

Grand Ledge Public Schools



Board of Education



JUNE 13, 2022
WORK SESSION

SAWDON ADMINISTRATION BUILDING
BOARD ROOM
6:00 PM

Grand Ledge Public Schools
Committee of the Whole/Work Session
of the
Board of Education

Please take notice that the Board of Education will hold a Committee of the Whole / Work Session on:

Date: Monday, June 13, 2022
Place: Sawdon Administration Building
Board Room
220 Lamson Street
Grand Ledge, MI 48837
Time: 6:00 p.m.
Purpose: General Business
Phone: (517) 925-5400

Board minutes are located at the Board of Education office, 220 Lamson Street, Grand Ledge, MI 48837



Marcus G. Davenport, Ph.D., Superintendent of Schools

cc: Buildings
Board Members
Lansing State Journal
Grand Ledge Independent
Melissa Mazzola, Co-President, GLEA
Greg Almy, Co-President, GLEA
Cindy Zerbe, President, MEA/NEA Unit I, Secretarial /Clerical
TBD, President, MEA/NEA Unit III, Food Service
Vicki Wenzlick, President, MEA/NEA Unit IV, TA/HC/Bus Assistants & Adv. Club
Danis Peck, President, IUOE Local 547, A, B, C, E & H AFL-CIO, Bus Drivers
Sarra Ruiz, President, Custodial Association

Date of Posting: June 8, 2022

NOTE: Individuals may address the Board for up to three (3) minutes in the Public Comment segment of the meeting. Any person with a disability needing accommodations to attend a Board of Education meeting should contact Kim Manning at 925-5401 at least three (3) days prior to the date of the meeting he/she plans to attend

Grand Ledge Public Schools
Board of Education
MEETING AGENDA
Monday, June 13, 2022
6:00 pm

- I. Call to Order & Pledge of Allegiance.....Jon Shiflett, President
- II. Roll Call.....Dr. Marcus Davenport Superintendent
- III. Public Comment
- IV. Discussion / Presentation Items
 - A. Strategic Planning
 - B. 98B Data Presentation
 - C. 2022-2023 Budget Review
 - D. Operations Policies – First Reading
 - a. FM415 – Food Service – Meal Charges
 - b. FM416 – Food Service – Uncollectable Debt
- V. Action Items
 - A. Approval of May 23, 2022 Regular Meeting & Closed Session Minutes
 - B. Approval of Administrative Hiring
 - a. Executive Director of Student Services
 - C. Approval of Strategic Plan Mission, Vision & Belief Statements and Goal Statements
 - D. Approval of Employee Contract
 - a. Food Service Unit III, MEA/NEA (July 1, 2022 – June 30, 2023)
 - E. Approval of 2022-2023 Food Service Meal Prices
 - F. Approval of the Payment of Capital Funds Invoices
 - a. GMB – May 2022
 - b. Trades
 - Dobie Construction
 - Vander Hyde Mechanical
 - G. Approval of the Payment of Sinking Fund Invoice
 - a. GMB – May 2022
 - b. Myers Plumbing & Heating X3
 - c. Trane X5
 - H. Approval of the Payment of Proposal 1, Series 1 Bond Invoices
 - a. GMB Architects & Engineers – May 2022
 - b. Trades – May 2022
 - F.D. Hayes Electric
 - NBS Commercial Interiors
 - I. Approval of the Payment of Proposal 1, Series 2 Bond Invoices
 - a. GMB Architects & Engineers – May 2022
 - J. Approval of the Payment of Proposal 2, Series 1 Bond Invoices
 - a. Clark Construction – May 2022
 - b. Trades – May 2022
 - A Production Cleaning Co
 - Aaron Glass
 - Architectural Metals
 - Architectural Systems
 - Baruzzini Contracting
 - Burggraby Masonry
 - Delta Steel
 - Functional Consulting Services
 - IntegraCore
 - Lansing Tile & Mosaic
 - Mall City Mechanical
 - Ritsema Associates
 - Vander Hyde Mechanical
 - K. Approval of the Payment of Proposal 2, Series 2 Bond Invoices
 - a. Clark Construction – May 2022
 - b. GMB Architects & Engineers – May 2022
 - c. Trades – May 2022
 - Centennial Electric
 - Davenport Masonry
 - Delta Steel
 - DeWitt Fence
 - Dobie Construction
 - H & H Painting
 - Katerberg Verhage
 - Professional Thermal Systems
 - Proline Concrete
 - Twin Lake Nursery
 - Vander Hyde Mechanical
 - Van Laan Concrete Construction
 - Walker Commercial Interiors
- VI. Comments from Staff and Board
- VII. Future Topics
 - Regular Meeting - Monday, June 27, 2022, 6:00 p.m. Sawdon Board Room
- VIII. Adjournment

NOTE: Individuals may address the Board for up to three (3) minutes in the Public Comment segment of the meeting. If any person with a disability needs accommodations at the Board of Education meeting, please contact Kim Manning at 925-5401 at least three (3) days prior to the date of the meeting he/she plans to attend.



CALL TO ORDER & PLEDGE OF ALLEGIANCE

President Jon Shiflett

"I pledge allegiance
to the Flag
of the United States of America,
and to the republic
for which it stands,
one Nation under God,
indivisible,
with liberty and justice for all."



ROLL CALL

Superintendent Dr. Marcus Davenport



PUBLIC COMMENT

Persons may address the board for up to three (3) minutes in the Public Comment segment of the meeting by providing your name and jurisdiction (City, Township / County) on one of the Public Comment forms provided at the sign in table and turning it in to the Superintendent's Assistant.

The meeting chair will use the Public Comment forms submitted to invite persons to come forward to make their public comment at the appropriate time.

Board Meetings are constructed to conduct necessary business of the board, while allowing time for the public to express concerns and opinions.

Out of respect for board members, students and staff, you will be interrupted if you:

- Personally attack a board member or district employee on issues unrelated to their job performance.
- Mention a student's name when discussing behavior or other incidents.
- Engage in discussion with other members of the audience.

You will be reminded when you are approaching the end of your three-minute limit so you can conclude with your strongest points.

The board will not respond to questions or comments during public comment but the Superintendent will do his best to answer questions at the end of the meeting. If immediate answers are not available, arrangements will be made to provide you with the information requested.



DISCUSSION/PRESENTATION ITEM A

A. Strategic Planning

MASB Consultant Debbie Stair will be on hand to present to the board.



GRAND LEDGE PUBLIC SCHOOLS STRATEGIC PLAN SUMMARY | 2022-2027

MISSION

Growing Learners, Preparing Students (GLPS)

VISION

Grand Ledge Public Schools will provide every student a high-quality education, critical thinking skills, and social development to reach their highest potential in a safe and inclusive environment.

BOARD OF EDUCATION

Jonathan Shiflett, President
Nicole Shannon, Vice-President
Jarrod Smith, Secretary
Sara Clark Pierson, Trustee
Ben Cwayna, Trustee
Denise Dufort, Trustee
Dr. Toni Glasscoe, Trustee

SUPERINTENDENT

Dr. Marcus G. Davenport

Approved by the Board of Education on _____.

BELIEF STATEMENTS

We Believe:

- All students can learn.
- It is the role of the school district to provide support and access for all students.
- In an inclusive learning environment where every person is valued.
- The GLPS staff are professionals who are vital to the health and future of the Grand Ledge community.
- In a safe, inclusive environment where students can explore their interests and learn the skills they need to thrive in their communities.
- In partnerships between the family, community, and education stakeholders for the success of GLPS.

STRATEGIC GOALS

- ❖ GLPS will align academic programs to meet individual needs and improve student achievement.
- ❖ GLPS will develop and maintain a robust and sustainable culture focusing on diverse goals, needs, and experiences for all individuals.
- ❖ GLPS will provide concise, regular, and proactive communication to all stakeholders and will foster meaningful community engagement.
- ❖ GLPS will recruit, develop, and retain high quality staff who meet the growing and diverse needs of students and the district.
- ❖ GLPS will continuously assess and improve operational needs to support a safe learning environment.



**Grand Ledge Public Schools
2022-2027
Strategic Plan Summary Document**



“Growing Learners, Preparing Students”





Letter from Board President and Superintendent

Grand Ledge Public Schools 2022-2027 Strategic Plan: Participants Help Shape the Vision and Goals for the Future of our District.

This document contains the 2022-2027 Grand Ledge Public Schools Strategic Plan. We're excited about this plan and the possibilities it provides for our students, parents/guardians and community to improve education at our District.

Eight community, parent/guardian and staff forums and an electronic survey resulted in 995 people providing input for the planning process. A Strategic Planning Team consisting of a very broad and diverse group of 35 community members, parents/guardians, staff and students participated in an all-day planning retreat on May 14, 2022.

Throughout the planning process the community expressed high expectations of Grand Ledge Public Schools becoming a world class school district and having all students graduate from high school. The goals reflect the strong desire that was expressed to continue improvement efforts of the school system.

There were several clear and consistent themes that emerged from this process.

1. While work still needs to be done, Grand Ledge Public Schools is headed in the right direction with positive momentum.
2. The future of growth and success of Grand Ledge Public Schools must be a top community priority that requires support from all stakeholders (students, parents/guardians, taxpayers, businesses, non-profits, foundations, government agencies, etc.).
3. As a district, we must do a better job of positively engaging and aligning internal (students, parents/guardians, staff and the school board) and external (taxpayers, community organizations, businesses, non-profits, government agencies, elected officials) stakeholders around common goals and strategies to significantly improve academic achievement and high school graduation rates.

We look forward to continuing to work in partnership with all sectors of our community to implement these goals and achieve our vision.

Jonathan Shiflett, President of the Board

Dr. Marcus G. Davenport, Superintendent





Introduction

Strategic Planning is the process of determining what an organization wants to be at some point in the future, and how it will get there. In the current environment where schools are challenged to do more with scarce resources, planning for the future is more important than ever. An effective strategic planning process results in stakeholders focusing on critical priorities that will meet the mission of a quality educational program for all students.

In March 2022, the Superintendent and the Board of Education made a commitment to create a three to five-year strategic plan. The School Board created a partnership with the Michigan Association of School Boards to serve as facilitators for this project. The district, under the leadership of the School Board President and Superintendent, completed a process that was data-driven, inclusive of district stakeholders and focused on the priorities that will help the district succeed.

There were several criteria relative to the strategic planning process established by the School Board and the leadership team:

- The process must be inclusive where all stakeholders have an opportunity to provide structured input.
- The School Board must be an integral part of the process – providing input, support and commitment.
- There must be clarity in the respective roles of the School Board, administrators, staff, parents/guardians and community.
- There is alignment between the strategic planning process and current strategic initiatives, and critical issues facing the district.
- Timelines, responsibilities and reporting schedules must be built into the planning processes.
- There must be ongoing communication about the planning process with all internal and external stakeholders.

This strategic plan is a living document. It will serve as a 'road map' to future planning, resource allocation, staff development and decision-making over the next several years.

As part of the planning process, the vision, mission, and belief statements were reviewed. Based on qualitative and quantitative data a new vision, mission, belief statements; strategic goals and objectives were developed. Regular monitoring of progress is critical to the plan's success.





The Strategic Plan Process

This overview describes the planning process, including the survey, data analysis, planning team roles and responsibilities, and timelines.

Stakeholder Input

Input from students, parents/guardians, community and staff were gathered through a comprehensive electronic survey as well as a series of community, student and staff forums. The community engagement process was conducted to:

- Identify and assess strengths
- Gauge values and perceptions of the community
- Provide an opportunity for input
- Identify areas for improvement
- Gather data to use as a decision-making tool
- Develop communication plans and tools

The response rate of 995 indicates that the school community cares about the future of the district and desires to engage in the process of creating the future (see Attachment 1 for summary).





Local Area and School Demographic Data

An analysis of district demographics and quantitative data was completed. The analysis included the most recent data available for demographic, enrollment, educational, financial and personnel trends over the previous five years, in comparison with districts selected by the Board and Administration and state averages, where available (see Attachment 2 for the data analysis summary). The reference districts used for comparisons were Anchor Bayt School District, Grandville Public Schools, Haslett Public Schools, Holt Public Schools and Waverly Public Schools.

Strategic Planning Team

A Strategic Planning Team was formed to take the primary role in developing the strategic plan. A team consisting of 35 parents/guardians, community members, board members, students and staff members, were selected with input from the Board of Education and key stakeholder groups. The team participated in a retreat workshop as well as additional committee meetings to develop a mission statement, vision, beliefs, and strategic goals where needed. During the retreat the team reviewed and discussed relevant quantitative and qualitative data as essential elements in the formation of goals and objectives contained in this document (see team members on the following page).

Collaborating with the Grand Ledge Public Schools Board of Education, administration, staff and the entire community really illustrated their level of care for the school, the community, and most of all, the students.

—Debbie Stair, Asst. Director of Leadership Development, MASB





Strategic Planning Team Members

Bill Barnes

Beth Bowen

Ben Cwayna

Marcus Davenport

Jill Dayton Fillingham

Mark Deschaine

Jason Devenbaugh

Denise DuFort

Kyle Dymond

John Ellsworth

Steve Gabriel

Toni Glasscoe

Katie Halliwill

Brandon Haskell

Sara Holding

Jon Horford

Ashley Kuykendoll

Kim Laforet

Erica Ledesma

Kim Manning

Melissa Mazzola

Melissa McDonald

Brian McLaughlin

Keith Mulder

Ashley Oneil

Danis Peck

Sara Clark Pierson

Braylond Price

Nicole Shannon

Jon Shiflett

Jarrood Smith

Kathleen Szuminski

Tim Totten

Julie Waterbury

Jason Westra-Hall

Sean Williams





Retreat Workshop

A retreat workshop was held on May 14, 2022. The workshop included:

- An overview of the strategic planning process and timelines
- An environmental scan (see Attachment 3)
- Superintendent report of current and planned initiatives
- A review of the qualitative data
- An analysis of quantitative data (see Attachment 4)
- The development of the mission, vision and belief statements
- Brainstorming key objectives (see Attachment 5)
- The establishment of strategic goals
- Next steps





Mission Statement:

Establishes, in the broadest terms, the purpose of a school district. It should answer the question “What ultimate end will the district pursue and in the broadest sense, how?” The following mission statement was renewed during the Strategic Planning Team Retreat Workshop:

The Mission of Grand Ledge Public Schools is:

“Growing Learners, Preparing Students (GLPS)”

Vision Statement:

Describes what you want to happen in the long term. It’s a statement about your hopes and expectations for the future. The vision statement below was validated during the Strategic Planning Team Retreat Workshop:

The Vision of Grand Ledge Public Schools is:

“Grand Ledge Public Schools will provide every student a high-quality education, critical thinking skills, and social development to reach their highest potential in a safe and inclusive environment”.





Beliefs:

The basic beliefs/core values of the district—those things that we believe of utmost importance, providing guidance for how we behave and relate to others. The following beliefs were developed during the Strategic Planning Team Retreat Workshop:

Belief Statements:

- *We believe all students can learn.*
- *We believe it is the role of the school district to provide support and access for all students.*
- *We believe in an inclusive learning environment where every person is valued.*
- *We believe the GLPS staff are professionals who are vital to the health and future of the Grand Ledge community.*
- *We believe in a safe, inclusive environment where students can explore their interests and learn the skills they need to thrive in their communities.*
- *We believe in partnerships between the family, community, and education stakeholders for the success of GLPS.*





2022-2027 Strategic Goals

Strategic Goals: Areas of priority importance in which the district will focus their work (1-5 years). Strategic goals achieve the organization's vision, mission and beliefs. Objectives are SMART—**S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imely

The Strategic Planning Team, at the May 2022 retreat, developed goal statements. The goal areas are categorized below:

2022-2027 Goal Areas

- Academics and Programs
- Learning Environment and Culture
- Communication and Community Engagement
- Personnel and Leadership
- Operations





Following the retreat, administrators began the work to develop specific objectives based on strategic goal statements determined by the retreat team.

Goal Area 1: ACADEMICS AND PROGRAMS

GLPS will align academic programs to meet individual needs and improve student achievement.

Goal Area 2: LEARNING ENVIRONMENT AND CULTURE

GLPS will develop and maintain a robust and sustainable culture focusing on diverse goals, needs, and experiences for all individuals.

Goal Area 3: COMMUNICATION AND COMMUNITY ENGAGEMENT

GLPS will provide concise, regular, and proactive communication to all stakeholders and will foster meaningful community engagement.

Goal Area 4: PERSONNEL AND LEADERSHIP

GLPS will recruit, develop, and retain high quality staff who meet the growing and diverse needs of students and the district.

Goal Area 5: OPERATIONS

GLPS will continuously assess and improve operational needs to support a safe learning environment.





Strategic Plan Implementation

The implementation plan will be developed collaboratively by the superintendent and key staff members. Alignment with current school improvement plans will be an integral part of the implementation plan. The district priority goals identified during the strategic planning retreat will be translated into objectives and action plans with measurements, timelines, responsibilities and a board monitoring calendar.

Recommendations for keeping the momentum of the process are the following:

1. Finalize objectives and action plans
 - Measurements
 - Timeline
 - Responsibility
 - Resources
2. Develop reporting/board monitoring calendar
3. Develop communication plan
 - Community
 - Staff
4. Schedule mid-year progress report
5. Schedule annual plan update





STRENGTHS

**ACADEMICS/
PROGRAMS**

- Academic variety and quality
- Extracurricular opportunities
- Connections outside GL

**LEARNING ENVIRONMENT
AND CULTURE**

- Strong learning supports
- Community
- Diversity and inclusion

**COMMUNICATIONS AND
COMMUNITY ENGAGEMENT**

- Parental support
- Communication from district
- Safety

**PERSONNEL AND
LEADERSHIP**

- Teachers
- Staff
- Administrators

**OPERATIONS/
FINANCE**

- Building Improvements
- Athletic facilities
- Technology





OPPORTUNITIES FOR IMPROVEMENT

**ACADEMICS/
PROGRAMS**

- Special education
- Improved academic programming
- More CTE/trades skills courses

**LEARNING ENVIRONMENT
AND CULTURE**

- Student safety, discipline, bullying
- More support for diversity, equity, and inclusion efforts
- Food quality and time to eat

**COMMUNICATIONS AND
COMMUNITY ENGAGEMENT**

- Communication
- Concern about DEI, CRT, LGBTQ
- Alignment between buildings

**PERSONNEL AND
LEADERSHIP**

- Staff shortage
- Staff morale and workload
- More counselors and social workers needed

**OPERATIONS/
FINANCE**

- Student safety
- Facilities – HVAC, parking, restrooms
- Transportation





BARRIERS

**ACADEMICS/
PROGRAMS**

- Learning loss
- Lack of alignment
- Curriculum, lack of professional development/resources

**LEARNING ENVIRONMENT
AND CULTURE**

- Lack of parent involvement
- Lack of social and emotional supports
- Burnout

**COMMUNICATIONS AND
COMMUNITY ENGAGEMENT**

- Unwillingness-to-change
- Mistrust and lack of buy-in
- Divided community

**PERSONNEL AND
LEADERSHIP**

- Implementation fidelity
- Staff shortages
- Union

**OPERATIONS/
FINANCE**

- Finances
- Lack of time
- Implementation fidelity





VISION

**ACADEMICS/
PROGRAMS**

- Preparing students for college and non-college next steps
- Skills for life and life-long learning
- Differentiated instruction

**LEARNING ENVIRONMENT
AND CULTURE**

- Safe environment
- Students supported
- Inclusive

**COMMUNICATIONS AND
COMMUNITY ENGAGEMENT**

- Working together
- Global citizenship
- Strong connections

**PERSONNEL AND
LEADERSHIP**

- Plenty of teachers
- Plenty of counselors
- Teachers well compensated

**OPERATIONS/
FINANCE**

- Safe environment
- Strong finances
- Budget priorities aligned with other goals





Data Driven Strategic Planning: Grand Ledge Public Schools

Based on analysis of data in this report, the following points are highlighted concerning the District:

DEMOGRAPHICS

- Approximately 34.8% of residents attended some college or earned an Associate's Degree. In addition, 42.1% of residents have a Bachelor's degree or higher. The combined total of 76.9% is above the state average of 62.8%. (B-1, B-2)
- The percentage of pre-school aged children attending public pre-school ranked fifth among the reference districts at 58.5 and is above the state average of 67.7%. The percentage of district-resident children enrolled in public schools K-12 ranked fifth among the referenced districts and exceeded the state average by 3.6%. (B-3)
- The district's 2020 median household income of \$75,825 ranks second among the reference districts and is above the state median income \$59,234. (B-4)
- Enrollment at the District is largely stable over the past five years moving from 5,219 students in 2018 to 4,923 students in 2022; a net loss of 296 students. (B-6)
- The District has 446 students who choose to attend either other districts or charter schools. Waverly (69), Portland (52), Brighton (48), and Relevant Academy (36) enroll the greatest number of the Districts' resident students. There are 641 Schools of Choice students enrolled in the District's schools, with Lansing (231), Waverly (168), Potterville (73), and Charlotte (45) having the greatest number of students enrolled.. (B-7, B-8, B-9, B-10)



**DEMOGRAPHICS – Cont'd**

- At 28.1%, the percentage of the District's students eligible for lunch assistance in 2022 ranked third among the reference districts and below statewide average of 46.1%. Free and reduced student lunch eligibility has remained relatively stable over time. (B-11, B-12)
- The district's 2021 4-year cohort graduation rate of 92.17% ranked third among the reference districts and was above statewide average by 11.67%. (B-13)
- While the state's average graduation rate has increased by .3% over the past five years, the District's average graduation rate has increased by 4.5%. (B-14)
- For the class of 2016, the percentage of enrollment in college for that fall was 72.91%. However, after a five-year period 43.3% earned a qualifying certificate or degree and 19% were still in programs; totaling an enrollment of 62.3%. (B-15, B-16)
- The demographics of the district's student population is similar to most of the reference districts and has seen little change in the past 5 years. The 2022 demographic data is as follows: 76.3% White, 9.1% Hispanic, 6.5% Multiracial, 4.0% Asian, 0.2% American Indian, 3.9% African American, and 0.1% Native Hawaiian. (B-17, B-18)
- The District's student's chronic absence rate of 14.8% ranked lowest among the reference districts with data available and was 5.1% below the state average. Although the methodology used in calculations changed in 2018 resulting in increases across the board, it saw a significant increase of 4.4% between 2019 and 2020. (B-19, B-20)



**ACADEMIC PERFORMANCE**

- The District's students both exceeded and did not meet state averages in reading at assessed grade levels on the 2021 M-STEP/PSAT/SAT. In addition, reading scores have generally been above the state averages for the past five years. (C-3, C-6, C-11, C-14, C-17, C-23, C-30)
- The District's students exceeded state averages in math at most assessed grade levels except 3rd grade, 6th grade, and 11th grade on the 2021 M-STEP/PSAT/SAT. In addition, math scores have been above the state averages in most instances for the past five years. (C-3, C-6, C-11, C-14, C-17, C-23, C-30)
- The District's students exceeded state averages in science in 5th and 8th grades but below state average 11th grade on the M-STEP/PSAT/SAT. In addition, science scores have been above the state averages in all but a couple of instances in the past five years. (C-11, C-20, C-26)
- The District's students' scores were at or above state averages in social studies at all assessed grade levels on the 2021 M-STEP/PSAT/SAT. In addition, social studies scores have been or above the state averages in the past five years. (C-11, C-20, C-26)
- At 32.3%, The District's 2021 SAT College Readiness scores were at the state average of 32.6 % but ranked fourth among the reference districts. (C-29, C-30)
- The District has offered AP courses in 14 subjects. Passage rates with a score of 3 or above that have varied from a high of 100% to low of 17%. (C-31 – C-37)
- Dual enrollment participation is roughly stable with just under 30 students participating in most of the last five years. (C-38)



**FINANCE**

- The District's 2022 Foundation Allowance of \$8,700 per student is on par with the reference districts, except Waverly. The district has received small increases the last five years, increasing by \$1,069 over the period. (D-1, D-2)
- General fund expenditures of \$10,941 per student rank sixth among the reference districts, and \$697 below the state average of \$11,638. (D-3)
- The District's instructional spending has increased during the last five years, at \$7,011 per student in 2021 it ranked second to last among the reference districts and is also \$226 below the state average of \$7,237. (D-5, D-6)
- The District's instructional support spending of \$1,295 per student ranks fourth among the reference districts and is just under the \$1,319 state average. It has increased over the last five years by \$238. (D-7, D-8)
- Business and administration spending of \$1,142 per student increased over the last five years but is still below the state average of \$1,540. It ranks the lowest among the reference districts. (D-9, D-10)
- In the last five years, revenues have exceeded expenditures. (D-11)
- The District's Fund Balance has increased from its low of 11.2% in 2017 to 20.7% in 2021. (D-13, D-14)
- The District's cumulative student loss of 408 students since 2017 has resulted in a loss of revenue of \$3,549,600. (D-15)
- The potential revenue per millage of property tax levied in 2021 ranked second highest of the reference districts for both homestead and non-homestead properties combined. Both the District's homestead tax and non-homestead tax surpassed the state average. (D-16)



**PERSONNEL**

- Staffing FTE in 2019 was at its high with 636, dropping to 599 in 2022, a reduction of 37. (E-2)
- At 22, the District's student teacher ratio was the second highest among the reference districts. The district's student-teacher ratio is at the state average and has dropped slightly during the past five years. (E-3, E-4)
- The average teacher salary ranks second to last among the reference districts at \$57,691 and is lower than state average salary of \$64,237; a difference of \$6,546. The average salary remained roughly constant between 2017 and 2021. (E-5, E-6)
- 60% of the District's teachers have a Master's degree or higher. (E-7)
- Half of the teachers have been with the district less than six years. (E-8)
- In 2021, Teacher Effectiveness ratings were 45% Highly Effective, 55% Effective, 0% Minimally Effective, and 1% Ineffective. There appears to be an error in the 2020 data from CEPI. (E-9)
- In 2021, Administrator Effectiveness ratings were 93% Highly Effective, 7% Effective, 0% Minimally Effective, and 0% Ineffective; There appears to be an error in the 2020 data from CEPI. (E-10)

Submitted: May 6, 2022





The Wave | In the arena of education, what are incoming and outgoing trends, ideas, practices, paradigms, etc.?

ON THE HORIZON

Whole child culture, SEL, mental health
 Trade opportunities
 More parent participation/involvement
 Safety at bus stops (-)
 Flexible schedules/schooling (+)

Anywhere, anytime access
 Sensory supports
 Role of standardized testing
 Unique/individual learning plans
 Later/flexible start times
 Whole brain students
 Practical life skills, "Adulting" (+)

Standards-based grading (+)
 Vouchers(-)
 Redefining "educational" outcomes
 Recruitment and retention of staff and students
 Away from standardized testing

EMERGING

Mastery/Standards-based learning
 Competency-based learning (+)
 Hybrid learning
 Individual learning
 Emotional support
 Virtual collaboration
 DEI
 Classical education

Social emotional (+)
 Digital/remote options
 Daily computer use for all school work
 Remote/hybrid options
 Integrating children of all abilities (sensory prom)
 Technology centered learning (online, virtual textbooks, and tests)

Technical trades
 Transparency
 CTE (+)
 Virtual based learning
 Essential life/skill development
 Belonging/mental health





ESTABLISHED

Technology
Logistics – safety, rules, budget, career tech ed
Quality personnel
Testing (+)

High academic expectations
Student services
Focus on academic curriculum
Course selection
Rigid schedules

Academic achievement
Test scores
Differentiated learning
MTSS
Sit and get

DISAPPEARING

Traditional homework (-+)
Top-down instruction
Segregated special ed
Parent support (-)
SAT

Paper (-)
“Traditional” education
Traditional infrastructure
Seat time
Worksheets, pen, and paper

Handwriting/cursive (-)
Homework
Letter grades (+)





ENROLLMENT AND DEMOGRAPHICS

- Preschool-aged children attending public preschool
- Stable enrollment
- School of Choice (loss 446, gain 641)
- Median income above reference districts

ACADEMIC PERFORMANCE

ELEMENTARY

- Overall, we are at or above state averages
- To improve:
 - Align resources (we have them) to improve student scores
 - Correlate test scores (lower) with instructional practices

MIDDLE SCHOOL

- What is happening with 6th grade ELA? 38.3% (a smidge below state), 50%-ish before COVID
- ELA in 7th and 8th grade exceeded state averages (7th at 55%, +15% over MI; 8th @ 74%, 10% over MI)
- How do Haslett and Grandville consistently score well on middle school testing?
- What is happening in 6th grade math (up until COVID)?



**ACADEMIC PERFORMANCE – Cont'd****HIGH SCHOOL**

- Graduation rate
- Not taking data for non-college-bound students
- Demographics have changed over the years but has the environment?

FINANCE

- Good, strong tax base
- Compensation aligned with other districts
- Loss of about 408 students = about \$3.5 million loss
- Increased square footage = more expense
- Lowered “bottom line”

PERSONNEL

- Pride – 99% Effective/Highly Effective Teachers
- Average Salary #5/6
- 50% Teacher Less than 6 years at GL. Why?
- Reduced staff count. Reason?





ACADEMIC PERFORMANCE

More trade programs – 16
Build STEAM programs – 12
Identifying essential standards – 7
Wider variety of language classes – 6
Instructional rounds – 4
11th grade test prep (what do we want) – 3

Continue to increase test scores – 2
Better academic alignment between schools – 2
Recreating what works well (test prep, instructional fidelity) – 1
Student/adult check-ins
Promote CTE

COMMUNICATIONS AND ENGAGEMENT

Better curriculum communication to parents – 5
No wrong call/clear communication systems – 4
Define DEI publicly (school board) – 4
Multilingual communications – 4
Standardized communications across buildings (weekly newsletters) – 2
Forums/town calls with board and administration – 1
Staff change notifications, better parent orientation – 1

Optional and flexible parent check-ins/events – 1
Better advertisement for course offerings – 1
Child care for board meetings – 1
Live stream board meetings – 1
Clearly defined education words (acronyms)
Clearly defined goals, vision, beliefs
More connections with Delta Township
Clear, consistent communication

**Numbers following ideas indicate number of dots of support assigned to those ideas by retreat participants.*





OPERATIONS/FINANCE

Student dismissal safety (bus vs. walkers) (13)
Appreciate operations staff (11)
\$ making strategies for using or facilities?? (8)
Family bussing use (1)

Transparency with bond and projects (videos – promotional)(1)
Annual Examination of site maps
More bus drivers

PERSONNEL AND LEADERSHIP

Recruiting and retaining staff - 13
Visible leadership - 9
Lower student/counselor ratio - 9
Staffing levels based on student need – 5

Better utilization of experienced teachers - 3
More subs - 1
If teachers are highly effective, why are scores low?
Competitive employee contracts

LEARNING ENVIRONMENT AND CULTURE

Cultural competency development – 14
Increased emphasis on different career paths - 11
Meaningful PD – 6
More sensory education – 4
Hallway safety and management – 3

Food supply – 2
Continued open dialog = common language and understanding – 1
Community, cultural, club experience
Coordinate learning and teaching styles (if possible)
Address bullying





DISCUSSION/PRESENTATION ITEM B

B. 98B Data Presentation

Assistant Superintendent for Academic Services, Dr. Bill Barnes will present the 98B Data as required.

Section 98b Goal Progress Report K-8 Math and ELA Goal Reporting

Required by First Board Meeting in Feb 2022 and by End of 21/22 School Year

Date Reported: 2/14/22 and 6/13/22

Goal Category	Goal Related to Achievement/Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	All students will show growth on reading targets aligned to our identified reading essential learnings on the appropriate NWEA benchmarks between the fall and winter assessments.
End of the Year Reading Goal	All students will show growth on reading targets aligned to our identified reading essential learnings on the appropriate NWEA benchmarks between the winter and spring assessments.
Middle of the Year Mathematics Goal	All students will show growth on math targets aligned to our identified math essential learnings on the appropriate NWEA benchmarks between the fall and winter assessments.
End of the Year Mathematics Goal	All students will show growth on math targets aligned to our identified math essential learnings on the appropriate NWEA benchmarks between the winter and spring assessments.

Achievement/Growth on NWEA - By Student Demographics

Reporting Category	Beginning of Year		February Assessment		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
All Students	NP - 21% PP - 35% P - 28% A - 17%	NP - 25% PP - 35% P - 26% A - 14%	NP - 26% PP - 33% P - 24% A - 17% F-W Growth - 71%	NP - 28% PP - 36% P - 24% A - 12% F-W Growth - 79%	NP - 25% PP - 30% P - 26% A - 19% W-S Growth - 71% F-S Growth - 81%	NP - 26% PP - 31% P - 26% A - 17% W-S Growth - 81% F-S Growth - 92%
Econ. Disadvantaged	NP - 30% PP - 38% P - 23% A - 9%	NP - 39% PP - 37% P - 18% A - 7%	NP - 38% PP - 34% P - 19% A - 8% F-W Growth - 71%	NP - 42% PP - 35% P - 17% A - 5% F-W Growth - 81%	NP - 38% PP - 30% P - 22% A - 11% W-S Growth - 64% F-S Growth - 77%	NP - 38% PP - 33% P - 21% A - 8% W-S Growth - 77% F-S Growth - 90%
Special Education	NP - 52% PP - 30% P - 12% A - 6%	NP - 66% PP - 17% P - 11% A - 6%	NP - 59% PP - 27% P - 7% A - 7% F-W Growth - 65%	NP - 61% PP - 25% P - 8% A - 5% F-W Growth - 78%	NP - 58% PP - 24% P - 12% A - 6% W-S Growth - 65% F-S Growth - 74%	NP - 64% PP - 20% P - 10% A - 6% W-S Growth - 70% F-S Growth - 85%
English Learner	NP - 37% PP - 33% P - 20% A - 11%	NP - 31% PP - 37% P - 15% A - 17%	NP - 43% PP - 32% P - 19% A - 6% F-W Growth - 72%	NP - 35% PP - 34% P - 15% A - 17% F-W Growth - 86%	NP - 38% PP - 37% P - 17% A - 9% W-S Growth - 71% F-S Growth - 86%	NP - 32% PP - 26% P - 26% A - 15% W-S Growth - 82% F-S Growth - 93%
Female	NP - 18% PP - 35% P - 30% A - 17%	NP - 25% PP - 38% P - 26% A - 11%	NP - 23% PP - 33% P - 27% A - 17% F-W Growth - 73%	NP - 30% PP - 38% P - 24% A - 9% F-W Growth - 79%	NP - 22% PP - 29% P - 28% A - 21% W-S Growth - 70% F-S Growth - 83%	NP - 27% PP - 33% P - 26% A - 14% W-S Growth - 82% F-S Growth - 92%

Male	NP - 24% PP - 35% P - 25% A - 16%	NP - 25% PP - 32% P - 25% A - 18%	NP - 29% PP - 33% P - 22% A - 17% F-W Growth - 69%	NP - 27% PP - 34% P - 24% A - 15% F-W Growth - 80%	NP - 27% PP - 30% P - 25% A - 18% W-S Growth - 67% F-S Growth - 79%	NP - 25% PP - 29% P - 26% A - 20% W-S Growth - 78% F-S Growth - 90%
African American	NP - 35% PP - 27% P - 19% A - 8%	NP - 51% PP - 27% P - 18% A - 4%	NP - 39% PP - 35% P - 15% A - 10% F-W Growth - 68%	NP - 53% PP - 27% P - 16% A - 4% F-W Growth - 82%	NP - 43% PP - 26% P - 19% A - 11% W-S Growth - 65% F-S Growth - 78%	NP - 48% PP - 26% P - 19% A - 7% W-S Growth - 73% F-S Growth - 91%
Asian	NP - 24% PP - 28% P - 31% A - 18%	NP - 17% PP - 34% P - 24% A - 25%	NP - 26% PP - 29% P - 23% A - 22% F-W Growth - 74%	NP - 15% PP - 35% P - 24% A - 26% F-W Growth - 81%	NP - 25% PP - 26% P - 27% A - 23% W-S Growth - 70% F-S Growth - 86%	NP - 15% PP - 25% P - 30% A - 29% W-S Growth - 84% F-S Growth - 92%
Caucasian	NP - 19% PP - 35% P - 28% A - 18%	NP - 23% PP - 36% P - 27% A - 15%	NP - 24% PP - 33% P - 25% A - 18% F-W Growth - 72%	NP - 26% PP - 36% P - 25% A - 13% F-W Growth - 79%	NP - 23% PP - 30% P - 27% A - 20% W-S Growth - 69% F-S Growth - 81%	NP - 24% PP - 31% P - 27% A - 18% W-S Growth - 80% F-S Growth - 92%
Hispanic	NP - 27% PP - 41% P - 25% A - 8%	NP - 31% PP - 47% P - 15% A - 7%	NP - 32% PP - 34% P - 26% A - 8% F-W Growth - 71%	NP - 34% PP - 46% P - 16% A - 4% F-W Growth - 77%	NP - 37% PP - 31% P - 21% A - 11% W-S Growth - 64% F-S Growth - 79%	NP - 35% PP - 39% P - 17% A - 8% W-S Growth - 79% F-S Growth - 86%
School of Choice	NP - 21% PP - 37% P - 28% A - 13%	NP - 26% PP - 38% P - 27% A - 8%	NP - 25% PP - 34% P - 25% A - 16% F-W Growth - 75%	NP - 31% PP - 35% P - 25% A - 9% F-W Growth - 80%	NP - 26% PP - 32% P - 27% A - 16% W-S Growth - 67% F-S Growth - 79%	NP - 27% PP - 34% P - 28% A - 11% W-S Growth - 82% F-S Growth - 92%

Achievement/Growth on NWEA - By Grade Level

Reporting Category	Beginning of Year		February Assessment		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
Kindergarten	NP - 18% PP - 51% P - 17% A - 15%	NP - 20% PP - 34% P - 22% A - 24%	NP - 36% PP - 31% P - 20% A - 13% F-W Growth - 77%	NP - 31% PP - 31% P - 25% A - 13% F-W Growth - 80%	NP - 34% PP - 26% P - 27% A - 13% W-S Growth - 83% F-S Growth - 95%	NP - 28% PP - 28% P - 23% A - 20% W-S Growth - 99% F-S Growth - 94%
First Grade	NP - 31% PP - 31% P - 23% A - 15%	NP - 27% PP - 33% P - 24% A - 16%	NP - 38% PP - 28% P - 20% A - 14% F-W Growth - 86%	NP - 31% PP - 34% P - 18% A - 17% F-W Growth - 92%	NP - 26% PP - 32% P - 27% A - 16% W-S Growth - 92% F-S Growth - 97%	NP - 25% PP - 29% P - 25% A - 20% W-S Growth - 91% F-S Growth - 98%

Second Grade	NP - 16% PP - 51% P - 22% A - 12%	NP - 16% PP - 26% P - 34% A - 24%	NP - 25% PP - 47% P - 16% A - 12% F-W Growth - 85%	NP - 21% PP - 32% P - 28% A - 19% F-W Growth - 86%	NP - 21% PP - 50% P - 17% A - 12% W-S Growth - 83% F-S Growth - 97%	NP - 17% PP - 23% P - 36% A - 24% W-S Growth - 87% F-S Growth - 99%
Third Grade	NP - 27% PP - 32% P - 23% A - 18%	NP - 29% PP - 33% P - 37% A - 12%	NP - 28% PP - 36% P - 19% A - 18% F-W Growth - 78%	NP - 32% PP - 29% P - 29% A - 11% F-W Growth - 85%	NP - 22% PP - 32% P - 22% A - 25% W-S Growth - 75% F-S Growth - 89%	NP - 21% PP - 27% P - 31% A - 21% W-S Growth - 86% F-S Growth - 98%
Fourth Grade	NP - 26% PP - 28% P - 25% A - 20%	NP - 27% PP - 38% P - 27% A - 8%	NP - 26% PP - 29% P - 21% A - 25% F-W Growth - 74%	NP - 24% PP - 42% P - 27% A - 7% F-W Growth - 85%	NP - 26% PP - 21% P - 24% A - 29% W-S Growth - 67% F-S Growth - 84%	NP - 22% PP - 36% P - 28% A - 14% W-S Growth - 81% F-S Growth - 95%
Fifth Grade	NP - 16% PP - 26% P - 37% A - 20%	NP - 30% PP - 43% P - 19% A - 7%	NP - 21% PP - 23% P - 37% A - 19% F-W Growth - 69%	NP - 35% PP - 42% P - 16% A - 6% F-W Growth - 76%	NP - 22% PP - 22% P - 34% A - 23% W-S Growth - 63% F-S Growth - 79%	NP - 36% PP - 37% P - 19% A - 9% W-S Growth - 79% F-S Growth - 90%
Sixth Grade	NP - 17% PP - 30% P - 38% A - 15%	NP - 24% PP - 45% P - 11% A - 11%	NP - 19% PP - 38% P - 26% A - 16% F-W Growth - 55%	NP - 27% PP - 43% P - 19% A - 11% F-W Growth - 74%	NP - 18% PP - 34% P - 28% A - 20% W-S Growth - 64% F-S Growth - 73%	NP - 24% PP - 35% P - 22% A - 19% W-S Growth - 80% F-S Growth - 94%
Seventh Grade	NP - 20% PP - 35% P - 32% A - 13%	NP - 32% PP - 31% P - 25% A - 12%	NP - 25% PP - 34% P - 26% A - 15% F-W Growth - 57%	NP - 30% PP - 32% P - 25% A - 12% F-W Growth - 70%	NP - 31% PP - 29% P - 26% A - 13% W-S Growth - 47% F-S Growth - 55%	NP - 35% PP - 32% P - 20% A - 13% W-S Growth - 65% F-S Growth - 81%
Eighth Grade	NP - 17% PP - 31% P - 31% A - 21%	NP - 20% PP - 36% P - 34% A - 11%	NP - 16% PP - 31% P - 32% A - 21% F-W Growth - 63%	NP - 23% PP - 35% P - 29% A - 13% F-W Growth - 66%	NP - 24% PP - 23% P - 31% A - 22% W-S Growth - 62% F-S Growth - 63%	NP - 25% PP - 30% P - 31% A - 13% W-S Growth - 66% F-S Growth - 77%

Achievement/Growth on NWEA - By Mode of Instruction

Reporting Category	Beginning of Year		February Assessment		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
In Person	NP - 21% PP - 36% P - 28% A - 16%	NP - 25% PP - 36% P - 26% A - 14%	NP - 26% PP - 33% P - 24% A - 17% F-W Growth - 71%	NP - 28% PP - 36% P - 24% A - 12% F-W Growth - 79%	NP - 25% PP - 30% P - 27% A - 19% W-S Growth - 71% F-S Growth - 81%	NP - 26% PP - 31% P - 26% A - 17% W-S Growth - 82% F-S Growth - 92%
Distance Learning	NP - 15% PP - 21% P - 29% A - 35%	NP - 18% PP - 27% P - 28% A - 27%	NP - 24% PP - 23% P - 23% A - 29% F-W Growth - 68%	NP - 28% PP - 29% P - 22% A - 22% F-W Growth - 73%	NP - 26% PP - 33% P - 18% A - 24% W-S Growth - 56% F-S Growth - 73%	NP - 35% PP - 26% P - 17% A - 22% W-S Growth - 70% F-S Growth - 82%

**Section 98b Goal Progress Report
HS Math and ELA
Goal Reporting**

Required by First Board Meeting in Feb 2022 and by End of 21/22 School Year

Date Presented: 2/14/22 and 6/13/22

Goal Category	Goal Related to Achievement
Middle of the Year Academic Goal	80% of students will pass their ELA/Math course the first trimester.
End of the Year Academic Goal	80% of students will pass their ELA/Math course the second and third trimesters.

Achievement on ELA Courses - By Student Demographics

(Percentage that passed class. If less than a normally reported group exists (<30 students), the total number of students in that group is shown.)

Report Cat.	All ELA Comb.	Eng 9	Eng 10	Eng 11	Eng 12	Afr. Am. Stud.	Brit. Lit.	AP Eng L & C	AP Lang.	Res. ELA Courses
All Stud	T1 - 95% T2 - 95%	T1 - 98% T2 - 98%	T1 - 93% T2 - 91%	T1 - 91% T2 - 95%	T1 - 96% T2 - 95%	T1 - 100% (21 st) T2 - 100% (27 st)	T1 - 98% T2 - 100%	T1 - 100% (17 st) T2 - 94% (16 st)	T1 - 100% (25 st) T2 - 100% (26 st)	T1 - 93% T2 - 92%
Econ Dis	T1 - 91% T2 - 92%	T1 - 98% T2 - 93%	T1 - 89% T2 - 83%	T1 - 87% T2 - 91%	T1 - 88% T2 - 100%	T1 - 100% (5 st) T2 - 100% (5 st)	T1 - 100% (7 st) T2 - 100% (5 st)	T1 - 100% (1 st) T2 - 100% (1 st)	T1 - 100% (1 st) T2 - 100% (1 st)	T1 - 86% (14 st) T2 - 86% (21 st)
Sp. Ed.	T1 - 90% T2 - 91%	T1 - 93% (27 st) T2 - 100% (19 st)	T1 - 88% (16 st) T2 - 50% (6 st)	T1 - 72% (18 st) T2 - 94% (18 st)	T1 - 100% (18 st) T2 - 89% (18 st)	T1 - none T2 - none	T1 - none T2 - none	T1 - none T2 - none	T1 - none T2 - none	T1 - 93% T2 - 92%
ELL	T1 - 93% (15 st) T2 - 91% (11 st)	T1 - 100% (5 st) T2 - 100% (1 st)	T1 - 100% (5 st) T2 - 80% (5 st)	T1 - 100% (2 st) T2 - 100% (1 st)	T1 - 0% (1 st) T2 - 100% (2 st)	T1 - none T2 - none	T1 - none T2 - none	T1 - none T2 - none	T1 - none T2 - none	T1 - 100% (2 st) T2 - 100% (2 st)
Female	T1 - 96% T2 - 96%	T1 - 98% T2 - 98%	T1 - 93% T2 - 95%	T1 - 93% T2 - 95%	T1 - 97% T2 - 97%	T1 - 100% (13 st) T2 - 100% (16 st)	T1 - 100% (21 st) T2 - 100% (15 st)	T1 - 100% (13 st) T2 - 92% (12 st)	T1 - 100% (17 st) T2 - 100% (17 st)	T1 - 95% (20 st) T2 - 90% (20 st)
Male	T1 - 94% T2 - 94%	T1 - 99% T2 - 98%	T1 - 93% T2 - 89%	T1 - 90% T2 - 95%	T1 - 95% T2 - 93%	T1 - 100% (8 st) T2 - 100% (11 st)	T1 - 96% (27 st) T2 - 100% (19 st)	T1 - 100% (4 st) T2 - 100% (4 st)	T1 - 100% (8 st) T2 - 100% (9 st)	T1 - 91% (23 st) T2 - 94%
African Amer.	T1 - 99% T2 - 100%	T1 - 100% (25 st) T2 - 100% (21 st)	T1 - 100% (19 st) T2 - 100% (12 st)	T1 - 88% (8 st) T2 - 100% (9 st)	T1 - 100% (5 st) T2 - 100% (11 st)	T1 - 100% (3 st) T2 - 100% (1 st)	T1 - 100% (3 st) T2 - none	T1 - 100% (2 st) T2 - 100% (2 st)	T1 - 100% (3 st) T2 - 100% (3 st)	T1 - 100% (1 st) T2 - 100% (6 st)
Asian	T1 - 92% T2 - 97%	T1 - 100% (8 st) T2 - 100% (4 st)	T1 - 93% (15 st) T2 - 88% (8 st)	T1 - 85% (13 st) T2 - 100% (8 st)	T1 - 86% (7 st) T2 - 100% (8 st)	T1 - 100% (1 st) T2 - 100% (1 st)	T1 - 100% (2 st) T2 - 100% (2 st)	T1 - none T2 - none	T1 - 100% (1 st) T2 - none	T1 - 100% (1 st) T2 - 100% (1 st)

Cauc.	T1 - 95% T2 - 95%	T1 - 99% T2 - 98%	T1 - 92% T2 - 91%	T1 - 92% T2 - 95%	T1 - 96% T2 - 95%	T1 - 100% (15 st) T2 - 100% (21 st)	T1 - 98% T2 - 100%	T1 - 100% (14 st) T2 - 92% (13 st)	T1 - 100% (21 st) T2 - 100% (21 st)	T1 - 92% T2 - 93%
Hisp.	T1 - 97% T2 - 91%	T1 - 100% (14 st) T2 - 93% (15 st)	T1 - 100% (10 st) T2 - 86% (7 st)	T1 - 91% (23 st) T2 - 93% (14 st)	T1 - 100% (7 st) T2 - 92% (13 st)	T1 - 100% (1 st) T2 - 100% (3 st)	T1 - none T2 - 100% (1 st)	T1 - none T2 - none	T1 - none T2 - 100% (2 st)	T1 - 100% (5 st) T2 - 67% (3 st)
School of Choice	T1 - 93% T2 - 96%	T1 - 96% T2 - 100%	T1 - 92% (25 st) T2 - 81% (16 st)	T1 - 88% T2 - 97%	T1 - 100% (18 st) T2 - 100% (20 st)	T1 - 100% (3 st) T2 - 100% (5 st)	T1 - none T2 - 100% (1 st)	T1 - 100% (2 st) T2 - 100% (2 st)	T1 - 100% (3 st) T2 - 100% (3 st)	T1 - 86% (7 st) T2 - 86% (7 st)

Achievement on ELA Courses - By Grade Level

(Percentage that passed class. If less than a normally reported group exists (<30 students), the total number of students in that group is shown.)

Report Cat.	All ELA Comb.	Eng 9	Eng 10	Eng 11	Eng 12	Afr. Am. Stud.	Brit. Lit.	AP Eng L & C	AP Lang.	Res. ELA Courses
9th	T1 - 98% T2 - 98%	T1 - 98% T2 - 99%	T1 - 100% (10 st) T2 - 90% (10 st)	T1 - none T2 - none	T1 - none T2 - none	T1 - none T2 - none	T1 - none T2 - none	T1 - none T2 - none	T1 - none T2 - none	T1 - 92% (12 st) T2 - 90% (10 st)
10th	T1 - 95% T2 - 92%	T1 - 100% (5 st) T2 - 82% (17 st)	T1 - 94% T2 - 91%	T1 - 100% (27 st) T2 - 100% (26 st)	T1 - 100% (3 st) T2 - 100% (1 st)	T1 - 100% (1 st) T2 - 100% (6 st)	T1 - none T2 - none	T1 - none T2 - none	T1 - 100% (1 st) T2 - 100% (1 st)	T1 - 96% (24 st) T2 - 75% (4 st)
11th	T1 - 92% T2 - 95%	T1 - 100% (1 st) T2 - none	T1 - 43% (7 st) T2 - 91% (11 st)	T1 - 91% T2 - 95%	T1 - 100% (8 st) T2 - 100% (9 st)	T1 - 100% (16 st) T2 - 100% (16 st)	T1 - 100% (7 st) T2 - 100% (7 st)	T1 - 100% (8 st) T2 - 100% (7 st)	T1 - 100% (17 st) T2 - 100% (18 st)	T1 - 80% (5 st) T2 - 92% (24 st)
12th	T1 - 96% T2 - 95%	T1 - 100% (12 st) T2 - none	T1 - 100% (2 st) T2 - none	T1 - 63% (8 st) T2 - 91% (11 st)	T1 - 96% T2 - 95%	T1 - 100% (4 st) T2 - 100% (5 st)	T1 - 98% T2 - 100% (27 st)	T1 - 100% (9 st) T2 - 89% (9 st)	T1 - 100% (7 st) T2 - 100% (7 st)	T1 - 100% (2 st) T2 - 100% (13 st)

Achievement on ELA Courses - By Mode of Instruction

(Percentage that passed class. If less than a normally reported group exists (<30 students), the total number of students in that group is shown.)

Report Cat.	All ELA Comb.	Eng 9	Eng 10	Eng 11	Eng 12	Afr. Am. Stud.	Brit. Lit.	AP Eng L & C	AP Lang.	Res. ELA Courses
In Person	T1 - 96% T2 - 95%	T1 - 99% T2 - 98%	T1 - 94% T2 - 91%	T1 - 93% T2 - 95%	T1 - 96% T2 - 95%	T1 - 100% (21 st) T2 - 100% (27 st)	T1 - 98% T2 - 100%	T1 - 100% (17 st) T2 - 94% (16 st)	T1 - 100% (25 st) T2 - 100% (26 st)	T1 - 93% T2 - 92%
Distance Learning	T1 - 75% T2 - 97%	T1 - 92% (12 st) T2 - none	T1 - 57% (7 st) T2 - 100% (6 st)	T1 - 69% (13 st) T2 - 93% (14 st)	T1 - none T2 - 100% (10 st)	T1 - none T2 - none	T1 - none T2 - none	T1 - none T2 - none	T1 - none T2 - none	T1 - none T2 - none

Achievement on MA Courses - By Student Demographics

(Percentage that passed class. If less than a normally reported group exists (<30 students), the total number of students in that group is shown.)

Report Cat.	All Math Comb.	Alg 1	Geom	Alg 2	Honors Alg 2	Prob & Stats	Pre-Calc	AP Calc	AP Prob & Stat	Res. Math Courses
All Stud	T1 - 90% T2 - 91%	T1 - 87% T2 - 84%	T1 - 91% T2 - 95%	T1 - 86% T2 - 88%	T1 - 92% T2 - 98%	T1 - 98% T2 - 98%	T1 - 92% T2 - 99%	T1 - 97% T2 - 100%	T1 - 98% T2 - 100%	T1 - 81% T2 - 83%
Econ Dis	T1 - 82% T2 - 82%	T1 - 78% T2 - 68%	T1 - 85% T2 - 95%	T1 - 83% T2 - 86%	T1 - 50% (4 st) T2 - 75% (4 st)	T1 - 100% (7 st) T2 - 100% (3 st)	T1 - 80% (10 st) T2 - 100% (6 st)	T1 - 100% (3 st) T2 - 100% (4 st)	T1 - 67% (3 st) T2 - 100% (2 st)	T1 - 87% (15 st) T2 - 85% (20 st)
Sp. Ed.	T1 - 82% T2 - 85%	T1 - 93% (15 st) T2 - 84% (19 st)	T1 - 80% (5 st) T2 - 100% (9 st)	T1 - 77% T2 - 83% (18 st)	T1 - none T2 - none	T1 - 100% (2 st) T2 - none	T1 - 100% (1 st) T2 - none	T1 - 100% (1 st) T2 - 100% (1 st)	T1 - none T2 - none	T1 - 81% T2 - 83%
ELL	T1 - 92% (12 st) T2 - 92% (12 st)	T1 - 100% (3 st) T2 - 100% (5 st)	T1 - 80% (5 st) T2 - 100% (2 st)	T1 - 100% (1 st) T2 - 67% (3 st)	T1 - 100% (1 st) T2 - 100% (1 st)	T1 - none T2 - none	T1 - 100% (1 st) T2 - none	T1 - none T2 - none	T1 - none T2 - none	T1 - 100% (1 st) T2 - 100% (1 st)
Female	T1 - 91% T2 - 92%	T1 - 90% T2 - 87%	T1 - 93% T2 - 95%	T1 - 86% T2 - 88%	T1 - 93% T2 - 100% (23 st)	T1 - 100% T2 - 96% (25 st)	T1 - 93% T2 - 97%	T1 - 100% (17 st) T2 - 100% (16 st)	T1 - 100% (19 st) T2 - 100% (19 st)	T1 - 81% (21 st) T2 - 89% (27 st)
Male	T1 - 88% T2 - 84%	T1 - 83% T2 - 81%	T1 - 89% T2 - 96%	T1 - 87% T2 - 89%	T1 - 90% T2 - 97% (29 st)	T1 - 96% (25 st) T2 - 100% (20 st)	T1 - 91% T2 - 100%	T1 - 95% (20 st) T2 - 100% (19 st)	T1 - 97% T2 - 100%	T1 - 80% (15 st) T2 - 79%
African Amer.	T1 - 81% T2 - 83%	T1 - 81% (21 st) T2 - 83% (24 st)	T1 - 93% (15 st) T2 - 92% (12 st)	T1 - 63% (16 st) T2 - 73% (15 st)	T1 - 100% (1 st) T2 - 100% (1 st)	T1 - 100% (2 st) T2 - none	T1 - 67% (3 st) T2 - 100% (1 st)	T1 - 100% (1 st) T2 - 100% (1 st)	T1 - 75% (4 st) T2 - 100% (4 st)	T1 - 100% (4 st) T2 - 75% (8 st)
Asian	T1 - 89% T2 - 95%	T1 - 100% (2 st) T2 - 100% (5 st)	T1 - 78% (9 st) T2 - 100% (9 st)	T1 - 75% (4 st) T2 - 75% (8 st)	T1 - 100% (7 st) T2 - 100% (6 st)	T1 - none T2 - 100% (1 st)	T1 - 91% (11 st) T2 - 100% (8 st)	T1 - none T2 - none	T1 - 100% (3 st) T2 - 100% (3 st)	T1 - 100% (1 st) T2 - 100% (1 st)
Cauc.	T1 - 90% T2 - 91%	T1 - 87% T2 - 83%	T1 - 92% T2 - 95%	T1 - 87% T2 - 89%	T1 - 90% T2 - 98%	T1 - 98% T2 - 98%	T1 - 95% T2 - 98%	T1 - 97% T2 - 100%	T1 - 100% T2 - 100%	T1 - 79% (29 st) T2 - 83%
Hisp.	T1 - 93% T2 - 95%	T1 - 100% (10 st) T2 - 91% (11 st)	T1 - 86% (7 st) T2 - 88% (8 st)	T1 - 96% (24 st) T2 - 97%	T1 - 100% (2 st) T2 - 100% (2 st)	T1 - 100% (6 st) T2 - 100% (2 st)	T1 - 50% (2 st) T2 - 100% (1 st)	T1 - 100% (1 st) T2 - 100% (2 st)	T1 - 100% (1 st) T2 - 100% (1 st)	T1 - 50% (2 st) T2 - 100% (3 st)
School of Choice	T1 - 86% T2 - 89%	T1 - 83% (29 st) T2 - 82%	T1 - 100% (12 st) T2 - 95% (22 st)	T1 - 81% T2 - 89%	T1 - 80% (5 st) T2 - 100% (4 st)	T1 - 100% (3 st) T2 - 100% (7 st)	T1 - 88% (8 st) T2 - 100% (4 st)	T1 - 100% (5 st) T2 - 100% (4 st)	T1 - 75% (4 st) T2 - 100% (4 st)	T1 - 89% (9 st) T2 - 83% (6 st)



DISCUSSION/PRESENTATION ITEM C

C. 2022-2023 Budget Review

General Fund Budget Projections
2022-23

		Roll forward current programming	Projected Attrition	Current Attrition
	2021-22 Final	2022-23	2022-23	2022-23
As of 6/7/22				
Foundation Allowance (Governor)	\$8,700	\$9,135		
Membership blend	90% fall 2021/10% spring 2021	90% fall 2022/10% spring 2022		
Current year Fall student FTE	4,894.24	4,781.00		
Prior year Spring student FTE	4,874.13	4,879.04		
Sec 23a dropout recovery count	12.00	0.00		
Blended student count	4,904.23	4,790.80		
Teacher attrition FTE (updated)			29.00	15.00
Teacher aide attrition FTE (updated)			17.00	7.00

REVENUE CHANGES

Increase in foundation allowance		2,133,340	2,133,340	2,133,340
Decrease in blended count		(986,797)	(986,797)	(986,797)
Total revenue changes		1,146,542	1,146,542	1,146,542

EXPENDITURE CHANGES

Step increases:				
Teachers	300	704,403	704,403	704,403
Principals	13	31,385	31,385	31,385
Administrators	7	47,059	47,059	47,059
Central office salaried	26	49,620	49,620	49,620
Deans	8	21,067	21,067	21,067
Estimated other employee groups	250	100,000	100,000	100,000
School resource officer - split cost with City of Grand Ledge		65,000	65,000	65,000
Total expenditure changes		1,018,534	1,018,534	1,018,534

PROPOSED ADJUSTMENTS

Teacher attrition			2,900,000	1,500,000
Teacher aide attrition			595,000	245,000
Section 11t supplanting of general fund expenditures			2,595,000	2,595,000
NEW Interest on estimated \$2,500,000 state aid note				(100,000)
Total proposed adjustments		0	6,090,000	4,240,000

NET CHANGE IN REVENUES AND EXPENDITURES		128,008	6,218,008	4,368,008
Carryover of revenues over expenditures from 2021-22		(5,626,581)	(5,626,581)	(5,626,581)
ESTIMATED REVENUES OVER EXPENDITURES 2022-23		(5,498,573)	591,427	(1,258,573)
Beginning Fund Balance 7-1-2022		5,541,388	5,541,388	5,541,388
Projected Ending Fund Balance 6-30-2023		42,815	6,132,815	4,282,815
Fund balance as a percentage of revenues		0.07%	10.22%	7.14%
Fund balance as a percentage of expenditures		0.07%	10.32%	6.99%



DISCUSSION/PRESENTATION ITEM D

D. Operations Policies - First Reading

- a. FM415 - Food Service - Meal Charges
- b. FM416 - Food Service - Uncollectible Debt

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UNTIL BOARD APPROVED

GRAND LEDGE PUBLIC SCHOOLS
BOARD OF EDUCATION

Operations Policies

Category IV: **Fiscal Management**

Subject: **Food Service - Meal Charge**

FM415

The purpose of this policy is to establish consistent meal account procedures throughout the District in the provision of meals to students and staff.

GENERAL STATEMENT OF POLICY

- A. Grand Ledge Public Schools recognizes the parent/guardian's responsibility to provide breakfast and lunch for their children. Proper nutritional intake is essential for adequate learning to occur.
- B. It is the policy of the District to offer breakfast and lunch at school. The Food Service Department strives to produce quality meals in an efficient and fiscally responsible manner. Federal regulations require the serving of a standard school meal consisting of meal components such as meat/meat alternates, grain, vegetables, fruits or juice and milk.
- C. The Food Service Department utilizes a computerized POS system requiring prepayments. Students may purchase meals when funds have been deposited into their personal account. Cash payments are always accepted and students selecting ala carte selections can use either cash or positive food service account funds.
- D. Account balances must be kept current with a positive balance to draw upon. The food service account works similar to a checking account. When a meal or item is purchased, the amount is deducted from the student's account.
- E. Families may apply for free/reduced meals anytime during the school year. Applications are available at the District offices and online on the District website.

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PROCEDURES FOR NOTIFYING FAMILY OF ACCOUNT STATUS

Food service account balances are available at www.familyportal.cloud. Statements may be requested from the Food Service Department via email or telephone anytime.

- A. The Food Service Program is a pre-payment program. Students are expected to have a positive balance in the food service account at the beginning of the year and during the course of the school year. Payments may be made at the café register, in the school office, via mail or online.
- B. Parents/guardians may opt to receive email notifications when a student's account balance drops below a parent determined level.
- C. If a student's food service account drops below \$0.00, an automated notification will be sent to parents/guardians.
- D. Ala carte items, such as bottled water or other beverages, packaged snacks and single entrée items, may be purchased using cash by students with negative food service account balances.
- E. Assistance from other school personnel may be requested when the above procedures are unsuccessful.
- F. Student meal service accounts ending the school year with a negative balance will be handled in accordance with the District's uncollectable debt policy.
- G. Student meal service accounts ending the school year with a positive balance will be carried forward to the following school year. The positive account balance for a student graduating or leaving the District may be refunded to the parent upon written request. If the parent has not requested a refund within one year of the student leaving the District, balance of \$25 or more will be sent to the State of Michigan as unclaimed property. Balances below \$25 will be used to satisfy negative balances for free or reduced student accounts.

MEAL SERVICE FOR STUDENTS WITHOUT SUFFICIENT FUNDS

- A. A student that forgets his/her lunch money, or has a negative food service account balance, may charge a standard school meal to their account. Full payment is expected the next day.
- B. Students with a negative food service account balance, or without cash available for payment, will not be able to purchase ala carte items. The student will be notified that

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they do not have sufficient funds and asked to return the items. Students will always be allowed to charge a standard school meal and will be offered additional components to create a standard meal.

STAFF MEALS

Staff meals may be purchased at a price determined by the Food Service Department. There will be no complimentary staff meals. Staff must have sufficient funds in their food service account or pay cash at the time of service. No charging is allowed for staff.

First Reading: June 13, 2022

Approved:

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UNTIL BOARD APPROVED**

**GRAND LEDGE PUBLIC SCHOOLS
BOARD OF EDUCATION**

Operations Policies

Category IV: **Fiscal Management**

Subject: **Food Service – Uncollectable Debt**

FM416

The purpose of this policy is to establish consistent procedures in the treatment of uncollectable food service account balances at the end of the District's fiscal year.

GENERAL STATEMENT OF POLICY

- A. An inactive student's food service account which has a negative balance as a result of meal charging is considered uncollectable after all collection efforts have been exhausted and it is six months after the end of the District's fiscal year (June 30).

- B. The District is required to reimburse the food service fund for uncollectable accounts by transferring funds from the general fund or another non-Federal source. The uncollectable balance must be removed from the food service point of sale system and the student's food service account balance reset to zero.

PROCEDURE FOR NOTIFICATION AND PAYMENT OF UNCOLLECTABLE DEBT

- A. Even though a food service account balance has been determined to be uncollectable, the amount is still an obligation of the student's parent/guardian. Uncollectable balances will be recorded in the student data software system as a fee owed to the District.

- B. All fees owed to the District, including uncollectable food service balances, must be paid within six months of a student's graduation or the student's diploma will be held. Successful completion of high school will be noted on the student's official transcript.

First Reading: June 13, 2022

Approved:



ACTION ITEM A

A. Approval of May 23, 2022 Regular Meeting & Closed Session* Minutes

PROPOSED MOTION: I move the Grand Ledge Public Schools Board of Education approve the May 23, 2022 Regular Meeting and Closed Session Minutes, as presented.

*Closed Session Minutes will be at member places for review prior to approval and collected at the end of the meeting.

GRAND LEDGE PUBLIC SCHOOLS *Board of Education*

Regular Meeting – May 23, 2022

MINUTES

President Shiflett called the meeting to order at 6:01 p.m. He led those present in the Pledge of Allegiance.

ROLL CALL

Roll Call by Superintendent Marcus Davenport indicated the presence of **Board Members:** Jon Shiflett, Nicole Shannon, Jarrod Smith, Denise DuFort, Toni Glasscoe. **Members Absent:** Sara Clark Pierson and Ben Cwayna. **Central Office Administrators:** Marcus Davenport, Steve Gabriel, Bill Barnes, Julie Waterbury, Sara Holding, Mark Deschaine and John Ellsworth. **Others in Attendance:** Alice Mills, Ella Darnell, Duncan Darnell, John Vukovich, Kristy Churchill, Dr. Andrea Herrst, Ken Wright, Lise Mitchell, Teresa Dyer, Kyle Dymond, Sam Dymond, LeAnn Kirrman, Colson Currie, Jackson Raymond, Gabriel Brewer, Gary Brewer, Heather Brewer, Greg Scherer, Sonja Scherer, Ashley Kuykendoll, Cynthia Zerbe, Kylee Skutar, Joni Henretty, Jayden Roesch, Ashley Oneil, Nolan Jolley, Kim Laforet, Tara Kopietz, Howard Pizzo, Nell Pizzo, Melissa Mazzola, Alex Matthews, Angie Matthews, Sarah Lawrence, Darlene Matthews, Brian Matthews, Julie Lawrence, Jeff Lawrence, Jody Lyon, Tim Totten and Kim Manning

APPROVAL OF AGENDA ITEMS

Motion by Ms. Shannon, seconded by Dr. Glasscoe for the Grand Ledge Public Schools Board of Education to approve the May 23, 2022 Agenda Items, as amended.

The Board will have Delta Center provide their presentation included as part of the Superintendent's Report prior to the Bond Update under reports.

The motion carried unanimously.

APPROVAL OF CONSENT AGENDA ITEMS

Motion by, seconded by for the Grand Ledge Public Schools Board of Education to approve the May 23, 2022 Consent Agenda Items, as presented.

Included on the Consent Agenda was the May 9, 2022 Work Session and May 14, 2022 Special Meeting Minutes.

The motion carried unanimously.

PRESENTATIONS

A. Grand Ledge High School Class of 2022 Top 25

Grand Ledge High School Principal, Dr. Ken Wright, introduced the Grand Ledge High School Class of 2022 Top 25 Scholars: Jade Friedlis, Alex Matthews, Isaac Hinshaw, Nolan Jolley, Jackson Raymond, Ellie Johnson, Craig Darnell, Madelyn Marsh, Austin Blackwell, Emily Crofut, Duncan Darnell, Luc Bennett, Jonathon Vukovich, Kylee Skutar, Olivia Buchweitz, Hunter Goodwin, Gabriel Brewer, Madelyn Prince, Molly Scherer, Brodie Tomal, Colason Currie, William Ether, William McNeilly, Reese Cordahl, and Sarah Lawrence.

B. Grand Ledge Area District Library Update

Library Director Lise Mitchell, Library Board Member Joni Henretty, and member of the Citizens for the Grand Ledge Area District Library Dr. Andrea Herrst, provided the board with a detailed overview of the many options available to students and community members alike, the many partnerships with the schools and sharing information regarding their upcoming library millage that will be included on the August 2022 ballot.

REPORTS

A. Capitol Connections Report

Dr. Glasscoe had no report. President Shiflett shared information from the Revenue Estimating Conference sharing there is more money in the school aid fund than previously expected but it remains to be seen what that will translate to in continuing to support public education.

B. Eaton RESA Report

Mrs. DuFort shared information from the RESA's special meeting that approved a new two-year master agreement and the May 19, 2022 meeting where Alex Gonzales was appointed to fill a mid-term vacancy, many staff travel requests to attend conferences were approved, major donations received, the presentation of the final budget revision for 2021-2022, and the superintendent presented his self-assessment and evidence. She further shared that she and Dr. Glasscoe attending the Capitol Region Technical College Celebration noting there were five students from Grand Ledge Public Schools.

C. Equity, Diversity & Inclusion Committee

The committee has not met.

D. Grand Ledge Education Foundation

Ms. Shannon shared the Foundation is gearing up for the 18th Annual Josh Spalsbury Memorial 5K Comet Chase that will take place on Saturday, June 18, 2022 in conjunction with Yankee Doodle Day and encouraged people to register for the event.

E. Superintendent's Report – Delta Center Presentation

Superintendent Davenport introduced Delta Center Principal Teresa Dyer who thanked the board for their time and expressing there are many great things that happen and Delta Center every day. She then introduced Delta Center Teacher Alice Mills.

Ms. Mills provided the board with a detailed overview of some of the great things that have taken place at each grade level at Delta Center including field trips, meeting author Mo Willems, volunteers being back in the building, Abu their facility dogs, taking music classes outside noting Ms. Lore would not be able to do this without the generous support of the Grand Ledge Education Foundation that provided her with a Bluetooth speaker which she demonstrated, a 1st grade class getting a visit from a civil engineer and tying problem solving activities to civil engineering, mileage club, student art being displayed at the Grand Ledge Area District library, wrapping up mandatory testing season, a cultural picnic that allowed students, staff and families to learn about other cultures, students who SOAR (demonstrate safety, ownership, accountability and responsibility) every day and earn tickets to fill buckets to earn prizes for their classroom such as extra recess and lastly sharing upcoming fun including the carnival, SOAR day, field day and move-up day where the kids get to see where they will be next year.

F. Bond Update

Dr. Gabriel provided an in-depth update regarding the district bond projects reviewing the bond proposals as approved in 2018. He provided an overview of the projected completed in Phase 1, an update on the status of Phase 2 projects and a look ahead to projects currently slated for Phase 3. He provided a detailed overview of current and future challenges noting the impact the coronavirus pandemic is having on the U.S. construction industry with unprecedented increases in materials costs, supply-chain disruptions and an increasingly tight labor market. He shared that fuel prices have increased 60% and 69% for gas and diesel, respectively, since 2018 and the Producer Price Index for iron and steel has increased 63% since 2018. He shared the current supply chain delay realities and that the trade labor shortage is creating challenges in regard to quality of workmanship and meeting schedules. He reiterated that bond budgets were created in the reality that was 2018 and that reality no longer exists in 2022 so plans must change. They reviewed the major projects for Phase 3 of the Bond including improvements to Grand Ledge High School, Hayes Intermediate, Willow Ridge Elementary and Neff Early Childhood Center as well as building the Dave and Betty Morris Building. Dr. Gabriel shared that given the current issues of 2022, the \$3,000,000 allocated for the development of the Dave and Betty Morris Building will not be sufficient to do what we had hoped to do. He shared options that could be considered and noted the board will need to make a decision about the use of the Morris property. He recommends the Board Bond Advisory Committee begin meeting twice a month to ensure the committee, and the board, have updates on a timely basis and recommends that as the district considers filling vacancies and potentially restructuring the administrative team, he feels it will be vital to identify a person whose main job responsibility is to work directly with the bond projects.

Mr. Smith pointed out this is a national issue and it is impacting everyone and every project. He noted the money under the bond proposal has been borrowed and the bonds have been issued so the district must continue to move forward on the projects.

G. 2022-2023 Budget Update

Chief Financial Officer Julie Waterbury provided the board with an update on the 2022-2023 budget projections noting an anticipated fund of 6.18% under current attrition and 10.32% if we reach the projected attrition. She shared the information garnered from the Revenue Estimating Conference was good news but the district must still wait to see what it equals out to in the per pupil foundations. She shared she would like the board to go through the process of getting the district approved to borrow noting she is investigating to ensure the district would not incur any pre-payment penalties if we borrow and then do not need the funds. Information was shared on where the district is at in regard to Schools of Choice applications, but noting that applying does not mean the students will attend here but applications are still coming in steadily.

H. Superintendent's Report

Dr. Davenport acknowledge the many attributed Executive Director of Student Services Sara Holding has brought to the table and the many hats she has worn. He shared upon further review, the district does not need to enter into the Surveillance Agreement with the Eaton County Sheriff's office as the district already has an agreement with Eaton County 911. He thanked the many community members and parents who have reached out to him throughout the year, who have met with him individually or in a group setting expressing his hope is to implement the Dialogue with the Superintendent Meetings again.

He thanked everyone who participated in the Strategic Planning Session on Saturday, May 14th to help provide a foundation to continue moving the district forward.

PUBLIC COMMENT

Mr. Smith read the rules for addressing the board.

Ashley Kuykendoll congratulated the Top 25 Scholars and the entire Class of 2022, shared a conversation with a graduating senior including implementing more skilled trades opportunities, keeping our future student in mind and thanked Dr. Gabriel for his bond update reminding everyone to keep the focus on students while maintaining fiscal responsibility.

Stacy Erwin Oakes reiterated her request for written authorization from parents before exposing their children to outside agencies, noting she has gained more understanding of the MASB input session but questioning why the February 14th meeting was not recorded when MASB presented their proposal.

Kim Laforet thanked the board for including her in the Strategic Planning Session on May 14th but stating she did not feel her voice was heard and she did not feel the group was inclusive of her voice.

Ashley Oneil thanked the board for including her in the Strategic Planning Session on May 14th noting she appreciated being included, felt it was a good conversation and looks forward to working with the board to put the plan in motion.

Dawne Velianoff questioned why the February 14th meeting wasn't recorded, questioning why policies are not on the agenda, lack of follow-up, questions why Dr. Gabriel presented the bond updated instead of Dr. Johnson, questioned why the district is not having conversation with the community who passed the bonds, and questioned why MASB is coordinating and creating the Strategic Plan.

LeAnn Kirrmann questioned the district spending money to create a round-about stating that money could have gone to the teachers or the students, accused the board of misappropriating funds the voters gave them, stating a lot of people in Grand Ledge voted for the very people who are causing the inflation to go up while people are struggling to stay in their homes while energy costs, gas prices, and the cost of food and clothing go up.

Jeff McNeilly stated there are lots of problems that are coming up in business for people with the increases in fuel costs, construction materials, availability of material, and labor force noting he deals with it daily. He encouraged transparency. He questioned the district's Nixon Road property, stated the bond was passed for different reasons than what the district is using it for, giving a shout out to Wacousta secretary Cindy Zerbe and stating he wished everyone had the attitude Mrs. Zerbe has – love them and treat them like your own.

NEW BUSINESS

A. APPROVAL OF INSTRUCTIONAL TOOLS

Motion by Mrs. DuFort, seconded by Mr. Smith for the Grand Ledge Public Schools Board of Education to approve the Instructional tools and adoption of Reveal Math, MyWorld and STEAMScopes, as presented.

Assistant Superintendent for Academic Services, Dr. Bill Barnes, provided the board with a detailed overview of the rationale and process that went in to bringing this recommendation forward including sharing information about each tool we piloted, including the rubrics, scores, staff feedback, and pilot team votes. He shared if the board approves to adopt Reveal, MyWorld and STEMScopes, the district will work with the vendors to get materials to teachers before they leave for the summer, set up training throughout the summer and into the fall and set up a parent night before the end of the school year, again in the fall, so parents can interact with the new materials.

Dr. Barnes also noted there are additional curricular needs in the district and we will be working with vendors to set up additional pilots in science and social studies (k-4), as well as look ahead to additional potential social studies pilots at the secondary level and continue pursuing new high school science curriculum.

The motion carried unanimously.

B. APPROVAL OF MOBILE SURVEILLANCE PURCHASE

Motion by Ms. Shannon, seconded by Dr. Glasscoe for the Grand Ledge Public Schools Board of Education to approve the use of ESSER II Formula Grant Funds in the amount of \$86,969.52 for the purchase of the AngelTrax Mobile Surveillance System and related accessories, as presented.

It was noted this is for new camera systems on all buses in the fleet. It will provide high-definition cameras along with the ability for the bus garage to be able to view the internal activity on any given bus. It will continue to provide information on stop-arm violators.

Mr. Smith noted this is using ESSER II funds which have limited use, are not coming out of the general fund and are approved by the State of Michigan.

The motion carried unanimously.

C. APPROVAL OF GLPS/CITY OF GL RESOURCE OFFICER AGREEMENT

Motion by Mr. Smith, seconded by Dr. Glasscoe for the Grand Ledge Public Schools Board of Education to approve the Agreement between Grand Ledge Public Schools and the City of Grand Ledge for the continued assignment of a School Resource Officer and authorize Superintendent Marcus Davenport to execute the Agreement, as presented, on behalf of the district.

It was noted the district will look into grant opportunities to assist in offsetting the cost of the School Resource Officer (SRO), the SRO may be reassigned during the summer recess but will be available during summer school and other school activities and if the district implements a second SRO, that could would be the responsibility of the district.

The motion carried unanimously.

D. APPROVAL OF FOOD SERVICE MANAGEMENT CONTRACT AGREEMENT

Motion by Dr. Glasscoe, seconded by Ms. Shannon for the Grand Ledge Public Schools Board of Education to approve the Food Service Management Contract with Chartwells, as presented.

It was noted the district has a good relationship with Chartwells and commending the onsite staff for the work they do every day to ensure our students are well fed.

The motion carried unanimously.

- E. APPROVAL OF RESOLUTION – EATON RESA 2022-2023 GENERAL EDUCATION BUDGET**
Motion by Mrs. DuFort, seconded by Ms. Shannon for the Grand Ledge Public Schools Board of Education to approve the Resolution in support of the 2022-2023 Eaton RESA General Education Budget, as presented.

ROLL CALL VOTE:

Mrs. DuFort	<u>YES</u>	Ms. Shannon	<u>YES</u>
Dr. Glasscoe	<u>YES</u>	Mr. Smith	<u>YES</u>
President Shiflett	<u>YES</u>		

The motion carried unanimously.

- F. APPROVAL OF RESOLUTION – EATON RESA 2022-2023 CAREER & TECHNICAL EDUCATION BUDGET**
Motion by Mrs. DuFort, seconded by Mr. Smith for the Grand Ledge Public Schools Board of Education to approve the Resolution in support of the 2022-2023 Eaton RESA Career & Technical Education Budget, as presented.

ROLL CALL VOTE:

Dr. Glasscoe	<u>YES</u>	Mr. Smith	<u>YES</u>
President Shiflett	<u>YES</u>	Mrs. DuFort	<u>YES</u>
Ms. Shannon	<u>YES</u>		

The motion carried unanimously.

COMMENTS FROM STAFF AND BOARD

Executive Director of Technology Mark Deschaine advised the board the upgrades to the board room will not take place until September or October due to supply chain timelines.

Ms. Shannon noted until recently, Board Work Sessions were conducted in the Administrative Conference room and not recorded. In continuing efforts to provide transparency and more access, President Shiflett modified the meetings to all being conducted in the Board Room and recorded. It was also noted the district is moving to live streaming the meetings in conjunction with the upgrades shared by Mr. Deschaine. Ms. Shannon thanked Mrs. Zerbe and congratulated the entire Class of 2022.

Dr. Glasscoe noted she is proud of the students and very proud of Grand Ledge for offering such diverse educational options. She remarked we have many stellar students, some of whom were recognized tonight, but many Grand Ledge students participated in LCC commencement for Early College Completion and the Eaton RESA Awards Night, which is a testament to what the district is doing in providing students with options to reach their goals.

Mrs. DuFort thanked Dr. Gabriel for the bond update to help everyone understand the circumstances beyond anyone's control. She noted she is impressed with our students year and year and expressed her appreciation for everyone's hard work.

Mr. Smith reminded everyone the round-about was not the district's choice noting that decision was made by the Michigan Department of Transportation. He reminded everyone the use of bond funds is limited to capital improvements and cannot be used for salaries. He shared that prior to the pandemic and the crazy increases in costs, the district bond projects had healthy contingency funds and we were meeting plans under the bond proposal to a tee. He noted now things have changed but the district has construction managers, the board bond advisory committee, along with Chief Financial Officer Mrs. Waterbury on top of it.

Dr Davenport recapped the concerns from audience and the board members noting some of the questions were addressed by the board member comments but he will work to address the other unanswered questioned but noting that Dr. Gabriel did share that he presented the bond update due to some sort of draw between him and Dr. Johnson and he got the short end of the stick. He further commended our school nurses and Mrs. Holding for working with our nurses in light of the pandemic to ensure the district is up-to-date on the numbers.

CLOSED SESSION – ATTORNEY / CLIENT PRIVILEGE

Motion by, seconded for the Grand Ledge Public Schools Board of Education to move into Closed Session for the purpose of receiving confidential Attorney / Client communication regarding the Metcalf Arbitration, as per Section 8(1)(e) of the Open Meetings Act, PA 267 of 1976.

ROLL CALL VOTE:

President Shiflett	YES	Mrs. DuFort	YES
Ms. Shannon	YES	Dr. Glasscoe	YES
Mr. Smith	YES		

The motion carried unanimously at 8:55 p.m.

RECONVENE IN OPEN SESSION

The meeting reconvened in Open Session at 9:14 p.m.

ADJOURNMENT

The meeting adjourned at 9:14 p.m.

Respectfully Submitted:

Attest:

Jarrod Smith, Secretary

Jon Shiflett, President



ACTION ITEM B

B. Approval of Administrative Hiring

PROPOSED MOTION: I move the Grand Ledge Public Schools Board of Education approve the Hiring of Wendy Seida as the Executive Director for Student Services, as presented.



Marcus G. Davenport, Ph.D. / Superintendent of Schools

TO: Board of Education
FROM: Dr. Marcus G. Davenport, Superintendent of Schools 
DATE: June 9, 2022
RE: Administrative Hiring Recommendation – Executive Director for Student Services

Recommendation

I recommend the Grand Ledge Public Schools Board of Education approve the hiring of Wendy Seida as Executive Director for Student Services for Grand Ledge Public Schools.

Background

As you are aware, Sara Holding is set to retire at the end of this month. The district posted the position and received seven applications. Four of the candidates were selected for interviews by two interview teams.

The two interview teams were comprised of parents, Eaton RESA staff, teachers and building and central office administrators. After these two in-depth interview sessions, Ms. Wendy Seida was the candidate of choice.

Ms. Seida has served as the Special Education Supervisor for early child programs and elementary special education programs with the Lansing School District since 2017 but has worked in Special Education within the Lansing School District since 2002. She has a wealth of knowledge to bring to our district.

WENDY SEIDA

Contact



Targeted Training

- MLPP Assessments for Grades 4-5
- MiBLSi, PBIS and MTSS training and implementation
- Completion of LIFT Secondary Struggling Readers
- Completed K-12 Intensive START training 2012-13 school year

Certifications

- K-12 Administrator Certification
- Special Education Supervisor Certification
- Special Education Director Approval
- Professional Teacher Certificate
 - K-12 Specific Learning Disabilities
 - K-5 Elementary Education

Education

- K-12 Administration/Special Education Supervisor/Director (2017) Grand Valley State University, Grand Rapids MI
- Masters of Arts: Curriculum and Teaching (2006) Michigan State University, East Lansing MI
- Bachelor of Arts: Special Ed-Learning Disabilities (2001) Michigan State University, East Lansing MI
- Bachelor of Arts: Special Ed-Deaf Education (1999) Michigan State University, East Lansing MI
- Associates of Arts: Sign Language Interpretation (1994) Michigan State University, East Lansing MI

Professional Summary

Certified Special Education Supervisor in a large urban district with extensive work experience as a service coordinator in early childhood, elementary, middle school, high school, and post-secondary environments. Organized problem solver that works with related service staff, teachers, administrators, and parents to ensure quality education for the approximately 2500 students with disabilities in our district. Knowledgeable in Special Education laws, IEP paperwork, Manifestation Determination Reviews, and various eligibility requirements.

Professional Experience

Special Education Supervisor Lansing School District, Lansing MI August 2017-present

- Currently, supervise district wide early childhood programs and special education programs in 6 elementary schools
- Supervise Early Childhood assessment center and Build Up Michigan referrals
- Previous assignment, 13 schools including elementary, middle and high school and district wide CI and VI programs.
- Create guidance documents, develop and conduct trainings for administrators and staff.
- Monitor compliance of IEPs, MDRs, and evaluations.
- Experience with supervision of EI, VI, CI, SLD, HI, and ASD program
- Evaluate staff using Marzano teacher evaluation tool
- Co-Chaired Special Education Steering Committee
- Complete actions in Catamaran

Teacher Consultant-Lansing School District-Lansing MI November 2017-2017

- Supervised 5 ASD classrooms, 1 EI classroom, 1 VI classroom, 1 DHH classroom and 5 Resource programs in a K-8 school
- Lead the school wide problem solving team,
- Assess students with standardized assessments
- Develop REED and IEP's for students
- Provide TC services in individual, group, and general education settings.
- Facilitate timely IEP, evaluation, REED, and MDR meetings.
- Collaborate with counselor and administrators to create the master schedule.
- Create schedules for students with disabilities.
- Coordinated state testing for students with disabilities

Special Education Teacher Lansing School District-Lansing MI 2002-2010

- Designed and Implemented lessons using cooperative learning, differentiate instruction, interactive learning and student-centered learning in both the special education and general education environments.
- Collaborated with general education teachers with lesson design and accommodations for students with disabilities.
- Developed Individual Education Plans for students on caseload.



ACTION ITEM C

C. Approval of Strategic Plan Mission, Vision & Belief Statements and Goal Statements

PROPOSED MOTION: I move the Grand Ledge Public Schools Board of Education approve the Strategic Plan Mission, Vision & Belief Statements and Goal Statements, as presented, and instruct Superintendent Davenport to begin the implementation plan process to develop objectives and actions plans with measurements, timelines responsibilities and a board monitoring calendar.



ACTION ITEM D

D. Approval of Employee Contract

- a. Food Service Unit III, MEA/NEA (July 1, 2022 - June 30, 2023)

NOTE: There is an overview of the updates/adjustments to the Contract on the next page.

PROPOSED MOTION: I move the Grand Ledge Public Schools Board of Education approve the Employee Contract with the Food Service Unit III, MEA/NEA, as presented.





Marcus G. Davenport, Ph.D. / Superintendent of Schools

TO: Dr. Marcus Davenport, Superintendent
FROM: Julie Waterbury, CFO
DATE: June 8, 2022
RE: Master Agreement Between Grand Ledge Board of Education and Grand Ledge Food Service Unit III, MEA/NEA

Recommendation:

I recommend the Grand Ledge Public Schools Board of Education approve the Master Agreement with the Grand Ledge Food Service Unit III, MEA/NA for the period July 1, 2022 to June 30, 2023.

Background Information:

The Board was represented by Dr. Steve Gabriel, Julie Waterbury and Darrin Gyurich in the negotiation of a one-year contract with the food service employee bargaining unit. Below is a summary the of contract changes.

- Allowing employees to receive up to three (3) paid funeral leave days for a death in the immediate family.
- Allowing employees to utilize two (2) PTO days to extend funeral leave for an immediate family member and to use one (1) PTO day to attend the funeral of someone significant to the employee.
- Addition of an attendance incentive payment of \$100 per trimester for perfect attendance during the trimester (excluding use of funeral leave).
- Increase the number of paid holidays from six (6) to ten (10). Employees must work the day preceding the holiday and the day following the holiday but will be allowed to utilize a PTO day once during the fiscal year to extend holiday leave.
- Increase in each pay step of \$.25 and added an additional step to the pay scale.
- Allow the use of two (2) employees normally assigned to a building to work a catering event scheduled in the building.

It is the negotiating team's belief that the contract terms will make the District more competitive in a tight labor market while providing incentives for employees to report to work regularly.



ACTION ITEM E

E. Approval of 2022-2023 Food Service Meal Prices

PROPOSED MOTION: I move the Grand Ledge Public Schools Board of Education approve the 2022-2023 Food Service Meal Prices, as presented.



Marcus G. Davenport, Ph.D. / Superintendent of Schools

TO: Dr. Marcus Davenport, Superintendent
FROM: Julie Waterbury, CFO
DATE: June 7, 2022
RE: 2022-23 Food Service Prices

Recommendation:

We recommend the Grand Ledge Public Schools Board of Education approve the following meal prices for the 2022-23 school year:

<u>Grade Level</u>	<u>Cold Breakfast</u>	<u>Hot Breakfast</u>	<u>Lunch</u>
K-6	\$1.75	\$2.00	\$2.75
7-12	\$1.75	\$2.75	\$3.00

Background Information:

The District has participated in the USDA Summer Food Service Program since the spring of 2019 allowing all students to receive both breakfast and lunch at no cost. This universal free meal option is being discontinued for the 2022-23 school year requiring the District to determine meal prices.

In the last year, food prices have increased 8.8%. At the same time, labor shortages have caused salary and benefit costs to increase. The latest lunch price increase for Grand Ledge elementary students occurred in 2013-14 when it was set at \$2.50. Secondary meal prices were last adjusted in 2016-17 to a tiered pricing structure of \$2.75 for most meals and \$3.00 for specialty meals. Darrin Gyurich, Food Service Director, is recommending that the District increase student meal prices by approximately 10% to offset the significant cost increases.



ACTION ITEM F

F. Approval of the Payment of Capital Funds Invoices

PROPOSED MOTION: I move the Grand Ledge Public Schools Board of Education approve the payment of Capital Funds Invoices in the amount of \$247,076.65, as presented.





ACTION ITEM G

G. Approval of the Payment of Sinking Fund Invoices

PROPOSED MOTION: I move the Grand Ledge Public Schools Board of Education approve the payment of Sinking Fund Invoices in the amount of \$129,662.00, as presented.





ACTION ITEM H

H. Approval of the Payment of Proposal 1, Series 1 Bond Invoices

PROPOSED MOTION: I move the Grand Ledge Public Schools Board of Education approve the payment of Proposal 1, Series 1 Bond Invoices in the amount of \$108,023.08, as presented.





ACTION ITEM I

I. Approval of the Payment of Proposal 1, Series 2 Bond Invoices

PROPOSED MOTION: I move the Grand Ledge Public Schools Board of Education approve the payment of a Proposal 1, Series 2 Bond Invoice in the amount of \$400.00 , as presented.





ACTION ITEM J

J. Approval of the Payment of Proposal 2, Series 1 Bond Invoices

PROPOSED MOTION: I move the Grand Ledge Public Schools Board of Education approve the payment of Proposal 2, Series 1 Bond Invoices in the amount of \$580,329.41, as presented.





ACTION ITEM K

K. Approval of the Payment of Proposal 2, Series 2 Bond Invoices

PROPOSED MOTION: I move the Grand Ledge Public Schools Board of Education approve the payment of Proposal 2, Series 2 Bond Invoices in the amount of \$1,103,609.43, as presented.





COMMENTS FROM STAFF & BOARD



FUTURE TOPICS

- Regular Meeting - Monday, June 27, 2022, 6:00 p.m., Sawdon Board Room



ADJOURNMENT

Time: _____