

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.*

**6:00 PM**

**MEETING AGENDA  
Monday, November 27, 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: DEI Update**

DEI Director Lara Slee and representatives will provide a DEI update including a recent Equity Leaders Institute they attended.

**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 (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.

**OTHER ACTION ITEMS**

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

## **Athletics Purchase**

Finance Director Elizabeth Lentz provided information regarding the purchase of new swim platforms to be funded through the 2019 bond at the November 13th meeting.

That the board award the purchase of swim starting platforms to Recreation Supply Company, not to exceed \$31,945 to be funded by the 2019 Technology, Security, Transportation, Capital Outlay, and Facilities bond.

## **PHASE Curriculum**

Assistant Superintendent Stacy Bailey presented information regarding proposed Personal Health and Sexuality Education curriculum for use by students in 6th and 9th grades at the November 13th meeting. The proposed curriculum has already been previewed and unanimously approved for use by the PHASE (Personal Health and Sex Education) board.

That the board adopt the following Personal Health and Sexuality Education curriculum - The ABCs of STDs for use by 9th grade students; and What Are STDs for use by 6th grade students.

## **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.

## **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.

## **WORK SESSION**

The board will enter into a work session for the purpose of discussing the following:

- Annual Organizational Meeting Including:
  - 2024 Officers
  - Negotiations Team
  - General Appointments
- Board Norms and Bylaws
- Building Representatives
- Community Outreach

This portion of the meeting will remain open, but will not be televised.

## **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**



# DEI Update: *Equity Leaders Institute*

November 27, 2023

# OPS Equity Plan



## 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 processes 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.

#### 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.

#### 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.

[OPS Equity Plan overview](#) (one page)

[OPS Equity Plan](#) (full plan)

## Our Team

**Chris Brown** - Montessori Teacher (Kinawa)

**Kim Burchman** - Coordinator of Early Childhood & Community Ed  
(Edgewood)

**Kim Floyd** - French Teacher (CMS/OHS)

**Vanessa Nahat** - Kindergarten Teacher (Cornell), DEIAC

**Lara Slee** - Director of DEI

**Rhianna Walworth** - Exec. Assistant (Supt., BOE, HR)

# Midwest & Plains Equity Assistance Center 2023 Equity Leaders Institute *Advancing Equity-Oriented Leadership: Staying Intentional in Challenging Times*

September 21-22, 2023



September 21, 2023 – Day One

 INDIANA UNIVERSITY  
SCHOOL OF EDUCATION  
Indianapolis

A PROJECT OF  EQUITY  
CENTER

Midwest & Plains Equity Assistance Center, 2023



# Midwest & Plains Equity Assistance Center (EAC) Serves 13 States

A project of the Great Lakes Equity Center, we are one of four regional EACs funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. As the Region III EAC, we provide equity-focused technical assistance to state education agencies and public-school districts in the areas of race, sex, national origin, and religion.



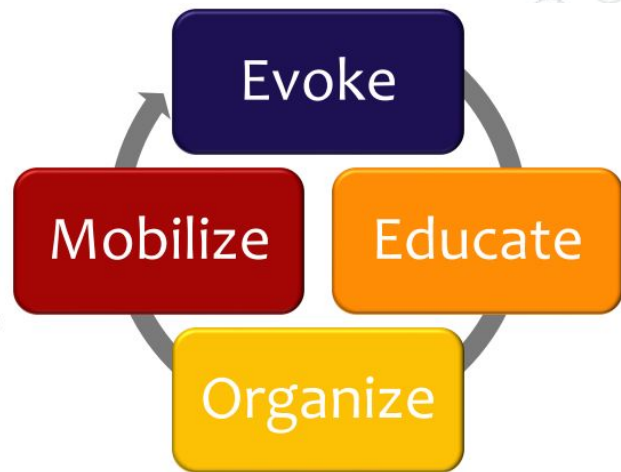
## Institute Outcomes

Participants will be able to:

- ❑ **Critique** and **reframe** district/school improvement discourse to address systemic inequities that are barriers to student learning.
- ❑ **Lead** with clarity of their role in organization equity efforts.
- ❑ **Leverage** strategies and assets to facilitate and sustain equity efforts.
- ❑ **Use language practices** to foster collaboration in educational improvement efforts.
- ❑ **Use strategies generated** to mobilize one's school community.

## Key Learning Objectives

- ❏ Expand repertoire of practices for self and community care.
- ❏ Build clarity on equity-oriented school improvement and leadership.
- ❏ Expand racial/identity literacy.
- ❏ Engage in practices to interrupt microaggressions.
- ❏ Expand understandings of equity-oriented school improvement.



The background of the slide is a complex network diagram. It consists of numerous small, light gray circular nodes connected by thin, light gray lines. Some nodes are highlighted with a darker gray fill, and some are enclosed in a dashed gray border. The overall pattern is dense and interconnected, resembling a social network or a data graph.

# What We Learned

## Self & Community Care

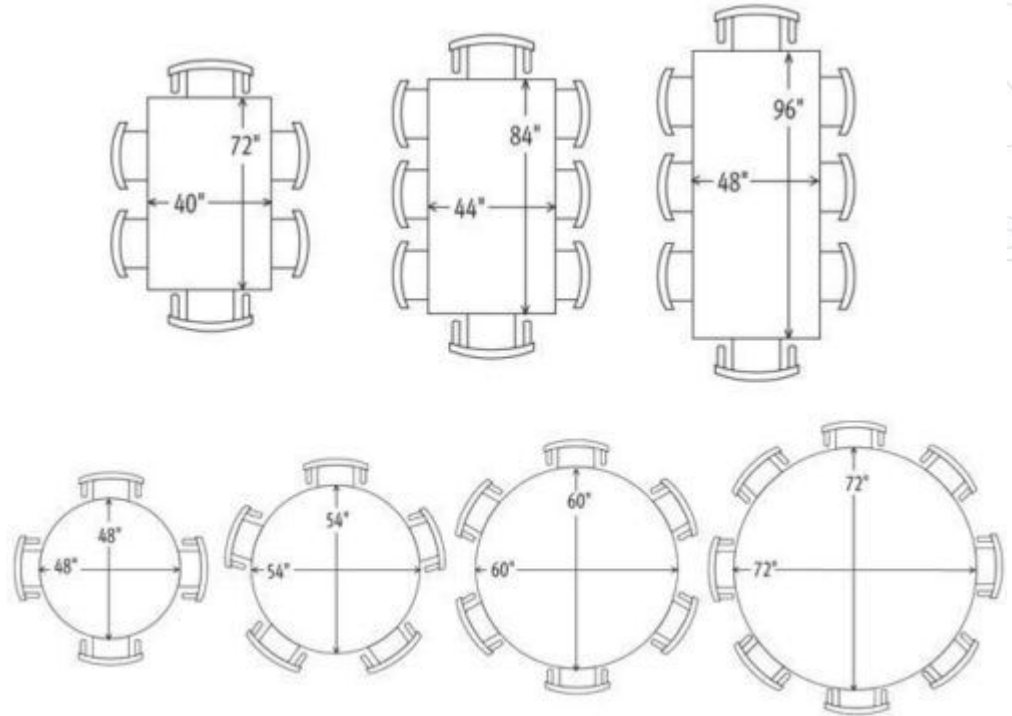
**SELF-CARE  
IS NOT  
SELF-INDULGENCE,  
IT IS  
SELF-PRESERVATION**

# Four Categories of Diversity



## Rightful Presence

“I’m already here.”



Calabrese Barton, A., & Tan, E. (2020). Beyond equity as inclusion: A framework of “rightful presence” for guiding justice-oriented studies in teaching and learning. *Educational Researcher*, 49(6), 433-440.

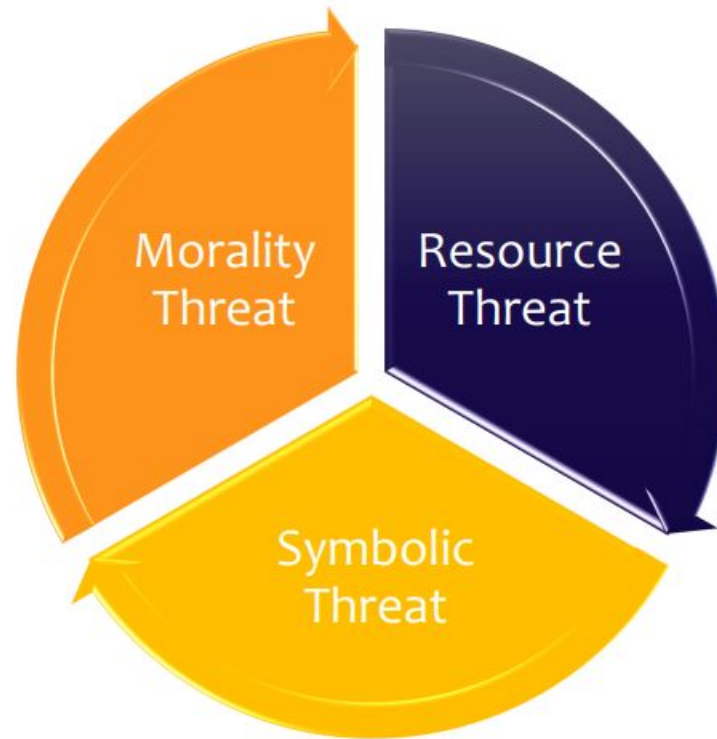
# Microaggressions

<b>Micro-INSULTS</b> Verbal/non-verbal actions that convey negative assumption about, disregard, or belittle	<b>Micro-INVALIDATIONS</b> Verbal actions that ignore, neutralize, negate, or dismiss the experiences and emotional realities
<b>Micro-ASSAULTS</b> Small-scale attacks or disparagements using demeaning/degrading actions/words	<b>ENVIRONMENTAL Microaggressions</b> Manifest at a systemic/macroscopic level

Addressing microaggressions:

- 1 - Make the hidden perceivable.
- 2 - Educate the perpetrators.
- 3 - Disarm the microaggression.

## Perceived Threats



Iyer, A. (2022). Understanding advantaged groups' opposition to diversity, equity, and inclusion (DEI) policies: The role of perceived threat. *Social and Personality Psychology Compass*, 16(5), e12666.  
<https://doi.org/10.1111/spc3.12666>

The background of the slide is a light blue-grey color with a repeating pattern of interconnected nodes and lines, resembling a network or molecular structure. The nodes are small circles, some solid and some hollow, connected by thin lines. The overall effect is a dense, textured background.

# Next Right Things

## Share With Colleagues

- ❏ DEIAC
- ❏ Equity Work Teams
- ❏ District Leadership
- ❏ Cornell - Anti-Bias/Anti-Racist Study Group
- ❏ Bennett Woods - Recognizing & Responding to Bias PD
- ❏ Day-To-Day
- ❏ Spheres of Influence

**Questions?**



# Thank you!



Lara Slee

[lara.slee@okemosk12.net](mailto:lara.slee@okemosk12.net)

517-706-5011



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**

**Board Meeting, November 27, 2023**

# Preliminary Budget Revision Adjustments, Net Budget Uses

<b>Increased Expenditures/Decreased Revenue</b>	<b>Net Impact</b>
<b>Additional classroom sections, still working to confirm general fund impact</b>	<b>(190,000)</b>
<b>Additional SE Paraprofessionals</b>	<b>(130,665)</b>
<b>Community Education Clerk, reinstated</b>	<b>(47,160)</b>
Insurance, workers comp	(40,000)
Budget Priorities, level 1.5	(253,000)
<b>Staff Wage Analysis Impact, Community Ed</b>	<b>(150,000)</b>
Staff Wage Analysis Impact, Others	(306,000)
	<b>(\$1,116,825)</b>

# Preliminary Budget Revision Adjustments, Net Budget Uses

<u>Increased Revenue/Decreased Expenditures</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
<b>Decreased insurance expense MESSA (3.4% vs 4.9%)</b>	28,330
<b>Decreased Salaries &amp; related, partial year openings</b>	120,470
	<b>\$1,323,909</b>

## Projected Impact on General Fund Budget

	<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	968,025	68,522,082
Net Impact on General Fund Balance	<b>(\$1,064,943)</b>	<b>\$207,084</b>	<b>(\$857,859)</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>\$661,407</b>	<b>\$9,065,009</b>
<i>Fund Balance as a % of Expenditures</i>	<i>12.4%</i>		<i>13.2%</i>

**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>
<b>Additional classroom sections, still working to confirm general fund impact</b>	<b>190,000</b>	<b>190,000</b>	<b>190,000</b>
<b>Additional SE Paraprofessionals</b>	<b>130,665</b>	<b>130,665</b>	<b>130,665</b>
<b>Community Education Clerk, reinstated</b>	<b>47,160</b>	<b>47,160</b>	<b>47,160</b>
Workers Compensation Premiums	40,000	40,000	40,000
Budget Priorities, level 1.5	253,000	253,000	253,000
<b>Staff Wage Analysis Impact, Community Ed</b>	<b>150,000</b>	<b>150,000</b>	<b>150,000</b>
Staff Wage Analysis Impact, Others	153,500	230,000	306,000
	<b>\$964,325</b>	<b>\$1,040,825</b>	<b>\$1,116,825</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>Decreased insurance expense MESSA (3.4% vs 4.9%)</b>	<b>28,330</b>	<b>28,330</b>	<b>28,330</b>
<b>Decreased Salaries &amp; related, partial year openings</b>	<b>120,470</b>	<b>120,470</b>	<b>120,470</b>
	<b>\$1,323,909</b>	<b>\$1,323,909</b>	<b>\$1,323,909</b>
<b>Projected Impact on General Fund Balance</b>	<b>\$359,584</b>	<b>\$283,084</b>	<b>\$207,084</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>(\$705,359)</b>	<b>(\$781,859)</b>	<b>(\$857,859)</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%

---

# WORK SESSION AGENDA

---

Date: November 27, 2023

---

## AGENDA DETAILS

### OVERVIEW

PRESIDENT GEBARA WILL DISCUSS THE PURPOSE AND GOALS OF THE WORK SESSION

### 2024 OFFICERS

DISCUSSION OF OFFICER ROLES AND BOARD MEMBER INTEREST

DECIDING HOW LONG OFFICER TERMS SHOULD BE AND IF THERE SHOULD BE A SUCCESSION IN ROLES  
WHAT QUALIFICATIONS ARE RECOMMENDED OR NECESSARY FOR HOLDING EACH ROLE? (I.E. MASB CLASSES, YEARS ON THE BOARD, PROFESSIONAL EXPERIENCE, TIME AND AVAILABILITY, ETC.)

### NEGOTIATIONS TEAM

SHOULD WE HAVE BOARD MEMBERS ON THE DISTRICT'S NEGOTIATIONS TEAM? MASB STRONGLY ADVISES AGAINST IT, PRESIDENT GEBARA WILL EXPLAIN WHY.

### GENERAL APPOINTMENTS

THE BOARD HAS HISTORICAL HELD GENERAL APPOINTMENT DESIGNATIONS AT THE FIRST MEETING OF THE SCHOOL YEAR AND THEN THOSE APPOINTMENTS ARE REPEATED AGAIN AT THE ORGANIZATIONAL MEETING. THIS PRACTICE IS REDUNDANT AND SHOULD ONLY BE DONE ANNUAL. A DECISION SHOULD BE MADE AND WRITTEN AS A POLICY IN THE BOARD'S BYLAWS AS TO WHEN THESE WILL BE DONE. FOR REFERENCE: MASB RECOMMENDS THEY ARE DONE IN JANUARY.

### BOARD NORMS/BYLAWS

ESTABLISHING A TEAM OF 1-2 PEOPLE TO CREATE A DRAFT OF NORMS/BYLAWS FOR THE BOARD TO ADOPT

### BUILDING REPRESENTATIVES

PRESIDENT GEBARA WOULD LIKE TO DISCUSS ESTABLISHING A BOARD REP FOR EACH SCHOOL

### COMMUNITY OUTREACH

TRUSTEE BUFFETT HAS EXPRESSED INTEREST IN ENGAGING IN MORE COMMUNITY OUTREACH. THE BOARD WILL DISCUSS OPTIONS