%	2.3%

# Behavior Trends: Most Frequent Behaviors

*(Based on K-12 Suspension Data)*

<b>2021-2022</b> <i>(Full Year)</i>	<b>2022-2023</b> <i>(Full Year)</i>
<b>Aggression/ Fighting</b> (6)	<b>Aggression/ Fighting</b> (22)
<b>Illegal Substances/ Alcohol Use</b> (5)	<b>Illegal Substances/ Alcohol Use*</b> (28)
<b>Disruptive Behavior</b> (15)	<b>Disruptive Behavior</b> (27)

# Suspension Data - by Sub-Group

(3 or more days of suspension for a single student; ~1.5% of all OPS students)

## Suspension Data

Grade Band	Number of Students	Gender <i>(Biological Sex)</i>		Ethnicity <i>(as reported in PowerSchool)</i>						Special Ed. / 504	Economically Disadvantaged
		M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian		
K-4	4 <i>of 1744</i>	3	1	0	0	1	3	0	0	4	2
5-8	31 <i>of 1427</i>	17	14	8	1	7	13	2	0	19	16
9-12	33 <i>of 1466</i>	17	16	9	1	5	18	0	0	14	22

# Response to Data

## Leadership & Building Team Work Sessions

- Review & analyze attendance and behavior data
- Embed identified needs into school improvement goals and action steps
- Engage in an intentional process to drill down on individual student needs through a DEI lens
- Inform budget priorities for BOE

# Action Steps

## **Intentional analysis, hypothesizing:**

*If students have a greater sense of connection and belonging, they more likely to come to school and display appropriate behaviors.*

# Work Session Protocols:

## District Leadership & Building Level Teams

C	D	E	F	G	H	I
Total Missed Class Periods	Total Days	In-School Connection/Response (Regular Counseling/SW, Support Group participation, etc.)	Out-of-School Connection/Response (Clubs, After-School Programs, Sports, etc.)	Economically Disadvantaged?	Special Education?	African American?
176	25.1	Unknown Connections/Participation	Unknown Connections/Participation	Yes	No	No
169	24.1	Unknown Connections/Participation	Unknown Connections/Participation	No	No	No
165	23.6	Unknown Connections/Participation	Unknown Connections/Participation	Yes	No	Yes
139	19.9	Unknown Connections/Participation	Unknown Connections/Participation	No	No	No
369	52.7	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	No	No	No
303	43.3	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	No	Yes	No
225	32.1	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	Yes	No	No
201	28.7	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	Yes	No	No
194	27.7	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	Yes	Yes	Yes
190	27.1	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	Yes	Yes	No
139	19.9	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	No	No	No
139	19.9	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	No	Yes	No
130	18.6	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	No	No	No
265	37.9	Unknown Connections/Participation	Limited to No Connection Opportunities/Participation	No	No	No
307	43.9	Limited to No Connection Opportunities/Participation	Limited to No Connection Opportunities/Participation	No	No	No
241	34.4	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu
240	34.3	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu
229	32.7	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu
164	23.4	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu
367	52.4	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu
285	40.7	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu
232	33.1	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu
229	32.7	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu	Limited to No Connection Opportu

C	D	E	F	G	H	I	J	K	L	M
Number of Behavior Occurrences (Recurring Discipline)	Does this student have multiple behavior incidents?	If there have been multiple incidents, is there a pattern of similar behaviors?	If a pattern exists, what category does it fall under?	School during 22/23 School Year	Grade during 22/23 School Year	Gender	Special Ed.	Economically Disadvantaged	Sched/ Reporting Ethnicity	Is this student a part of a minority demographic sub-group(s) and/or marginalized population?
3	Yes - Multiple In...	Yes - Similar Behavior	FI Fighting	KMS	6	M	N	Y	(01) American Indian	No
2	Yes - Multiple In...	No - Different Behav...		KMS	6	M	Y	N	(05) Caucasian	No
1	No - Single Incli...			KMS	6	F	Y	Y	(01) American Indian	No
1	No - Single Incli...			KMS	6	M	N	N	(05) Caucasian	No
1	No - Single Incli...			KMS	6	M	Y	N	(05) Caucasian	No
1	No - Single Incli...			KMS	6	F	N	N	(06) Hispanic	No
1	No - Single Incli...			KMS	6	F	N	Y	(03) African-American	Yes
1	No - Single Incli...			KMS	6	F	N	Y	(06) Hispanic	No
1	No - Single Incli...			KMS	6	F	Y	Y	(03) African-American	Yes
1	No - Single Incli...			KMS	6	F	Y	N	(05) Caucasian	No
1	No - Single Incli...			KMS	6	F	N	N	(02) Asian	No
1	No - Single Incli...			KMS	6	M	Y	Y	(06) Hispanic	No

# Now What?

## *Intentional Work & Supportive Measures*

### MTSS Committee Work

- Building-Level Teams meeting regularly and ongoing basis
- Develop plans to respond to attendance and behavior

### ISD Truancy Training

### Instructional Leadership Team - Sharing Strategies

### Positive Behavior Intervention Systems

### Develop Tool to Assess Student Connections and Belonging Proactively

“The goal of behavior support is not ‘perfect children.’ Rather the goal should be creating the perfect environment for enhancing growth.”



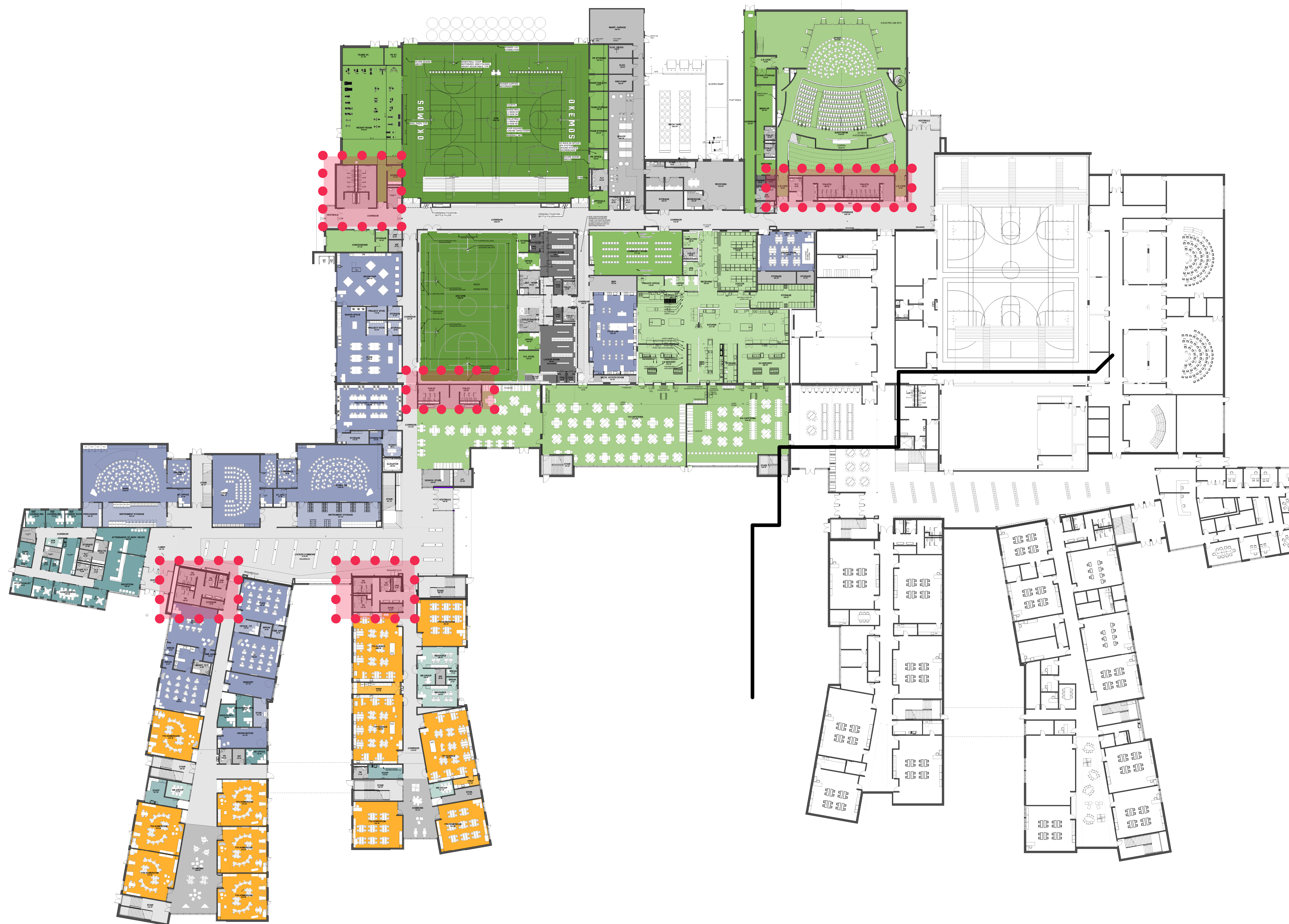
-Randy Sprick



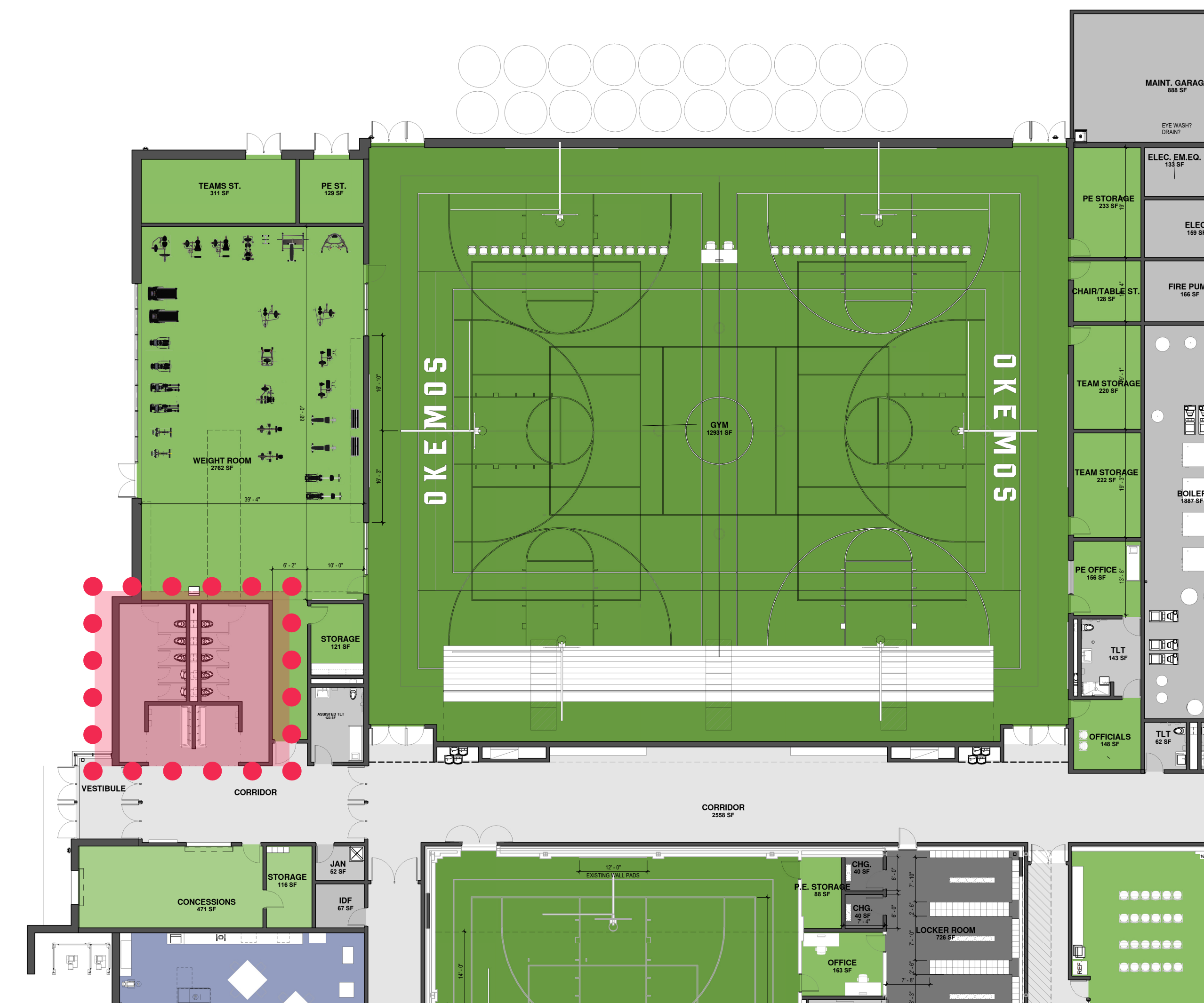
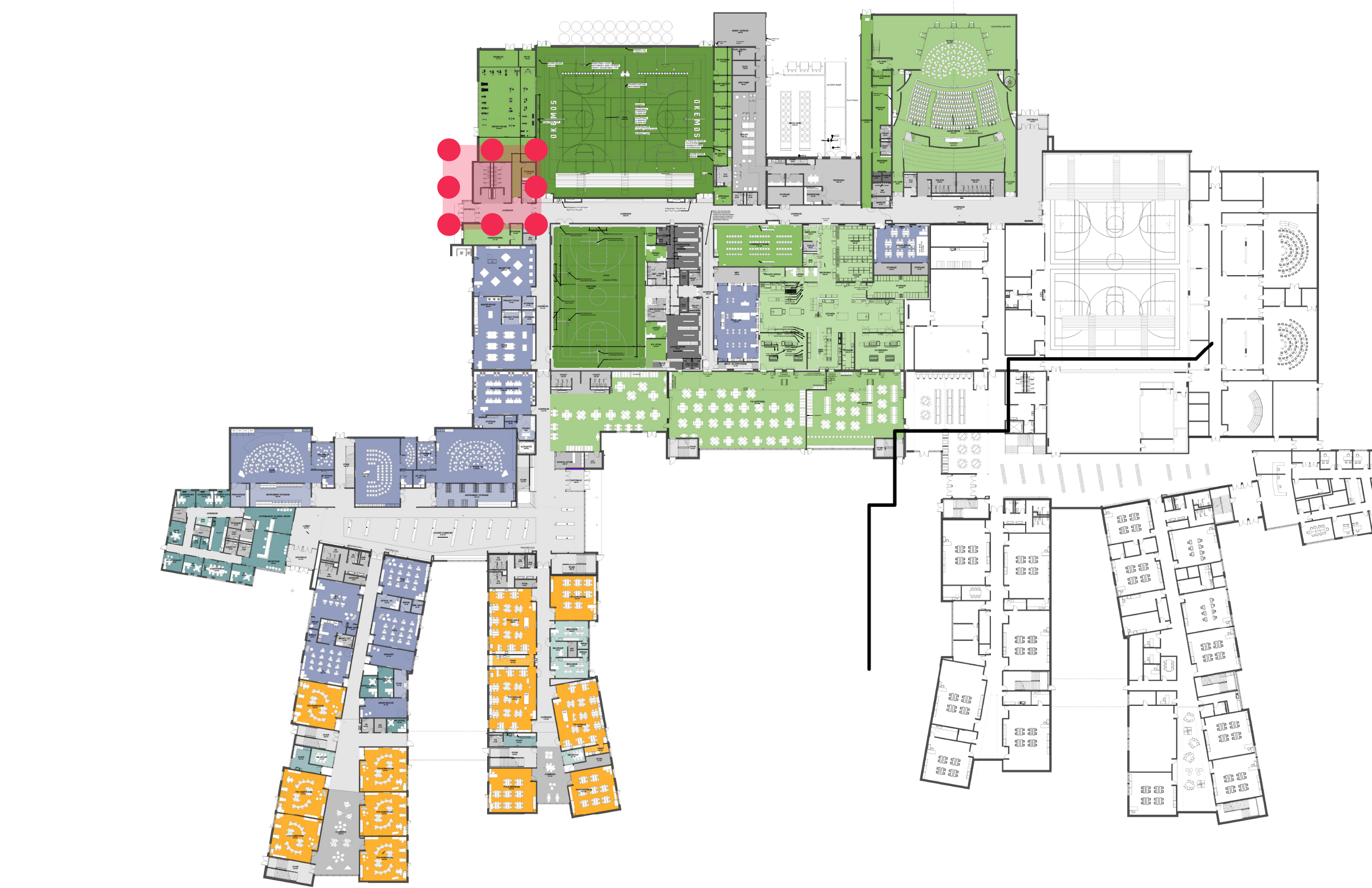
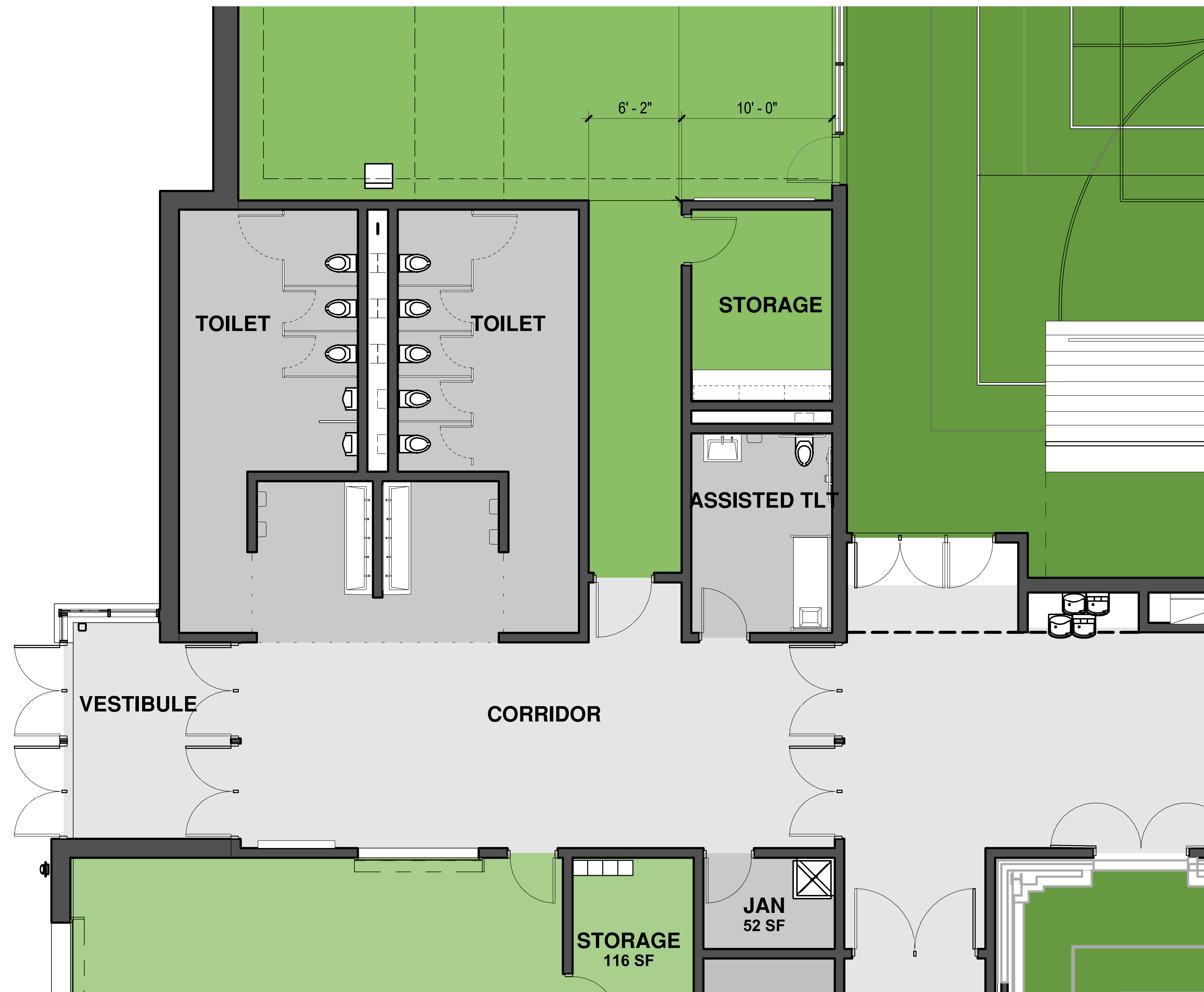
# Okemos Guiding Principles

- Support the implementation of the OPS Vision, Mission, Values, and Equity plan.
- Ensure 21st Century student learning and achievement as well as development of the whole child across all of our schools.
- Consider viable solutions for 5,000 student district that allow us to maintain equitable building size, class size (number of students), and square footage per student.
- Maintain K-4, 5-6, 7-8, 9-12 Grade Configuration for delivery of rigorous and relevant programs to meet current and future demands and instructional resources for our diverse student population.
- Allow flexibility for future changes in enrollment, funding and government mandates.
- Promote decisions as good stewards of taxpayer dollars, ensure financial stability of the district and tax implications for citizens of Okemos.
- Promote optimal utilization of school buildings/facilities for our children, families, staff and community.
- Maintain a commitment to listen to those who are willing to share their input and consistently and transparently share available information for data driven decisions.

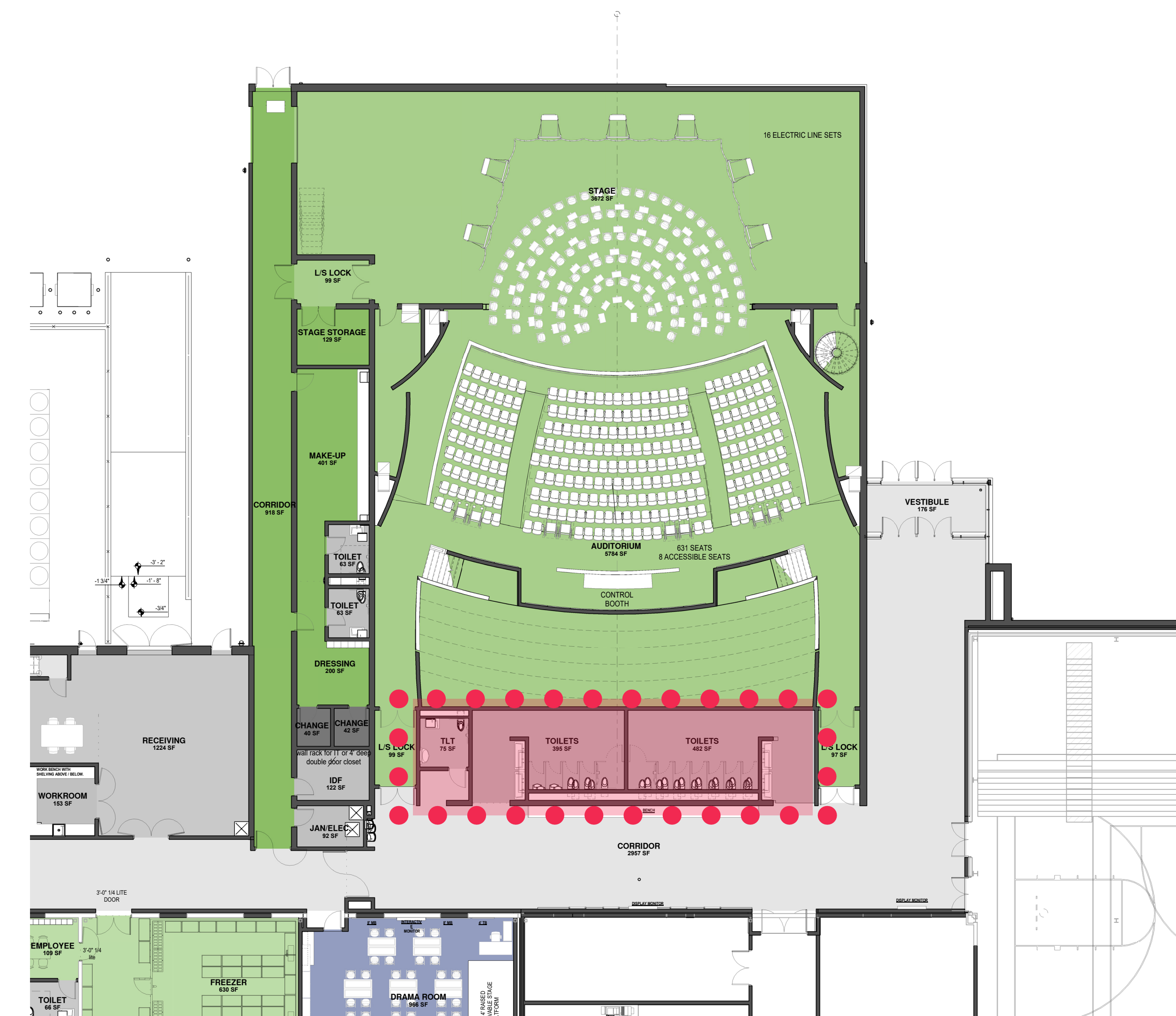
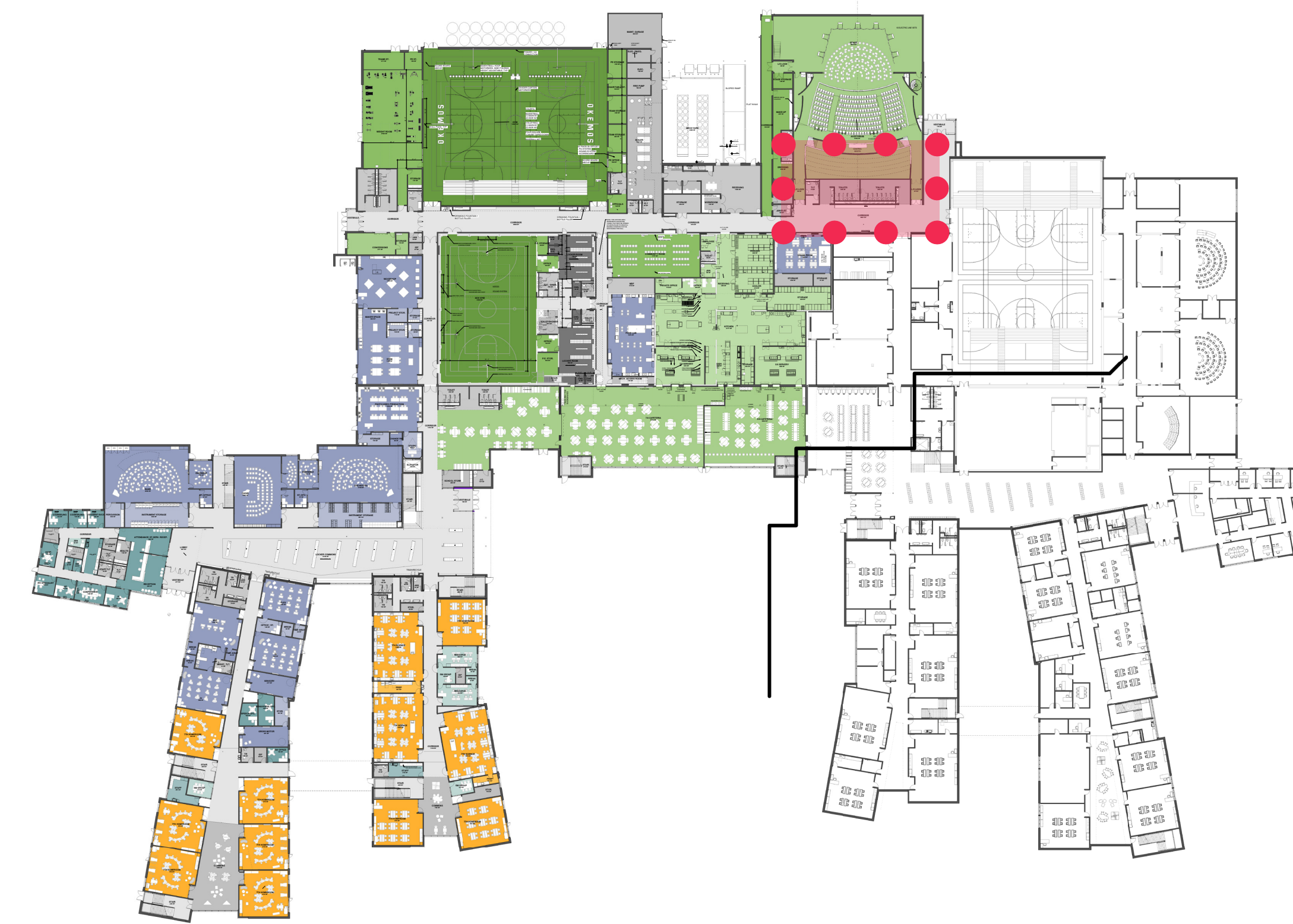
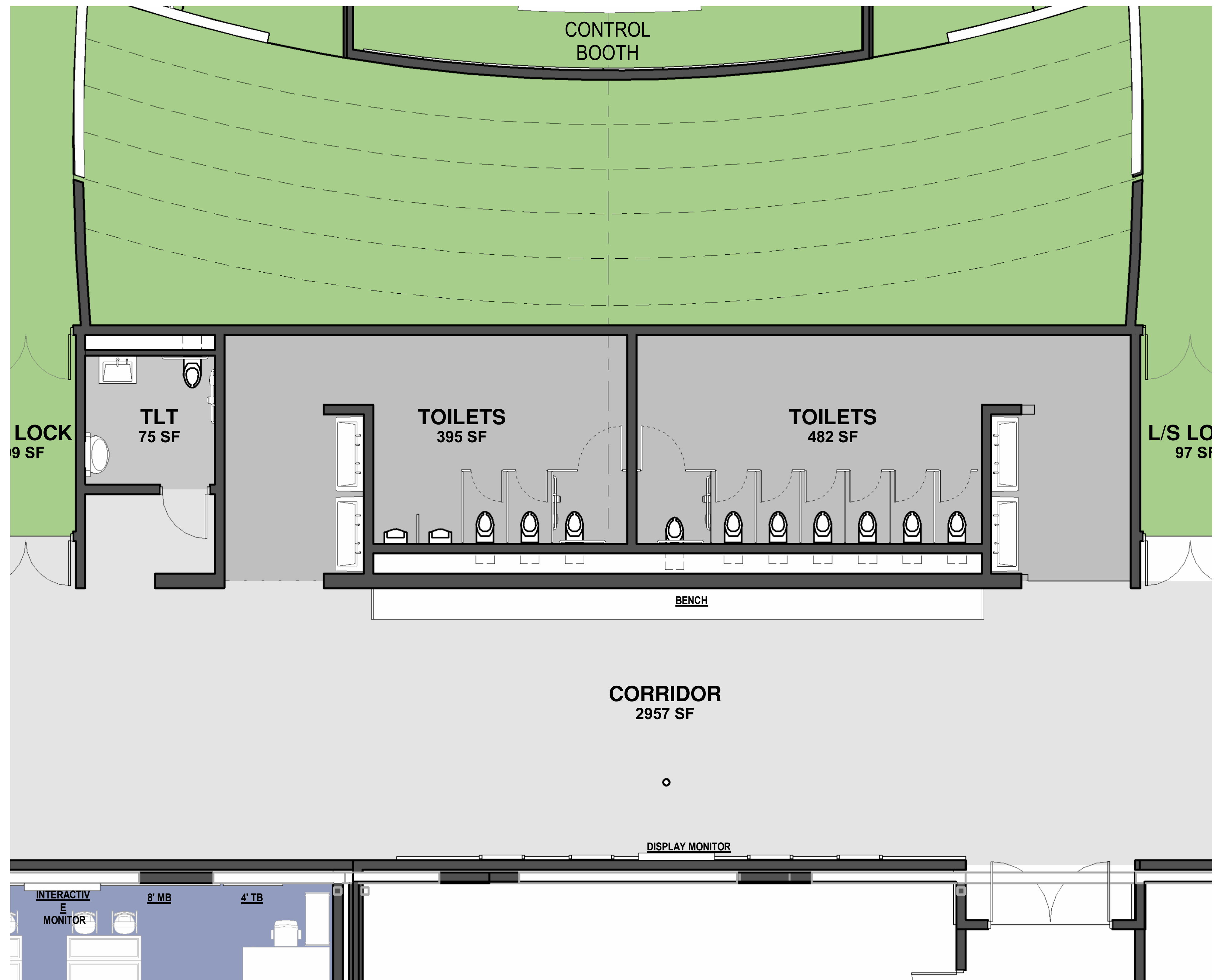
# Chippewa - Overall Floor Plan



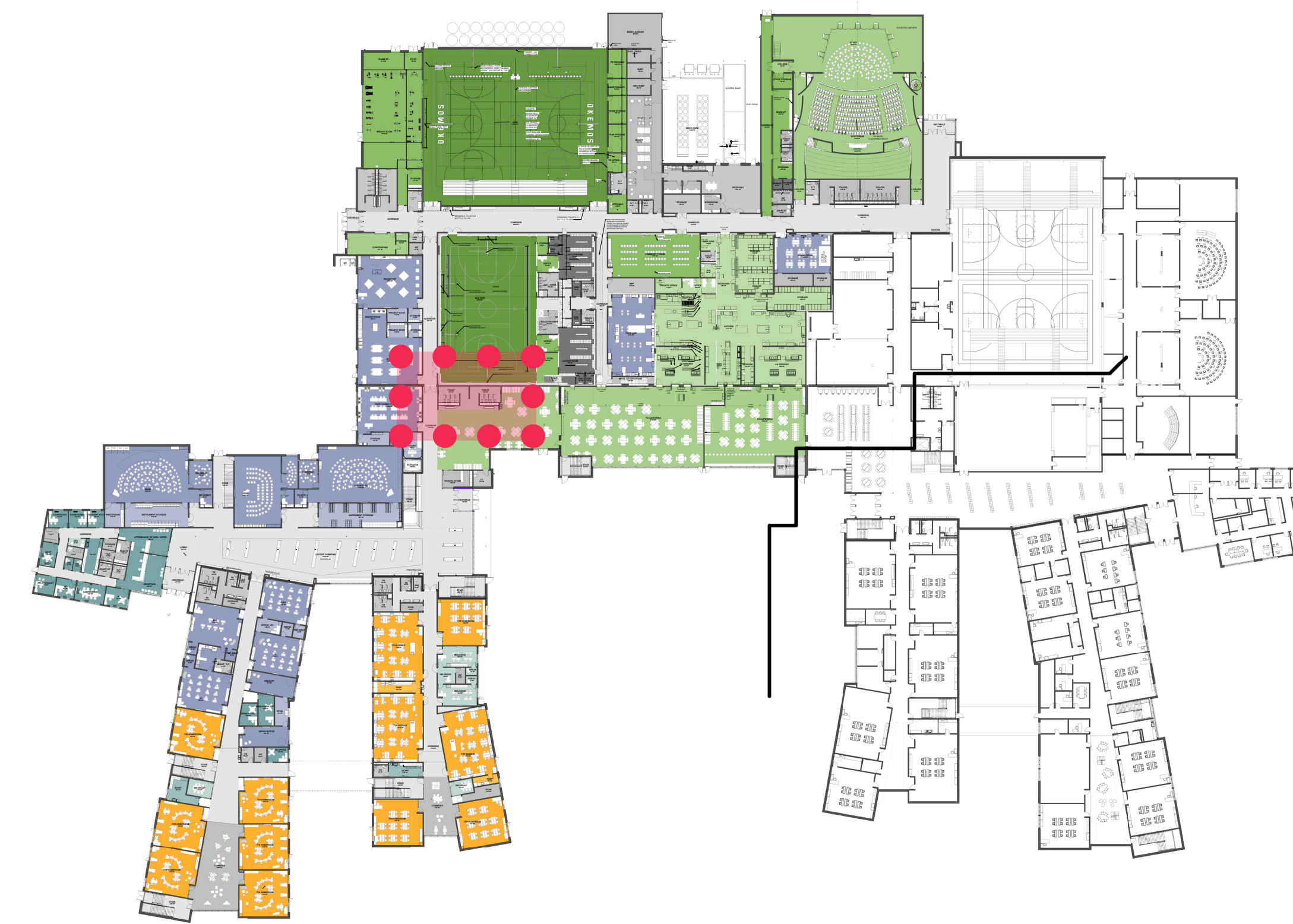
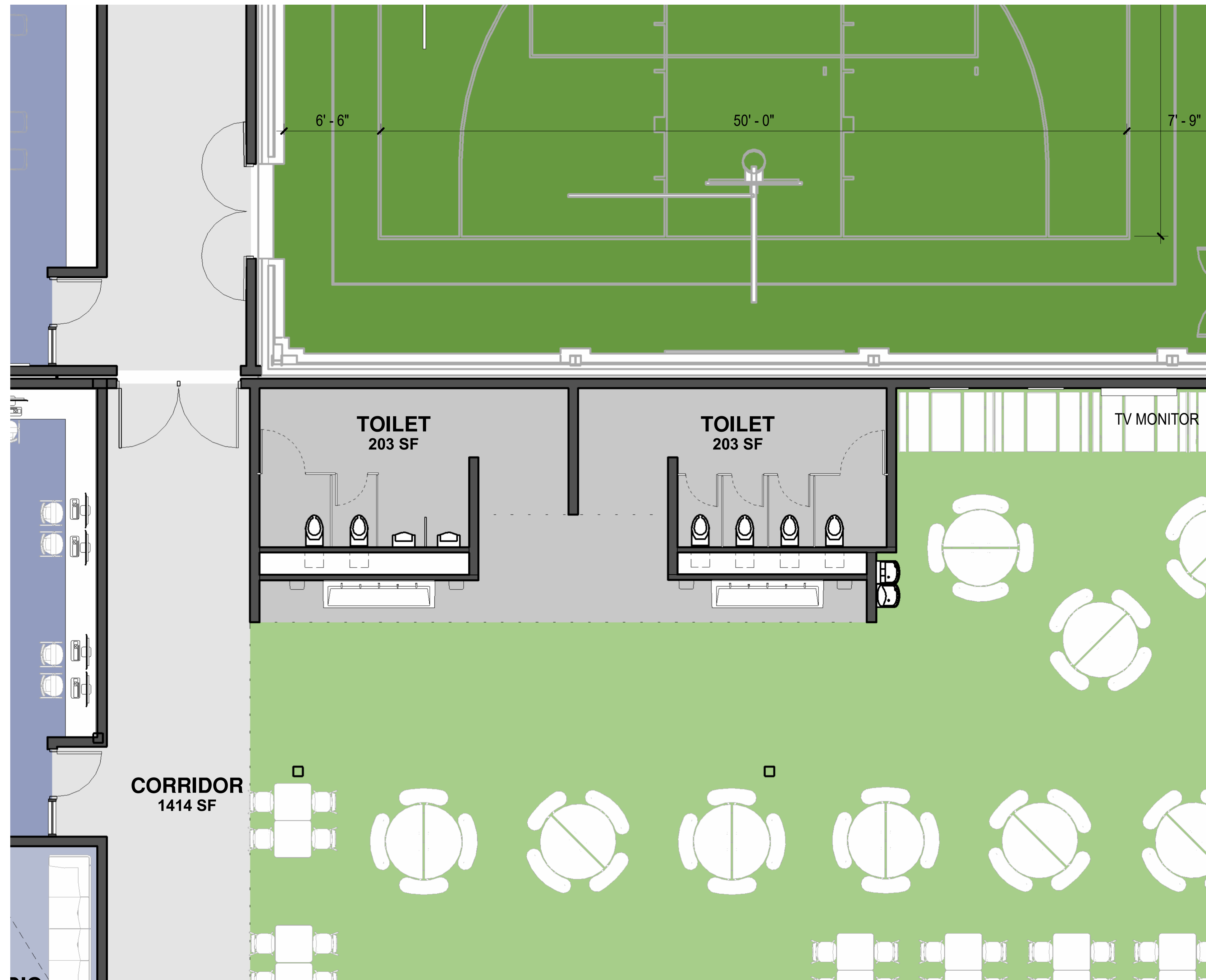
# Enlarged Gymnasium Toilet Rooms



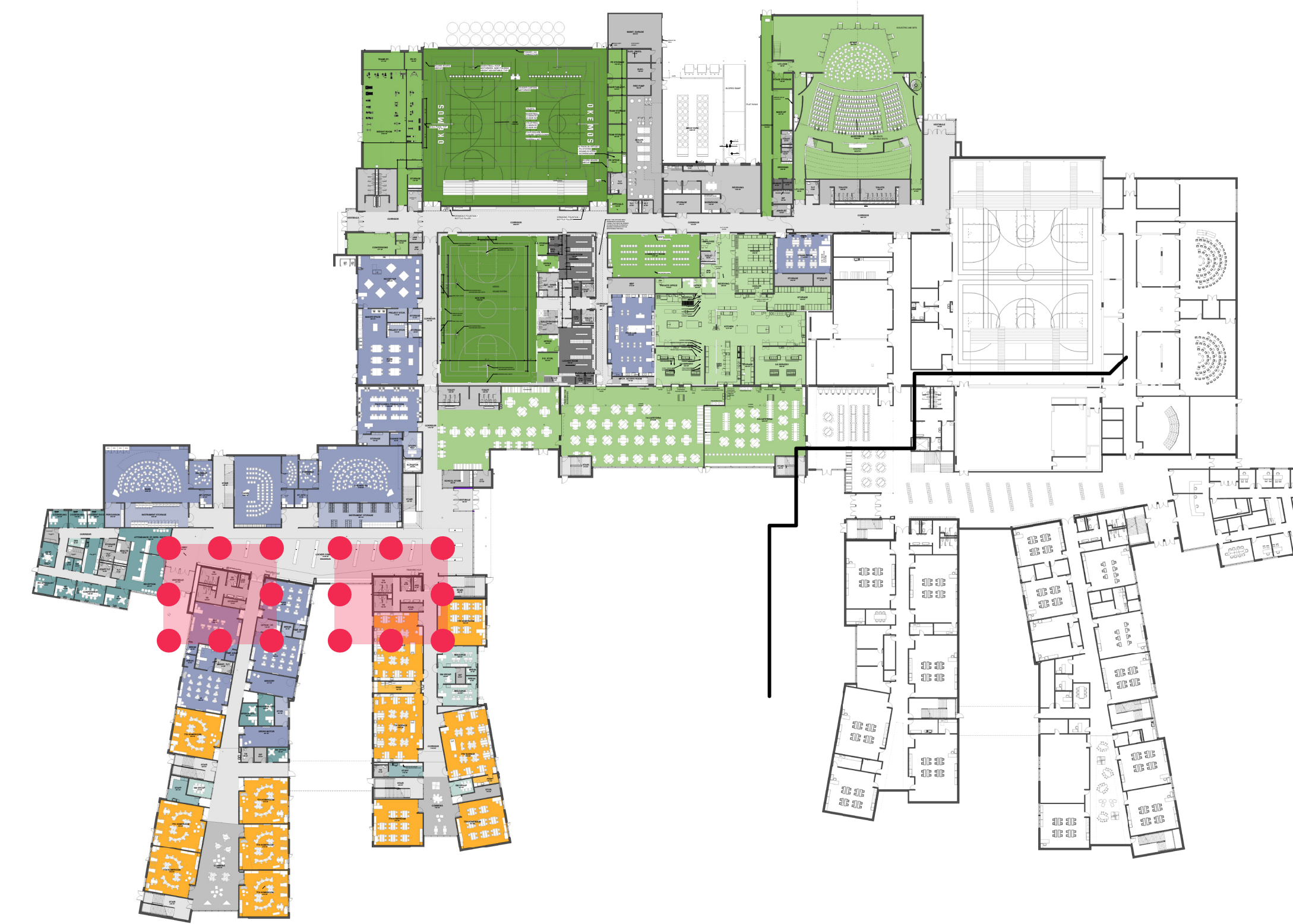
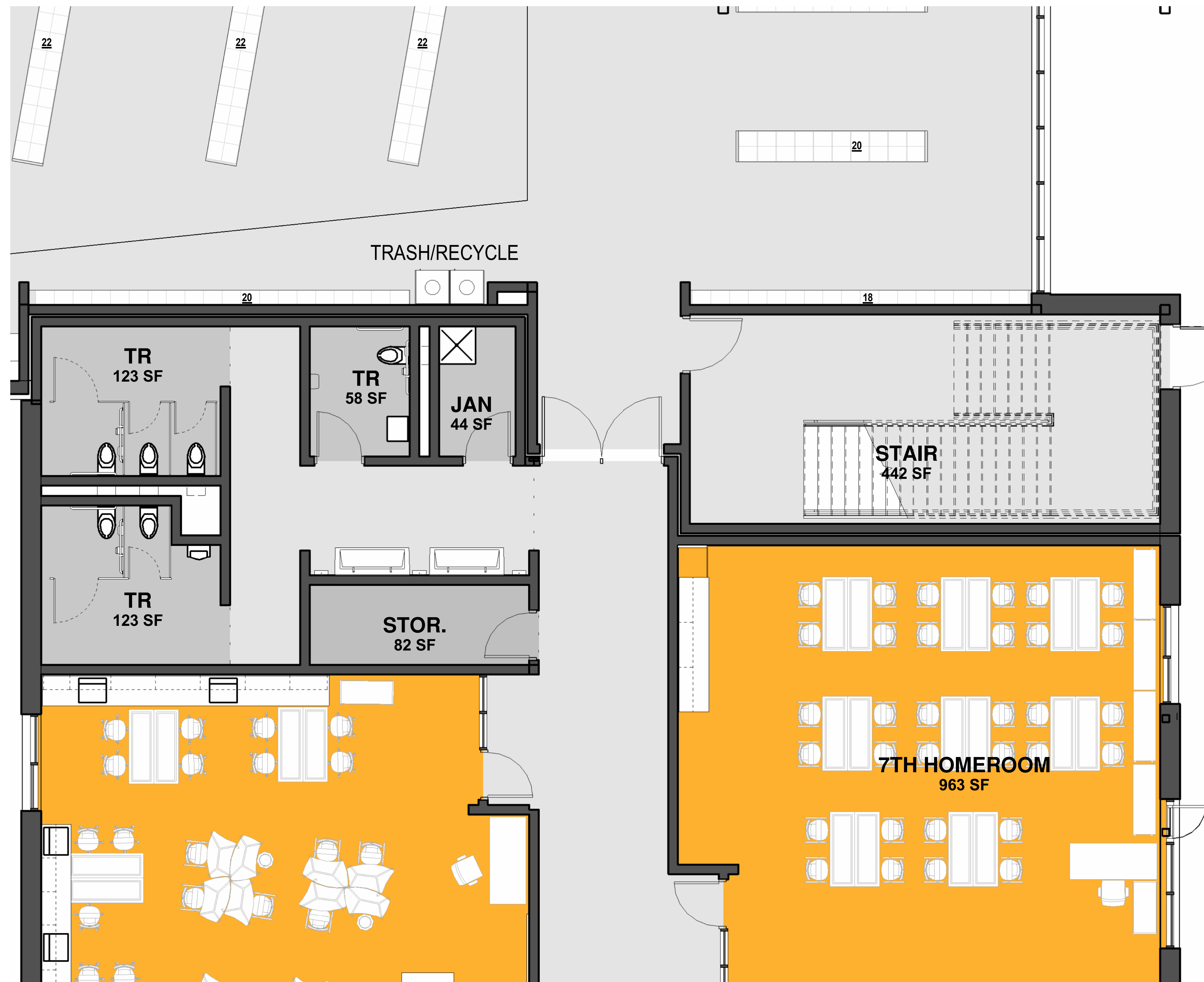
# Enlarged Auditorium Toilet Rooms



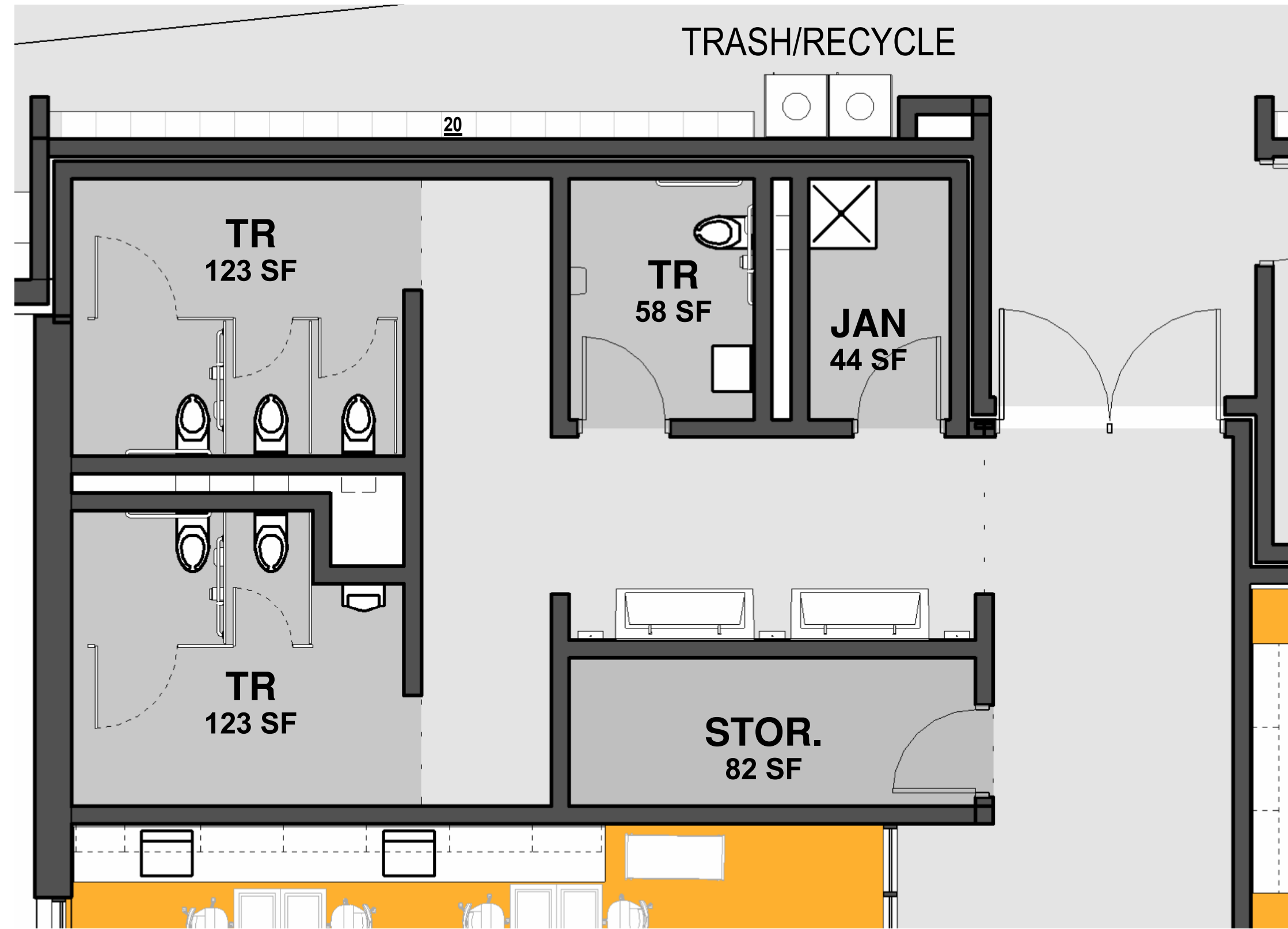
# Enlarged Cafeteria Toilet Rooms



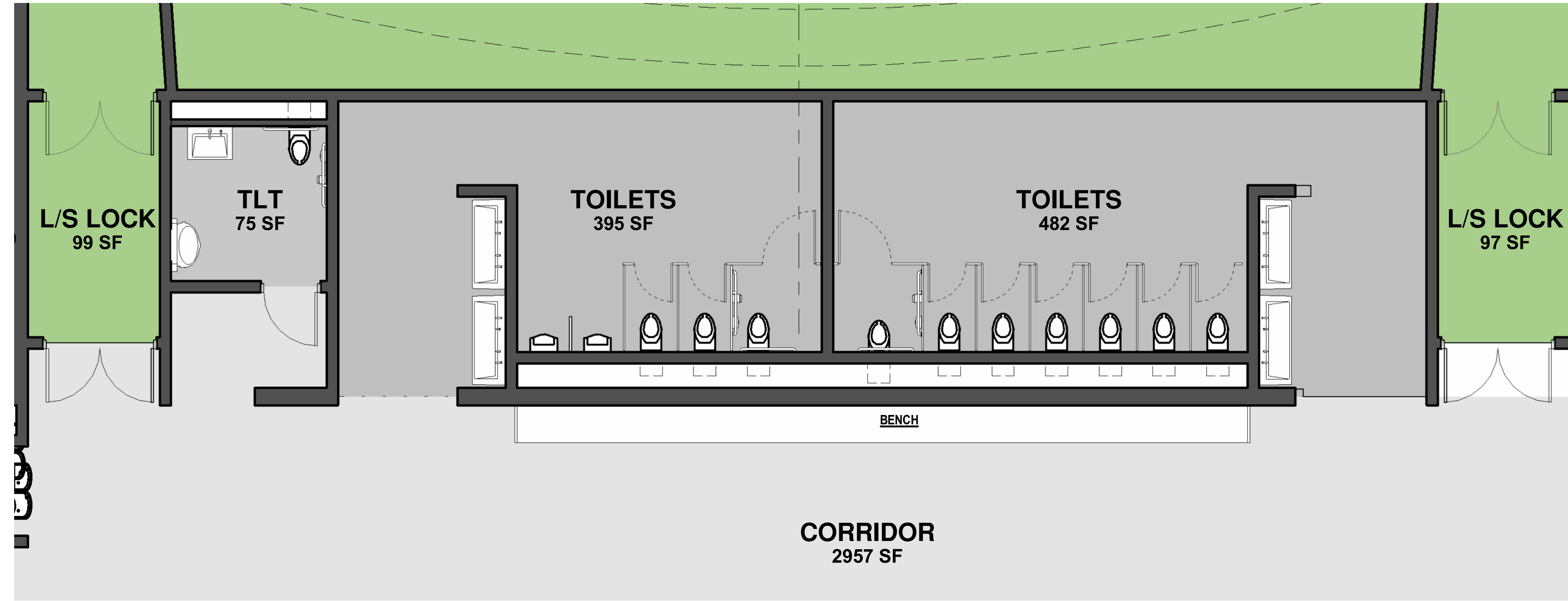
# Enlarged Classroom Wing Toilet Rooms



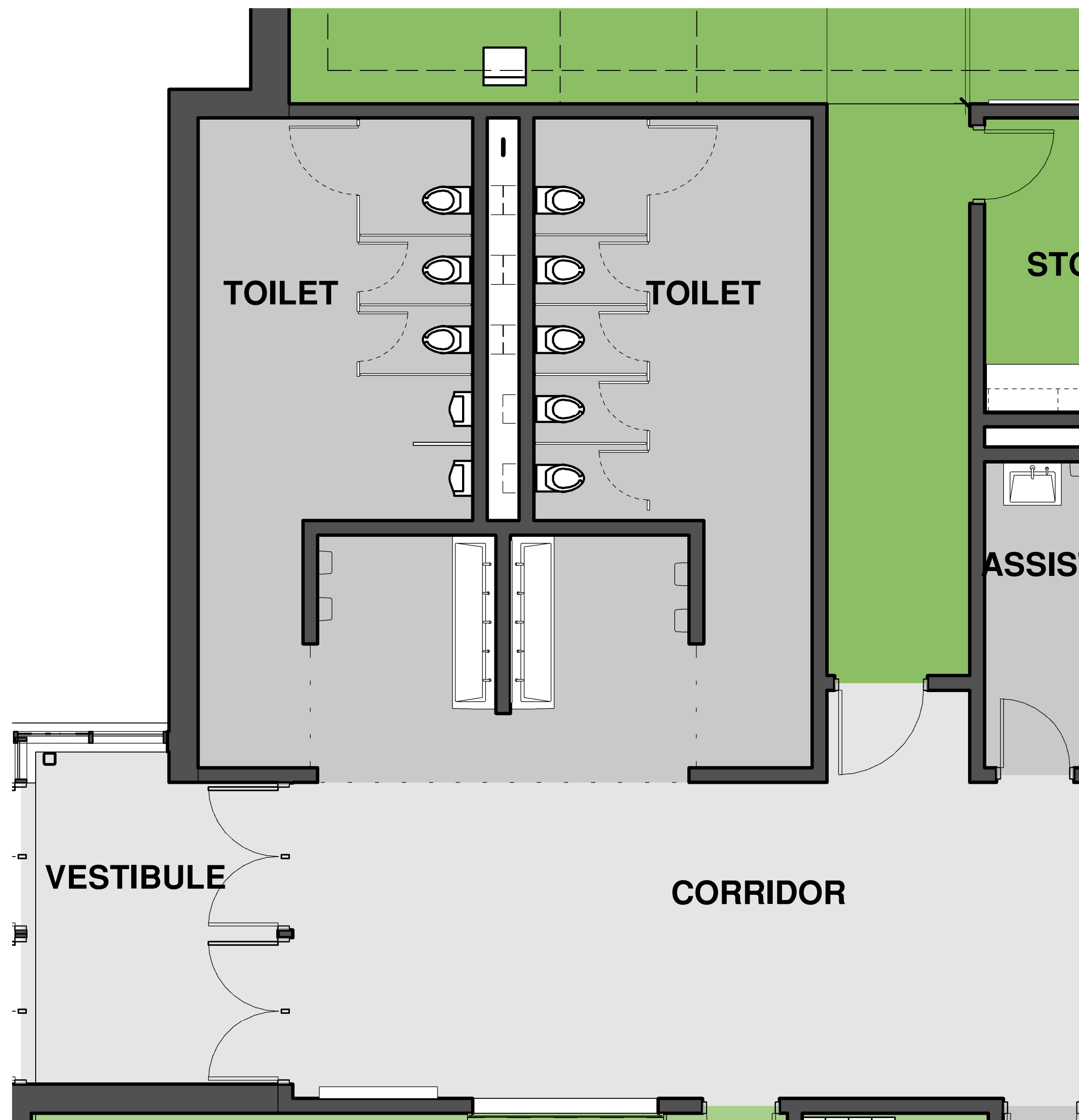
# Enlarged Toilet Rooms



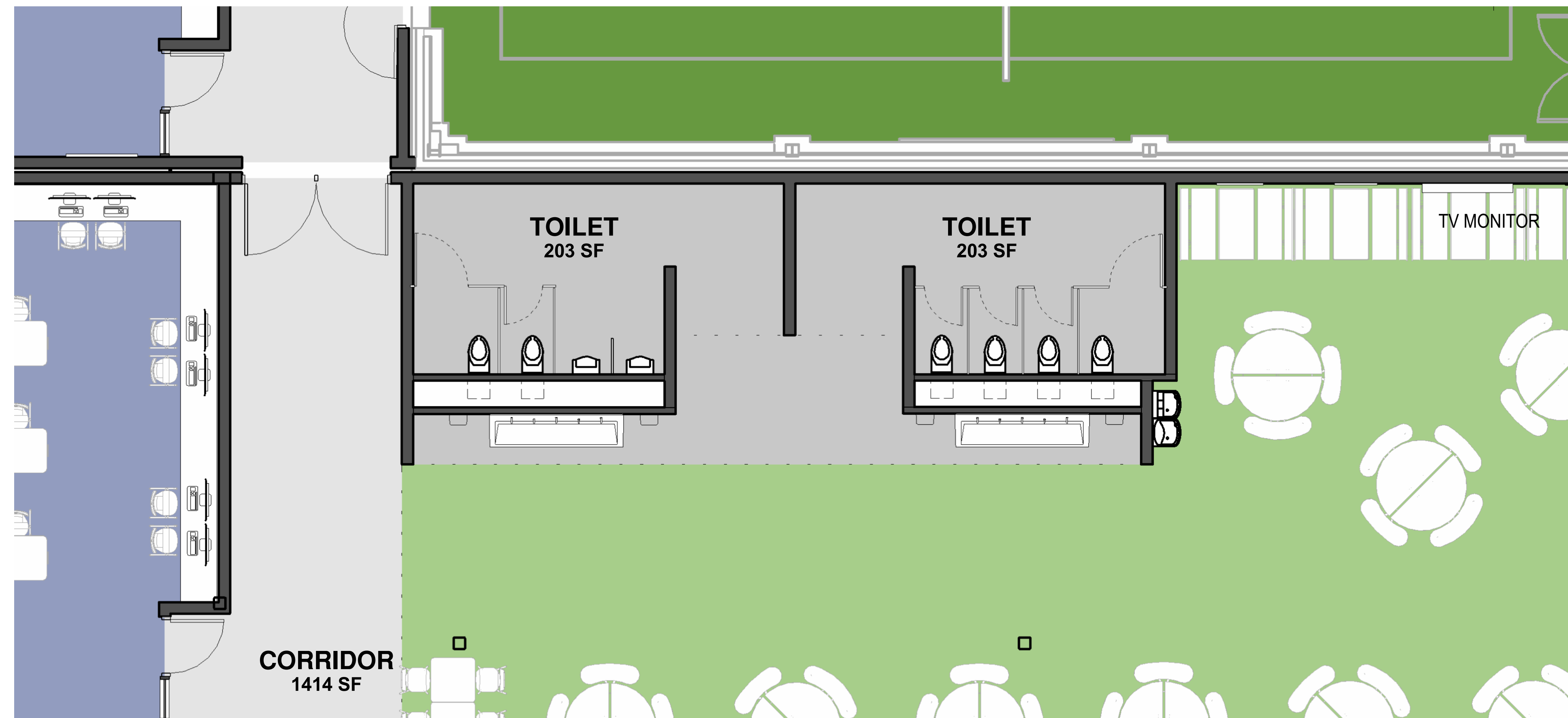
**Classroom Wing Toilet Rooms**



**Auditorium Toilet Rooms**



**Gymnasium Toilet Rooms**



**Cafeteria Toilet Rooms**

## Series 3000: Operations, Finance, and Property

### 3100 General Operations

#### 3107 Use of Detection Dogs

The District may use a detection dog, without a warrant or consent, to sniff property in an effort to locate illegal drugs or contraband according to the protocol below. A detection dog will not be used to search a person unless a warrant or appropriate consent has been obtained before the search or the search is otherwise authorized by law or Policy.

##### A. Protocol for Use of a Detection Dog

1. A detection dog is only permitted on District property with prior written permission of the Superintendent or building principal or pursuant to a court order. If law enforcement seeks to bring a detection dog onto District property to comply with a court order, the Superintendent or building principal will request and retain a copy of the court order.
2. A detection dog must be properly trained and reliable and must be handled by a law enforcement officer or other person qualified to handle the dog.
3. The Superintendent or building principal will determine the location(s) where a detection dog will be used, in the absence of a warrant or court order specifying such location(s).
4. Students and staff may be informed over the public address system and may be directed to remain in place or relocate to a different area during the use of the detection dog.
5. If a detection dog alerts on a person's property, the alert will constitute reasonable suspicion for a District administrator to search the property.
  - a. The administrator may first seek the person's consent to search the property.
  - b. Absent consent, a search must be justified at its inception and reasonable in scope.
  - c. All searches of students must comply with Policy 5103, and the student's parent/guardian will be notified of the search as soon as practicable after the search concludes.
  - d. If the driver of a vehicle on which a detection dog has alerted refuses to unlock the vehicle, the matter will be promptly referred to law enforcement. The driver may also be subject to discipline.
6. Anything found in the course of a search that is evidence of a violation of Policy, school rules, handbook, or federal or state law may be seized and

admitted as evidence in any disciplinary proceeding. A District administrator will tag and identify any illegal drug, dangerous weapon, and other illegal item and promptly turn it over to law enforcement.

**B. Notice to Students and Staff**

The District will provide written notice to students and staff about this Policy as soon as practicable after its adoption by the Board and at the beginning of each school year.

Date Adopted:

Date Revised:

## Series 3000: Operations, Finance, and Property

### 3100 General Operations

#### 3111 Drones

The District seeks to provide a safe learning environment, limit distractions, and protect the privacy of students and employees. Drone operation may threaten those objectives. A drone may be operated on District property only in accordance with this Policy.

As used in this Policy, a “drone” is an unmanned aircraft that is operated without the possibility of direct human intervention from within or on the aircraft.

##### A. Approval of Drone Use

Except as provided in subsection B.2.b., drone operation on District property must be approved in writing by the Superintendent or designee.

##### B. Use Requirements

1. A drone must weigh less than 55 pounds, including the weight of anything attached to the drone. A drone exceeding this weight restriction may not be operated on District property absent FAA approval.
2. A drone may be used:
  - a. for recreational purposes. Recreational purposes is broadly construed to refer to any drone use that is not for:
    - i. compensation;
    - ii. furtherance of a business; or
    - iii. instructional purposes.
  - b. by a student if the use is a component of an approved curriculum. A drone may be used by personnel if the use is incidental and secondary to a student's permitted co-curricular use.
  - c. for commercial purposes in accordance with FAA regulations and requirements.
3. A drone operator must:
  - a. abide by safety guidelines of a community based organization;
  - b. maintain a visual line of sight with the drone for the duration of the use;
  - c. not interfere with manned aircraft operations;
  - d. not operate the drone more than 400 feet above ground level;

- e. not use the drone in a manner that would violate another person's reasonable expectation of privacy (e.g., via recording, broadcasting, or otherwise) or endanger people, vehicles, or District property; and
- f. comply with applicable law.

#### C. Disclaimer of Damages and Liability

The District will make a reasonable attempt to retrieve drones that have landed in an area accessible only by authorized District personnel. The District is not responsible for any damaged or lost drones or damages arising out of a drone operator's use of a drone on District property.

#### D. Violations and Unauthorized Use

A person who violates this Policy may be referred to law enforcement, directed to discontinue use, and denied future requests for drone operation. A student or employee who violates this Policy may also be subject to discipline.

Legal authority: 14 CFR Part 107

Date adopted:

Date revised:

## Series 3000: Operations, Finance, and Property

### 3100 General Operations

#### *3112 Hours and Days of School Operations*

The Board will adopt a calendar for each school year that, except as allowed by law, is consistent with the ISD common school calendar. The Board will include sufficient instructional time to satisfy minimum requirements for full funding under State School Aid Act Section 1701 and to comply with contractual obligations and all other legal duties. The calendar may be amended as permitted by law. By August 1 of each year, the Board will certify to MDE the number of hours of pupil instruction in the previous school year.

As provided by law, the District may apply to the State Superintendent to except any District year-round or trimester program from the ISD-established common school calendar.

Legal authority: MCL 380.1175, 380.1284, 380.1284a, 380.1284b; MCL 388.1701

Date adopted:

Date revised:

## Series 3000: Operations, Finance, and Property

### 3100 General Operations

#### 3117 *Intellectual Property*

The District's intellectual property includes written or artistic works, logos, marks, instructional materials, textbooks, curriculum, software, inventions, procedures, ideas, innovations, systems, and programs, or derivatives of the foregoing, regardless of publication or registration.

Other than District personnel acting in the course of performing a duty for the District, no person may use the District's intellectual property without the prior written permission of the Superintendent or designee or Board approval.

Any work product or derivative work product created or developed by personnel related to District duties or during work hours is a work made for hire and is the District's exclusive property.

Date adopted:

Date revised:



Date: November 8, 2023  
To: Board of Education  
From: Ken Hintze, Athletic Director  
Re: Swim Starting Platforms Purchase

### Background

In reviewing the remaining May 2019 bond budget for athletics and the current state of some of our equipment with our coaches, I have identified a need to replace the starting platforms at our high school pool. Our swim coach, Patrick Saucedo, takes great care of the pool equipment and facility such that our current swim platforms have been utilized well past their recommended life. However, at this point we have steps that are broken or are very close to breaking and it is no longer cost effective to continue repairing the aged platforms. The cost to purchase these platforms is above the annually established Michigan Department of Education bid threshold therefore a competitive bid was conducted.

### RFP Results

Recreation Supply Company	\$31,945
Poseidon Pool Service	\$39,955

### Recommendation

Both companies that submitted bids conducted an on-site review to obtain platform dimensions and proper step location. In addition, both companies provided a bid with the same model which includes a one-year manufacturer's warranty against defects. I am recommending to the Board for consideration awarding the bid to Recreation Supply Company not only because their bid was significantly lower but also because we have had positive experiences with them in the past. This purchase will be funded with the remaining dollars allocated to athletics from the May 2019 bond.

# **OKEMOS PUBLIC SCHOOLS**

---

**2023-24 Revised Budget & Employee Compensation Update  
Board Meeting, November 13, 2023**

# Preliminary Budget Revision Adjustments, before Wage Analysis

<u>Increase/(Decrease) to General Fund</u>	<u>Net Impact</u>
Increase in per-pupil Foundation Allowance (\$+92 to \$9,608)	461,326
Enrollment (+28.60 blended)	275,087
Increase in Special Education Reimbursement	117,646
Special Ed Categorical (MDE, 22-23 timing delay)	321,050
Budget Priorities, level 1.5	(253,000)
Additional Classroom Sections	(291,000)
Additional SE Paraprofessionals	(150,000)
Insurance, workers comp	(40,000)
	<b>\$441,109</b>

On-going	\$280,584
One time	\$160,525

## Projected Impact on General Fund Budget, Before Wage Analysis

	<u>Proposed Budget</u>	<u>Net Changes</u>	<u>Preliminary Revised Budget</u>
Revenues	\$66,489,114	1,175,109	\$67,664,223
Expenditures	67,554,057	734,000	68,288,057
Net Impact on General Fund Balance	<b>(\$1,064,943)</b>	<b>\$441,109</b>	<b>(\$623,834)</b>
Fund Balance, 7/01/23	9,468,545	454,323	9,922,868
Fund Balance, 6/30/24	<b>\$8,403,602</b>	<b>\$895,432</b>	<b>\$9,299,034</b>

# Approach Aligns with District Strategic Plan

## **Critical Issues**

- Organizational capacity - Retain and attract quality staff; diversity of workforce

## **Strategic Priorities**

- Priority 8: Establish system for attracting and retaining a highly qualified and diverse staff reflective of our school community.
  - Potential Actions - Assess and revise current practices and procedures through equity lens

# Historical Perspective

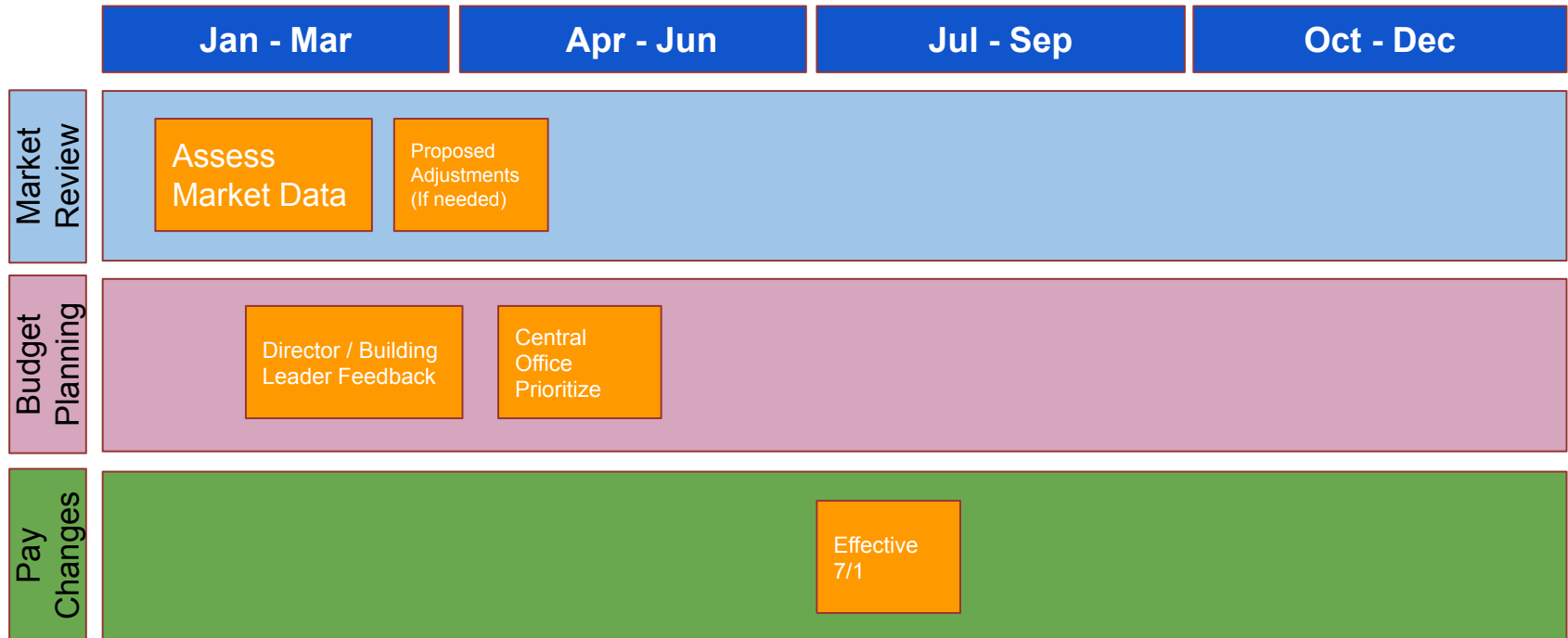
## **Past/Current Practice**

- Primarily reactive based on turnover/retention issues
- Goal to try to have employee groups above market in terms of compensation

## **Un-represented Groups with Compensation Adjustments \*within the last two years:**

- Special Education Paraprofessionals
- Substitute Teachers, Student Supervisors
- Third party employer adjustments

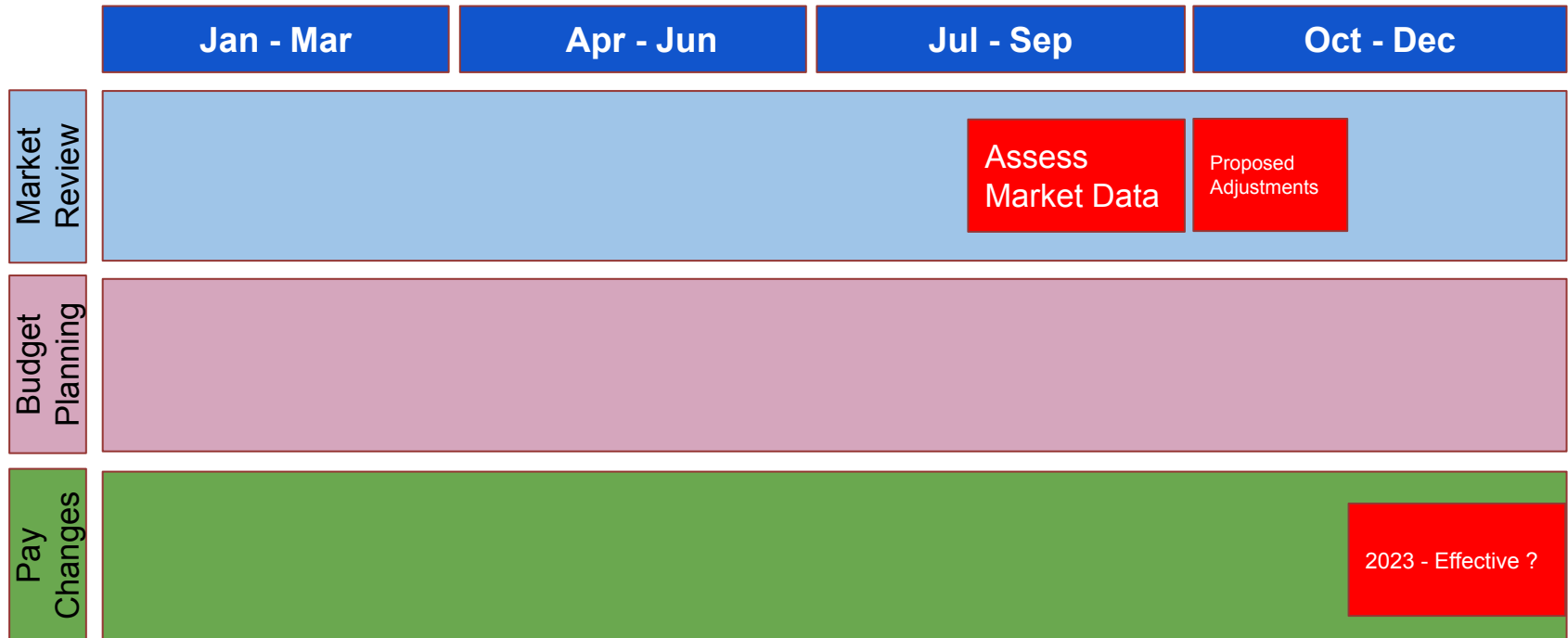
# Annual Process Timeline Overview



## Why assess annually?

- Best practice in Human Resources for all employee groups - pro-active
- Increasingly competitive market
- Retain and attract employees - current/former/potential employee feedback
- Cost to hiring and rehiring, impacts on programs, initiatives and outcomes

# Annual Process Timeline Overview - Non-Union



Why is this information being assessed now?

- Have not systematically assessed this information
- Retain and attract employees - current/former/potential employee feedback
- Cost to hiring and rehiring, impacts on programs, initiatives and outcomes

# Market Comparison Overview

Employee Groups		Salary Comparison to Market
Non-Union	Community Education	
	Select Staff	
	Clerical & Technical	
Union	OEA	TBD - Negotiated Item
	Transportation	TBD - Negotiated Item
	Operations & Food Services	TBD - Negotiated Item
	AOA	TBD - Negotiated Item

# Preliminary Budget Revision Adjustments, After Wage Analysis

Increase/(Decrease) to General Fund	Scenario 1 50%	Scenario 2 75%	Scenario 3 100%
Previously addressed	\$441,109	\$441,109	\$441,109
Staff Wage Analysis Impact, Community Ed	(125,000)	(125,000)	(125,000)
Staff Wage Analysis Impact, Others	(153,500)	(230,000)	(306,000)
Net Impact on General Fund Balance	<b>\$162,609</b>	<b>\$86,109</b>	<b>\$10,109</b>

<b>Scenarios reflect implementation date &amp; %</b>		
<b>Implementation</b>	<b>Jan 1, 24</b>	<b>July 1, 24</b>
<b>Budget Year</b>	<b>2023-24</b>	<b>2024-25</b>
<b>1</b>	50%	50%
<b>2</b>	75%	25%
<b>3</b>	100%	0%

## Projected Impact on General Fund Budget, After Wage Analysis

	<u>Proposed Budget</u>	<u>Scenario 3 Net Changes</u>	<u>Preliminary Revised Budget</u>
Revenues	\$66,489,114	1,175,109	\$67,664,223
Expenditures	67,554,057	1,165,000	68,719,057
Net Impact on General Fund Balance	<b>(\$1,064,943)</b>	<b>\$10,109</b>	<b>(\$1,054,834)</b>
Fund Balance, 7/01/23	9,468,545	454,323	9,922,868
Fund Balance, 6/30/24	<b>\$8,403,602</b>	<b>\$464,432</b>	<b>\$8,868,034</b>
<i>Fund Balance as a % of Expenditures</i>	<i>12.4%</i>		<i>12.9%</i>

# Sustainability

- Annual unknowns in budget for future years, biggest unknown always enrollment and foundation
- Annual budgetary process that accounts for changes
- Keep this in consideration of future asks
- Not anticipating high # of budget priorities for 24-25

**Okemos Public Schools**  
**Preliminary Budget Assumptions**  
**2023-24 Budget Revision #1**

<b>Increased Expenditures/Decreased Revenue</b>	<b>Optimistic</b>	<b>Most Likely</b>	<b>Worst Case</b>
Additional classroom sections	291,000	291,000	291,000
Additional SE Paraprofessionals	150,000	150,000	150,000
Workers Compensation Premiums	40,000	40,000	40,000
Budget Priorities, level 1.5	253,000	253,000	253,000
Staff Wage Analysis Impact, Community Ed	125,000	125,000	125,000
Staff Wage Analysis Impact, Others	153,500	230,000	306,000
	<b>\$1,012,500</b>	<b>\$1,089,000</b>	<b>\$1,165,000</b>
<b>Increased Revenue/Decreased Expenditures</b>	<b>Optimistic</b>	<b>Most Likely</b>	<b>Worst Case</b>
Increase in per-pupil Foundation Allowance (+\$92 to \$9608)	461,326	461,326	461,326
Enrollment (+28.6 blended)	275,087	275,087	275,087
Increase in Special Education Reimbursement (100%)	117,646	117,646	117,646
Increased Special Ed Categorical (MDE, 22-23 timing delay)	321,050	321,050	321,050
	<b>\$1,175,109</b>	<b>\$1,175,109</b>	<b>\$1,175,109</b>
<b>Projected Impact on General Fund Balance</b>	<b>\$162,609</b>	<b>\$86,109</b>	<b>\$10,109</b>
<b>Change in Fund Balance - Proposed Budget</b>	<b>(1,064,943)</b>	<b>(1,064,943)</b>	<b>(1,064,943)</b>
<b>Total Impact on General Fund Balance</b>	<b>(\$902,334)</b>	<b>(\$978,834)</b>	<b>(\$1,054,834)</b>

**Fund Balance - as percentage of expenditures**

Audited 6/30/20	\$ 5,248,843	9.8%
Audited 6/30/21	\$ 8,093,308	14.9%
Audited 6/30/22, restated	\$ 8,044,337	13.4%
Audited 6/30/23	\$ 9,922,868	14.6%
Proposed Budget 6/30/24	\$ 8,403,602	12.4%