



OWOSSO PUBLIC SCHOOLS
Ready for the World

**Board of Education Agenda
October 25, 2021
5:30 pm**

Washington Campus Gymnasium
645 Alger Street
Owosso, Michigan 48867

1. Call to Order

2. Pledge of Allegiance

3. Building Reports
Lincoln High School

4. Closed Session: Discuss attorney client privilege materials

5. Board Correspondence:
Superintendent’s Report
Curriculum Director’s Report

6. Public Participation

7. For Action

Consent Agenda:		
September 27, 2021, Regular Board Meeting Minutes-----	Report 21-27	Page 1
October 11, 2021, Committee of the Whole Meeting Regular Minutes-----	Report 21-28	Page 11
September 11, 2021, Committee of the Whole Meeting Closed Session Minutes-----	Report 21-29	At place
Current Bills-----	Report 21-30	Page 27
Financials-----	Report 21-31	Page 36
Approval of the 2021-2022 Audit Report -----	Report 21-32	Page 40
Owosso Middle School 2022 Washington D.C. Trip-----	Report 21-33	Page 42
Performing Arts Center Fee Structure-----	Report 21-34	Page 44
Revised Policy 5460.01–LHS Graduation Requirements-----	Report 21-35	Page 49

8. For Future Action

Obsolete Material- Transportation-----	Report 21-36	Page 56
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9. For Information

Personnel Update-----	Report 21-37	Page 59
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10. Public Participation

11. Board Reports: Board Member Comments/Updates

12. Upcoming Board Meeting Dates:
October 26: Board of Education Appeal of Student Discipline Meeting, 5:30pm Washington Campus Gymnasium
November 8: Committee of the Whole Meeting, 5:30 Washington Campus Conference Room
November 22: Board of Education Regular Meeting, 5:30 Washington Campus Gymnasium
Important Upcoming Dates:
November 3: Trojan Spectacular & Trojan Marching Band Celebration
November 6, 7: OHS Musical Theater S & E
November 8: OHS Volleybrawl
November 19, 20, 21: OHS Musical
November 22: OHS Oscars
November 24, 25, 26: Thanksgiving Recess

13. Adjournment

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District’s business and is not to be considered a public community meeting. There is a time for public participation during the meeting. Board Policy 0166

BOARD GUARANTEE (Adopted May 2006)

We have been elected by the members of our community and choose to serve our fellow citizens to deliver the best possible programs and services to our children.

Therefore, we guarantee that:

We will serve with pride. We have been given the opportunity to make a difference in the lives of children and the quality of life in our community, and we are proud to accept that challenge.

We will treat students, parents, citizens, staff and fellow board members with dignity and respect.

We will be informed, knowledgeable and prepared before making decisions that affect the education of students. We will stay up-to-date so that our decisions will be based on the most recent information. We will model our belief that learning is a lifelong process.

We will do our part to work as a team with administrators, teachers, support staff, parents, students and citizens so that the entire learning atmosphere of our school will be one of warmth and caring. We will do this by becoming a part of district committees such as cross-functional, professional governance council (PGC) and many more.

We will maintain the policy making role of the Board and represent this to the constituents of the district by informal communications and referral to the proper channels for consideration of concerns and suggestions.

We will be enthusiastic and energetic in our support of the work in our schools by students, staff and volunteers. We will model this behavior by attending school sponsored events and working toward board certification through class work.

We will represent and reflect all segments of the community and base our decisions on sound policy and ethical principle that is in the best interest of all students. We will do this by basing our decisions on data and survey work on an annual basis. We will also take the time to have formal and informal conversations with our community.

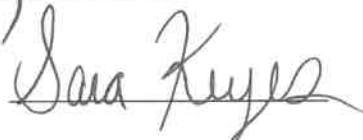
Rick Mowen
President



Shelly Ochodnicky
Vice President



Sara Keyes
Treasurer



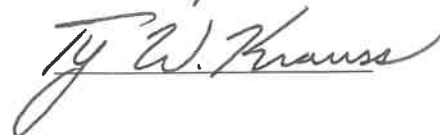
Marlene Webster
Secretary



Adam Easlick
Trustee



Ty Krauss
Trustee



Olga Quick
Trustee



Board Guarantee check points will run in conjunction with the Superintendent dialogue sessions.



OWOSSO PUBLIC SCHOOLS

Ready for the World

BOARD OF EDUCATION NORMS

- Open, Honest, and Timely Communication
- Prepared
- Committed
- Unified
- Disagree Without Conflict
- Punctual (notify if absent)
- Responsive (48 hour rule)
- Students First
- No Surprises



OWOSSO PUBLIC SCHOOLS

Ready for the World

Public Participation at Board Meetings Statement

The Board of Education is a public body and recognizes the value of public comment on educational issues. Time has been included in the meeting's agenda for public participation. Members of the audience are reminded that they should announce their name and group affiliation when applicable and to limit their participation time to three minutes or less. Comments should be directed to the Board and be relevant to the business of the Board of Education. This is not an opportunity for dialogue with the Board of Education. The rules of common courtesy should also be observed.

For Action

September 27, 2021 Regular Board Meeting Minutes

**Owosso Public Schools
Board of Education Minutes
September 27, 2021
Report 21-27**

Present: Adam Easlick, Sara Keyes, Ty Krauss, Rick Mowen, Shelly Ochodnický , Olga Quick,

Absent: Marlene Webster

President Rick Mowen called the Board of Education Meeting to order at 5:30 p.m. The meeting was held at the Washington Campus Gymnasium, 645 Alger Street, Owosso MI 48867.

Pledge of Allegiance

Building Reports

Board Correspondence

Student Representative Madalyn Hassan began her Student Report by introducing herself. “Hello I am Madalyn Hassan. I am excited to officially be back representing students this year. Let’s get right into it.” Madalyn listed Spirit Week and Homecoming as exciting upcoming events, with tickets being sold for the Saturday Homecoming dance every day at lunch during the week. She continued with the Spirit themes for each day “Monday is action-adventure day, dress as a cowboy or pirate. Tuesday is sci-fi day, dress as your favorite science-fiction character. Wednesday is animation day, dress as your favorite animated character. Thursday is comedy day; students can wear a silly hat or hair style. Friday is blue and gold day, as always. For the Homecoming game on Friday, the Owosso Trojans will play against the Lake Fenton Blue Devils. The Homecoming Queen and King will also be announced during half-time so don’t miss it! The powderpuff game is tomorrow, it will take place at Willman Field. Come support our lady trojans and donate to fundraise for the Homeless Angels of Owosso Campus. The game will begin at 6:00pm. We had our second international presentation right after school. Our foreign exchange student Maialen presented about her home country Spain and her language. All our foreign exchange students are doing well and settling in. Finally, our Owosso Drama Club is putting together the fall show ‘Back to Broadway’. It’s a combination of many different songs from several musicals. Thank you.”

Dr. Tuttle thanked Madalyn for her student report. She continued “I’ve kept my remarks short so that we can get started introducing our new teachers to those of you who were not able to join us for the New Teacher Orientation at Fortitude before the beginning of the school year. I’ll start by congratulating our Homecoming Court members Camden Barnhill, Cody Fields, Willow MacLaughlin, Baily Cummings, Lucy Marsh, Evelyn Johnson, Kendall Anderson, Christopher Ott, Cameron Rowison, and Kevin Laskowski. A great group. Also, after the parade and before the football game, our State Championship Girls’ Softball team will be given their rings and some gifts from the district. If you could come out and support our kids that would be great.

Also, The HVAC design phase is under way. CFO Omer, Mr. Klapko and I worked with our engineers today looking at the design phase for the potential air conditioning project for our elementary buildings. The design phase will be complete in December. We hope to put those out to bid in January. If we choose to go through with this project it will take quite a bit of time. This may be a three-year summer project because of the lack of human resources. Our dump truck that you approved in January may not be in until 2023. Everything is delayed, delayed, delayed.”

Dr. Tuttle continued by commending all OPS staff “On a positive note, I want to take a moment to commend our team working with our students. I truly believe we have an incredible group of people working during these challenging times of adversity. I quote I like is ‘Adversity does not build character it reveals it.’ Administration, teachers, support staff, custodians, maintenance all have been working together for our kids, working to do what is right and to keep school open for our kids. We are a Character Counts district and character matters all the time, so I commend our staff for their hard work.”

Dr. Tuttle continued with an update on staffing. “We always try to hire the best staff. You’ll see in a later report we have many people that have resigned and a few that have hired on. All districts have been having a difficult time hiring new employees, we are no exception to that. We continue to hire great people first and great employees second. We are grateful and fortunate to have them. Just before this meeting we had our Teacher and Staff Member of the Year Reception. This had been announced 18 months ago so it is nice to finally be able to recognize our staff and celebrate them. To finish my report, I am going to ask our administrators to introduce their new teachers to the Board. We have 26 new teachers from last year and this year so if those teachers are present, I would like the administrators introduce them. Unfortunately, our Lincoln High School Principal Dr. Dallas Lintner could not be with us tonight, so I have the good fortune of announcing his new staff members. We’ll start with you Jenny; I see you sitting in the back. Jenny Maier is serving as our LHS special education teacher, and she is also serving at the high school. She received her bachelor’s from Baker, she is an SVSU graduate completing her Master’s in Special Education. She taught at Omni Adult and Alternative Education where she taught English and Special Education. She is a huge Harry Potter fan so her favorite place to vacation is Orlando, Florida. She also added that she once dated Joey Fatone from N’Sync. Welcome Jenny. Next is Taylor Sergeant. Taylor is our LHS Social Studies teacher. He graduated from Owosso High School then went on to Michigan State for a Bachelor’s in Art. He is now working on his Master of Art in K-12 Educational Administration and hopes to be finished by May of next year. He has seven years’ experience teaching and five years’ experience as a coach. A fun fact about Taylor is that he was a performer in the 125th Rose Bowl Parade and the 100th Rose Bowl Parade. So welcome Taylor.”

Dr. Tuttle then gave the floor to Owosso High School Principal Mr. Bruce Holladay to introduce his new teachers. “Hello there. First, we have Katelyn Horgan, Katelyn if you’ll stand for a moment. Ms. Horgan teaches Language and Literature for ninth and tenth grade students at OHS. We were lucky to hire Ms. Horgan this fall; she just completed her student teaching with Holt Public Schools and was serving as a long-term sub. As a recent MSU graduate, Katelyn played in

the MSU campus band at the Wharton Center. We're thrilled to have Katelyn with us. Next is Greg Klapko. Mr. Klapko helped us out as a long-term sub at the end of the 2020 school year. This year, he joined our CTE department. He teaches 'Entrepreneurship', 'Accounting', 'Virtual Enterprise' and 'Approaches to Learning'. He has an MBA in leadership studies from Baker College and Mr. Klapko also worked for several years at Baker as the director of career services. He is the former CEO of Owosso Chamber of Commerce. When not in the classroom he enjoys running and he is a new grandpa. Welcome Mr. Klapko. Next, we have De'Nae Streeter. De'Nae comes to us from the Milan school district, she joined last year. She teaches Botany, Natural Resources, and Zoology. Mrs. Streeter majored in integrated science and minored in mathematics at UVM Flint and has a graduate degree from Maryville College. Her family has a dairy farm in Flushing with dairy goats, mules, chickens, honeybees, rabbits, and they use those animals to make soap, ice cream, cheese and lots of other fun, nifty things. Welcome De'Nae. Next, we have Carrie Warning. Mrs. Warning is our new engineering teacher, and she also coordinates things for us at the high school. She teaches 'Intro to Engineering' and 'Civil Engineering'. Carrie is also our Work-Based Learning Coordinator, Co-op Coordinator, and our Testing Coordinator and we're learning about all that together this year. Carrie has a bachelor's in Mechanical Engineering from Lake Superior State University, she has a master's in Business Administration and is currently working on a master's in Leadership from EMU. Carrie comes to us with experience in the engineering field, many years as a CTE teacher, and most recently has served as the State Director for SKILLS USA which is a student organization. She and her husband are currently rebuilding an old farmhouse near Swartz Creek. Welcome Carrie."

Following Mr. Holladay, Owosso Middle School Principal Rich Collins introduced his new teachers. "Good evening, everybody. Our first teacher that we have this evening is Scott Buddy. He is teaching sixth through eighth grade science for us. He has taught in several other countries and then with COVID he was grounded, and we picked him up. The second teacher we have is Marissa Koepplinger, she served as a building sub last year for special education. This year, we are planning on hiring her as our new special education teacher for sixth through eighth grade. She is very crafty and an Owosso graduate, I also heard she works wonders with a Cricket, so she'll be doing some bulletin boards for us. Welcome Marissa Koepplinger."

Principal of Central Elementary Bridgit Spielman introduced her new teachers next. "I have the privilege of introducing Mrs. Heidi Nohel. Heidi comes to us most recently from Illinois and Colorado, but she has literally taught all over the world. We've got a couple fast facts. The first is this past week she took our third graders to the capitol in Lansing and that was the first official field trip this year. Mrs. Nohel not only got married, moved to a new state, and accepted a new position, but she did it all in the middle of a global pandemic. Welcome Heidi."

Next to introduce their new teachers was Principal of Bryant Elementary Mrs. Shelly Collison. "Good evening, I am excited to introduce two of our new employees. Last year, Stephanie Jordan came to us as a Title I Reading Interventionist. She received her bachelor's degree in Elementary Education from Oakland, and she received her Master's in Educational Psychology from Eastern Michigan University. She began her teaching career by teaching fifth grade in

Byron. She also worked as a Reading Interventionist in Rochester schools and Lake Orion Community Schools. Interesting facts about Stephanie is that she grew up and went to elementary school right down the road from the Hershey's Chocolate Factory in Hershey, Pennsylvania. Welcome Stephanie. Next, we have Mrs. Darcy Stephenson. She is our Global Arts Teacher, and we share her with between Central and Bryant. She has a B.S. in Elementary Education from Northern Michigan University and she substitute taught for five years both in the Upper and Lower Peninsulas. She is a parent and just joined our staff, two of her children attend Bryant. A random fact about Darcy is that she plays the bagpipes. She is a member of the Flint Scottish Pipe Band and the Superior Pipe and Drum Band. Welcome Darcy.”

Dr. Tuttle finished the New Teacher Introductions by thanking all attendees and the teachers introduced. “Board, I just want to tell you this is a small portion of our great staff. Thank you to everyone who joined us tonight, I know you have other responsibilities to attend to as well. Thank you for being here, for choosing Owosso. When I started years ago, typically our new hires were first year teachers. You can see we are bringing a lot of experience to the district; we are going out and seeking the highest caliber people we can. Other districts don't necessarily love us for that, but we want the best of the best for our students and our community. I think you saw a great sampling of that this evening. That concludes my report for this evening.”

President Rick Mowen thanked all the new teachers and administrators for attending the Board meeting and remarked that the introductions were a pleasant way to begin the evening. The Board members then introduced themselves to the audience. President Mowen then introduced the first Public Participation portion of the meeting by reading the Public Participation Statement.

Public Participation

President Mowen stated that the Board of Education is a public body and recognizes the value of public comment on education issues. Time has been included in the meeting's agenda for public participation. Members of the audience were reminded they should announce their name and group affiliation when applicable and to limit their participation time to three minutes or less. Comments should be directed to the Board and be relevant to the business of the Board of Education. This is not an opportunity for dialogue with the Board of Education. The rules of common courtesy should also be observed.

No public participants addressed the Board.

For Action

- Moved by Ochodnicky, supported by Easlick to approve the August 9, 2021, regular meetings minutes, September 13, 2021 Committee of the Whole meeting minutes, September 13, Closed Session minutes, current bills, and financials as presented. Motion carried unanimously.
- Moved by Quick, supported by Keyes to approve the 2021-2022 Head Start Contract. Dr. Tuttle stated “Thank you President Mowen. This is something you've approved over the

years, and it is a win-win for kids and the district. The Head Start program is not housed in our district however it provides students with a full day of learning. We enjoy having these students come to us for half a day and spend the second half of the day at Bentley Bright Beginnings. We receive the financial benefits to that as well. I recommend continuing the partnership with the Head Start Program.” Motion carried unanimously.

- Moved by Krauss, supported by Keyes to approve the New Teacher hires. Dr. Tuttle stated “Thank you. These are two new teachers from the beginning of the year. Deborah Elkins is teaching at Emerson Elementary. She too is an Owosso graduate and comes back to us after having several years’ experience teaching at another district. Mrs. Aue reached out to Deb to see if she would like to come back to Owosso. Another example of how we reach out and seek great candidates for our community. Darcy Stephenson is the next new hire to approve. She has five years’ experience in subbing, this is her first year as a full-time teacher. She is our Global Arts Teacher for both Central and Bryant. Both are doing an outstanding job.” Motion carried unanimously.

For Future Action

- The Board will be asked to approve the 2022 Owosso Middle School Washington D.C. trip. Dr. Tuttle stated “This is exciting to see us come back to field trips. As you know, I think field trips are one of the greatest opportunities that we offer to students beyond the bricks and mortar of our buildings, and we couldn’t offer them last year. So, in this report you will see that we are not only looking to take eighth graders like we’ve traditionally done but also ninth and tenth graders will be welcome to join the trip if they wish to do so. Dr. Dwyer would be a chaperone along with other OPS staff members and parents. There is a cost associated with the trip that the parents will be responsible for but there will be opportunities for fund raising to help with those costs.” Mr. Collins added that sign up will be in late October. Moved by Quick supported by Easlick to move to a ‘For Action’ item. Motion carried unanimously.
- The Board will be asked to approve the 2021-2022 Performing Arts Center fee structure. Dr. Tuttle stated “Yes this is the fee structure that I brought to your attention at our last meeting. You can see there are different columns for profit, non-profit, from Owosso or out of Owosso, Community Education Director Jessica Thompson did a lot of research for this fee structure. Tyler Mercer-Leonard who was going to run the auditorium for us through the Cook Family Foundation fund resigned from our district and from the Lebowsky Center where he was splitting half his time. I don’t know when we will be able to rent this facility because we don’t want to let just anyone in there. The community paid a lot of money for that auditorium, so we are looking for someone qualified to fill that position. Our technology department does not have the human resources to take that on. When we do get ready to rent the PAC out this will be the rental structure for you to approve to do so. We can always adjust the numbers.” Moved by Quick, supported by Keyes to move the rental structure to a ‘For Action’ item. Motion carried unanimously.

For Information

Dr. Tuttle announced the following accepted positions and resignations.

Accepted Positions

- Tiffany Hosler has accepted a Food Service Worker position at Emerson Elementary.
- Geraldine Kiley has accepted a Food Service Worker position.
- Courtney Webster has accepted a Food Service Worker position.
- Marissa Matthews has accepted a Paraprofessional position at Emerson Elementary.
- Connie Tew has accepted the Special Education Paraprofessional position at Owosso Middle School.
- Jennifer Nagel has accepted a Food Service position at Bryant Elementary.
- Darcy Miller has accepted the 2.5-hour Food Service position at Central Elementary.
- Chelsea Mishler and has accepted a Paraprofessional position at Bryant Elementary.
- Kim Fauth-Newberry has accepted a Paraprofessional position at Bryant Elementary.
- Julie Ockerman has accepted a 3.25 ECSE Paraprofessional position at Bentley Bright Beginnings.
- Alyssa Webb has accepted the 3.75 GSRP Associate Teacher position at Bentley Bright Beginnings.
- Alyssa Smith has accepted the ECTRR Special Education Paraprofessional position at Emerson Elementary.
- Patty Slamka has accepted a Paraprofessional position at Emerson Elementary.
- Carol Barrera has accepted the 2.75-hour Food Service position at Emerson Elementary.
- Jeanne Peterson has accepted the 4.5-hour Food Service position at Owosso Middle School 6-12 Campus.
- Chris Hart has accepted a Monitor position at Central Elementary.
- Courtney Morales has accepted a 6.5-hour Paraprofessional position at Emerson Elementary.
- Tamara Harris has accepted the 6.5-hour Title I Paraprofessional position at Bryant Elementary.
- Veronica Adamski has accepted a Monitor position at Emerson Elementary.
- Jan Laurin has accepted an At Risk Paraprofessional position at Lincoln Alternative High School effective September 1, 2021.
- Eric Arendt has accepted an At Risk Paraprofessional position at Lincoln Alternative High School.
- Laurie March has accepted a Monitor position at Central Elementary.

Resignations

- Irene Bump, 5th Grade Teacher at Emerson Elementary submitted her letter of resignation effective August 11, 2021.
- Kaitlin Bockh, Paraprofessional at Emerson Elementary has submitted her letter of resignation.
- Jan Laurin, At Risk Paraprofessional at Lincoln Alternative High School resigned effective September 7, 2021.
- Madyson Decker, Monitor at Central Elementary has resigned.
- Chris Hart has resigned her 7-hour Lead Cook II position at Owosso Middle School, 6-12 Campus.

- Meg Benson, Paraprofessional at Owosso High School has resigned effective September 10, 2021.
- Andrea Savage has resigned her Monitor position at Owosso High School to accept a Food Service position.

Public Participation

Misty Guru addressed the Board.

Board Reports

Trustee Easlick stated “I just wanted to say welcome to all the new teachers. I think they should realize how much of an impact they have in this community and how many people come back to this school district is amazing. I also wanted to share feeling the energy from Homecoming is great. Hearing my daughters talking about the homecoming floats they haven’t been able to do in a couple years and their excitement about getting back to somewhat normal has been great.”

Trustee Quick began her comments by saying “I also want to welcome the new staff as well and congratulate the Teachers and Staff Members of the Year, I’m sorry I wasn’t able to make the reception. I also want to join with Dr. Tuttle and the rest of the Board in thanking district staff for your continued efforts and continuing to do what you do every day. One thing I would like to say and to thank Dr. Tuttle for is the clarity in what we do and how we do it. Dr. Tuttle’s willingness and ability to communicate with the community about what the Board talks about adds a lot of clarity for everybody and I want to thank you for that.”

Vice President Ochodnický began by apologizing for missing the Teacher and Staff Member of the Year Reception “I apologize for not being able to make the Reception, I care for my uncle, and he came home from the hospital today, but I congratulate everyone for their honors. I would also like to thank our class for adopting Homeless Angels. The donations we receive are well used in the community and very much needed. I would also like to thank Amanda who is out there in the audience, we have three kids in shelter and two of them came to us, three and four years old, with a lot of needs. We decided Head Start would be best for them, so they have a full day at school while mom works on other things that need doing. This mom came right to the shelter after Amanda reached out and that made the process happen very quickly. That was so needed, and I am so happy and blessed that we have these relationships throughout our community in these times of need. I am also still asked about COVID and our quarantine rules. First and foremost, I’ve been doing this for a lot of years, I don’t take my job here lightly and I have a lot of respect for our Board and Dr. Tuttle. In these times of difficult decisions, we may not agree on everything that is brought forward. I have personally reached out to our health director these last few weeks both through email and voicemail and have not heard back from him to clarify what is mandated and required, as I personally have not seen that in writing anywhere. I want to state aloud that I am seeing the bigger picture that we really must focus on mental health and keep our kids in school as much as possible. With quarantine and isolation, isolation is obviously different if your kids are sick keep them home, but for quarantine due to a possible exposure I feel that it should be a parent’s

choice. We are a year and a half into this, and we know a lot more than we did last year. I think it is of utmost importance that our parents have some decisions in this whether about masks, quarantine, I think it is time to put parents back in the driver's seat. I am seeing the bigger picture on mental health, student discipline, it is all starting to culminate. Our kids need to be in school, they need the routine, parents need to be back at work. Thank you."

Treasurer Sara Keyes "I would also like to comment on Homecoming. My kids are getting excited as well, about pep assemblies and all the things we took for granted before COVID. I also have a sixth grader and we were driving down the road the other day and she says 'Mom, did you hear I get to go to Mackinaw this year?!' I remember how devastated my kids were when things started getting cancelled because of COVID, so it is nice to hear them excited again. It is greatly appreciated that this district is doing what it can to make sure they don't miss out and all the kids get the same opportunities. Also, the grounds look amazing. Thank you."

Trustee Krauss began his comments by addressing Misty Guru, the parent who addressed the Board during public participation. "I'd like to reach out to the parent who addressed us. It takes a lot of courage to step up, and I have said this before, but it needs to be said every time. We appreciate that input. That input is necessary for us to do our jobs appropriately and we respect and thank you for your courage for telling us what you think and what you're feeling. I also want to say thank you to Brooke, the transition has been nice and smooth. She is doing a fantastic job and keep up the good work. And welcome to all the new hires, thank you for choosing Owosso, we wish you all the best. Happy Homecoming and Go Trojans!"

President Rick Mowen ended the meeting with his comments on COVID. "Obviously this is a real struggle for the district. There is not one person in this room who does not want full time school, for every student to be in a seat, but we realize some things do happen that we have no control over. We are centered in the middle part of the county, roughly fifty percent of our population belonging to the 48867 and 48817 area codes. This thing changes every day but the latest numbers I have is 6,500 cases in Shiawassee County, if you figure half the population lives here that's about 3,200 covid cases in our area. According to the health department, fifteen percent of that fifty percent are people under the age of 20, and that certainly encompasses our student body. I was given information today that Michigan had it's first death of a student due to COVID, not in our district thankfully, but a Michigan district. So, it can happen. You hear the numbers on the website, in the newspaper. I fully understand the difficulties that parents and students are having due to quarantine and isolation. The district has struggled with that, but we try to follow the guidelines or mandates or whatever they may be from the health department. We receive our information from people who know more than we do about how to best handle this situation and keep everyone safe and we will continue to do so."

Upcoming Board Meeting Dates

Upcoming Board Meeting Dates:

October 11: Board of Education Retreat

October 25: Board of Education Meeting, 5:30pm, Washington Campus Gym

Important Upcoming Dates:

October 2: OHS Homecoming Dance
October 11: OHS Academic Achievement Awards
October 14: OHS Parent/Teacher Conferences
October 20: OHS Choir Concert

Important Upcoming Dates

Adjournment

Moved by Ochodnický , supported Keyes by to adjourn at 6:19 p.m. Motion carried unanimously.

Minutes recorded by Brooke Barber.

Respectfully submitted,

Marlene Webster, Secretary

October 11, 2021 Committee of the Whole Meeting/ Board Retreat Minutes

**Owosso Public Schools
Board of Education
Committee of the Whole/Board Retreat Minutes
October 11, 2021
Report 21-28**

Present: Adam Easlick, Sara Keyes, Ty Krauss, Rick Mowen, Shelly Ochodnicky , Olga Quick, Marlene Webster

Absent: None

President Rick Mowen called the Board of Education Meeting to order at 5:30 p.m. The meeting was held at the Washington Campus Gymnasium, 645 Alger Street, Owosso MI 48867.

Pledge of Allegiance

Working as an Effective Governance Team: Debbie Stair

Dr. Tuttle began by introducing Debbie Stair. “Well, it’s been a year and a half in coming but we finally have Ms. Debbie Stair, representative from Michigan Association of School Boards and we’ve heard great things about you. I think some of our Board members have seen you in prior presentations, so you were recommended to come and facilitate this. Would you like to tell a little bit about yourself and then we’ll do general introductions?” Ms. Stair responded “I think that would be great. I am the Assistant Director for Leadership Development at MASB and it’s hard to believe but I’ve been on staff now for eight years. Prior to that I worked for the Elementary and Middle School Principal’s association and then the Superintendent’s Association, so I have some good broad experience. Probably more important for the work I do was I was a school board member myself. I served for 15 years, served on the ISD, and then served on the MASB’s Board of Directors as well. I used to be able to say in 15 plus years there isn’t anything I haven’t dealt with. I can’t say that anymore. Before we go any further, I want to share my gratitude and the gratitude from the association for all the work you’ve been doing for the past 18 months. Prior to COVID, Board members and Superintendents rarely got a thank you for the work they do. Since COVID, you have taken a ton of grief. No matter what you do, you are upsetting half of the community. So, thank you all so much for hanging in there and making the decisions that are right for kids. That’s what you must go home with, right? With the information and the facts, you must make the best decision. Before I start with the first activity, I’d like you to look at your Board profile with the MASB and make sure your contact information is correct.” Ms. Stair then displayed a screen with nine pictures of sheep with various expressions and postures and asked each Board member to introduce themselves and pick which sheep most represents their mood today. Debbie thanked the Board for their introductions and then laid her ground rules for the presentation. “I will ask that all of you try to be engaged. You all talked about these outside forces so hopefully you can put that aside for the short time we are together and stay concentrated on our work. I will also ask that you listen with the intention of understanding as opposed to listening with the intention to respond. Humans tend to listen about halfway through before we start to tune out the speaker and we start forming our

response. I will ask that you put yourself in check if notice yourself doing that. I will also ask that you respect other viewpoints. You know school boards were originated and put together in this manner so that there would be different perspectives at the table. But that means we must be respectful of voices that are different than our own. We can disagree, it's how we disagree that is important. Please silence your devices. For many of us we are attached to them and if you must keep it on for emergencies I certainly understand, otherwise I'll ask that you turn it down and set it aside. Lastly, respect others' time. If you hear yourself being the only one that is vocalizing, take a step back. If you're more on the quiet side push yourself to engage. How do those ground rules sound?" All agreed to the ground rules.

Ms. Stair continued "Who would be willing to read this first slide?" Trustee Quick read the first slide. "A team is a group of people with different backgrounds, skills, personalities and styles with a common purpose, who are working together to achieve clearly identified goals." Ms. Stair asked "Does that sound like this group? Anything that stands out to you?" President Mowen responded "Different backgrounds. And the idea that we work together. We do have our disagreements at times but when it comes to an action that must be passed, we work together to get it done." Ms. Stair responded "Good. I used to really like that description, then I came across the second one. Who would like to read that one for us?" President Mowen read the definition "A Team is not a group of people that work together. A Team is a group of people that trust each other." Ms. Stair continued "So there is an extra component. Simon Sinek is all about the 'why' we do things. To me that quote is very insightful. Without trust, this governance team cannot operate at its highest levels. Trust does not come easily. Think about any other relationships you have in your life, whether it is significant others, children, friends, trust takes a long time to build and is very quick to destroy or damage. Unfortunately, once it's been damaged it never goes back to what it was. It can get better, if you think of a wrinkled piece of paper each time it's damaged it gets more and more wrinkled and you can try to smooth it back out, but it won't be the same. Trust is very important. It's the basis for the work you all do. When MASB talks about the governance team it really means the team of eight. The seven elected or appointed officials and the superintendent. They are not two separate entities. They must figure out how to work together. So, trust must exist between colleagues, but also between the individual Board members and between the Board members and the superintendent. In your MASB folders at your place you will see a list of simple activities to help build trust, some of them more structured than others. But it is about trying to find ways to get to know each other, to have good meaningful conversation, not always about education, and building the relationship amongst all of you. I would encourage you at some point in the future to maybe identify a few things from the list that you could use as an opportunity to share the same learning and then have good conversation about that learning." Secretary Webster asked, "So how do we do these things without violating the Open Meetings Act?" Ms. Stair responded "That's always the worry, right? The answer to that is stay away from business. You came into this meeting sharing a meal and for the most part you were interacting as people. That is the best way to go about doing it. Our Board, and every Board is different so this may not work for you, but our Board after meetings would go to one of the neighborhood restaurants' bars. Any one was welcome to join us, and we got together for a drink and a snack, and everybody knew that was what we were doing. If we saw someone, we'd tell them to grab a chair and join us. You are allowed to do social events. Another Board I worked with did a holiday party, other boards have done picnics, sometimes inviting spouses into that mix. Depending on the culture of your district you could invite your

administrative team and their spouses. It's just about what feels right for your district." Treasurer Keyes stated, "I feel that we almost intentionally stay away from that just because we don't want people to assume we're doing something nefarious." Member Krauss agreed. Ms. Stair responded "If you haven't been doing anything like that for the first few times, I would engage and encourage others to feel comfortable that you're not trying to hide anything. Once a Board starts something like that and is open about it, people are more likely to understand you're not doing anything wrong or hiding anything." Secretary Webster added "It is a hot topic in our community right now because our Board of commissioners does it all the time and they do talk business. And they do Round Robin and make decisions. There is a lot of social media attention to this. So, it's a bad climate." Ms. Stair responded "That is unfortunate. It's just like everything else, building trusts takes time. Think about things like the football game. A few of you sitting together at the football game, people are going to see that. Be cautious, monitor yourselves and let colleagues know if you notice they are going down that path because sometimes it happens innocently. It's just thinking about some ways that you can get to know each other better as people. The more you know about each other and interact on a more personal level. The harder it is to be disagreeable. You can still disagree, but if I care about Sara, if I care about you as a person because we've gotten to know each other, I'm going to be a little more cautious about the way I treat you. I'm going to be more careful because I care about you as a person. You're going to disagree all the time, it's how you do it that matters. The Board table is not set up for you to come in and get to know each other. In smaller communities' people may know each other or know of each other but let's face it, the reality is you may not even want to be sitting next to a particular person. It may not have been your choice to work with a certain person, but the community elected all of you and you need to find a way to work together. That is the trust the community put into you by electing you to this seat. So, anything you can do to build that trust is advantageous. Along those same lines I want to give you a minute to read this stage of group development." The stages of group development as presented on the slide:

"Forming: group of individuals, no clear view of purpose, no shared team goals, focused on individual tasks, no clear understanding of contribution into value chain.

Storming: power struggles/conflict, seeking understanding of value of their contribution, seeking clarity on team goals and vision, seeking meaning and purpose.

Norming: understand values and have reached agreement on how we do things, understand their roles in context of the team purpose, understand their individual responsibilities in context of the team whole.

Performing: aligned to team vision and purpose, able to understand individual and team value in context of greater value chain, able to focus on getting things done in a way that aligns to team values and norms, health conflict allows for collaboration."

Ms. Stair asked the board members to share where they feel they land as a Board in the stages of group development. President Mowen said he feels that the Board is somewhere between Norming and Performing. He shared that "We do disagree, but when we have to take action, we vote together." Trustee Krauss stated he believes that the Board is Performing more than anything, because "We do come together for a common purpose when we need to." Secretary Webster said she thinks the Board operates between Storming and Norming. She stated "I've been on the Board for a while. I know when we were at more of a performing level there had been a group of us established for a long time. Then we had some turnover which is not negative

at all. But it does mean two of our Board members joined us not very long before we had this massive crisis. We were probably just getting to Norming and Performing, and now we have the crisis of COVID and the crisis of race conflict that has escalated in our community. Just to be transparent, Adam is an introvert, and I haven't heard a lot of from him. That is not a criticism, it is saying I don't know that we have sought to understand the value of his contribution. We haven't had time to do that. We've been on Zoom, it's been crazy. We've been trying to figure out if school is open or closed, who is mad today, all the mental health issues, all just insanity as everybody knows. We just haven't been in a context where we've had that time to really – I mean I'm sure our newest Board members have contributions to make but there have been so many volatile issues we've had to deal with. I don't feel that cohesion that I know can be there.”

Ms. Stair responded, “Interesting that on the way here I was reading *“Quiet: The Power of Introverts in a World that Can't Stop Talking.”* Secretary Webster said, “And again it's not a criticism, I'm just saying that I'm not sure we all fully understand each person's roles, what they bring to the table.” Ms. Stair said “And you have also been meeting virtually which changes the dynamics. Some people are more comfortable in a virtual environment, some are less comfortable. There is a lot of stuff going on. You've talked about the turnover as well. When new people come to a team, it doesn't matter how much of a benefit that they're going to make, there is still a juxta-positioning as everyone finds their new norm within the group.”

President Mowen said “It takes every type of person to make the world go round. We all have ears for a reason but we're not afraid to speak either.” Trustee Quick said “Interesting that I was with Rick and Ty as far as putting our group between Norming and Performing, but hearing Marlene speak I thought more of the storming. I am one of the newer members so it's a different perspective.”

President Mowen said “I don't think anybody here devalues any other member of the Board.”

Ms. Stair said “This is one of my more unusual presentations because generally when I'm out in a district there are some real problems. I was in a district just a few weeks ago where the Board members can't get along between themselves, the Board and the superintendent aren't getting along, the Board and the community aren't getting along. There is no relationship in that district that is working right now. It's one of the great things about taking classes in person, you leave thinking ‘wow we are so much better off than I thought!’ Because you may not be perfect but at least you are trying. That is better than I can say about some other Boards.”

Secretary Webster “I have felt that there have been power struggles and conflict, that we have not had the clarity on our goals and vision because the goal and the vision changes every day.”

Ms. Stair responded “Oh it's laughable isn't? Every day, you no sooner think you're on the straight and narrow and up pops another problem.”

Dr. Tuttle added “To Marlene's point, I think we were much more Performing when we had a clear vision and a purpose but more, I think of Performing as leading. And now more than ever I feel like we are just trying to manage a crisis and we're not really leading and progressing. I feel like I am constantly asking myself where are we going? We're just trying to manage and tread water. So, I completely understand Marlene's point. We had been very progressive up until COVID.”

Ms. Stair said “Absolutely. There isn't any group or superintendent or Board president that I'm talking to these days that doesn't feel that way. All the good things had to be put on pause, all the proactive things you were working towards, just to manage the day-to-day during the pandemic. I think one of the parts that I really liked about these descriptions is under Performing where it says, ‘healthy conflict’. It doesn't say no conflict. I think that is important for all of us to internalize. There will always be differences. People will have different points of view, different priorities, there will always be two sides to everything. But it is how we handle it that matters. So, there are two things that I think help in resolving that

conflict. The first is assuming positive intent. You listen altogether different if you assume positive intent. I understand that our viewpoints might be different, but I really need to figure out where you are coming from because it does have value. I need to understand that point of view because it will help us in the decision-making process. Has anybody ever participated in one of those exercises where there is a plane crash and there is a list of items, and you can only take ten things with you? You rank the items individually and then you get a score and then they put you in a group. What happens to your score once they put you in a group? It goes up because you get the best thinking of everybody. I would have taken the cheesecake, but Ty might have said ‘*Hey cheesecake might be nice, but we need the water*’. So, it’s important that you pull those viewpoints in because someone at the table might think of something that changes the way we come to the best solution possible. If we don’t start off by thinking they have something to add we’re going to be sorry for it in the long run. You’re going to feel it, they’re going to feel it, and one of two things will happen if they don’t feel valued. Either they will start causing problems to make you pay attention, or they could potentially give up and just leave and that might also be unfortunate because they may have a lot to offer if you give them a chance. So, the first important rule for conflict resolution is assuming positive intent. The second is giving grace. Especially in these days, when we don’t always know what our colleagues are bringing to the table with them. We don’t know what’s going on behind this façade we bring to the meeting. It is important to make sure when someone steps away from the agreed upon norms, or step away from the way they normally behave, we must find out why. As a team we want to be there to support each other as well. It doesn’t mean attacking each other. That won’t get us anywhere. Approach that person respectfully and with the intent to find out what happened and how we can fix it. Sometimes, it can be difficult to give grace when you are not getting it. But you get to be the folks that demonstrate good behavior and good will. There is no shortage of places where we can look for dysfunction at any level. Every community has a level, or two or three, where it is just unpleasant to be around because they can’t get along and they can’t get anything done. Am I hitting close to home? That’s the thing – we get the choice to decide if we want to be dysfunctional or if we want to be in the Performing category. The only person you control is yourself. It takes a lot of self-monitoring to get to Performing. You can’t control what anyone else says but you can control how you react to what is said. Any comments before we move on?” President Mowen said “Everyone on this Board has grown from working with the community. We have all done our best to be involved. I think that has helped us grow, we get a little bit of a better understanding of our community, and we can bring that understanding to our meetings.” Ms. Stair responded “It is important to bring your best self to your meetings. And even when you step away from the table, it is important to be your best self because your behavior is monitored from the minute you walk out the door in the morning to the minute you get back at night. People are judging your behavior at and away from the table. That may be unfair because your only authority is at the table. But you’re still being judged because you don’t ever get to take your Board hat off. It is what it is. It’s important to be role models for your community and for your students. Your community who has placed trust in you, and at some point, in the future you’ll need them to support you for something. Sometimes it’s monetarily and sometimes it’s just about decision and direction. But you need their support. And for your students because you want them to leave better than they came in and part of that is the modeling that the leadership shows.”

Ms. Stair next introduced the topic of The Four Dimensions of a Governance Framework. “We’re going to spend the rest of our time on what I call The Four Dimensions of a Governance

Framework. I didn't make this stuff up by myself. For some of you that come to MASB events you may have heard facilitators talk about the Iowa Lighthouse research study. Imagine that in early 2000s there has never been a study done on the impact of school boards on student achievement. Lots of studies about principals, teachers, superintendents but never anything on boards on their impact. So, our colleagues the School Board Association of Iowa undertook this work and partnered with their Superintendent's Association their State Department of Education and Iowa university to take on this huge study. What they came out with was pretty powerful. They readdressed it in 2012 to make sure it was still reliable. So, these are four things they found to be most useful for Boards and helpful for them to achieve at high levels. And for Boards working at their highest levels the likelihood of students performing at high levels increases. The first one is about a *Unity of Purpose*, and we'll go through each one of these. The second one is *Roles and Responsibility*. The third is *Positive Governing Body Culture*, most of us call it norms or codes of conduct, and then the fourth is *Protocols* or structures that you put in place to support the work that you are doing together. So, who is going to read Unity of Purpose that hasn't read something already?" Trustee Krauss read the definition for Unity of Purpose. "Unity of Purpose is a common focus, super-ordinate goals, the values and beliefs governing body members share in common about children, the school district and public education that help them transcend their individual differences to fulfill a greater purpose." Ms. Stair asked, "How do you feel about that statement?" Dr. Tuttle said "I think this Board does a great job with that. Although we have our differences, we recognize our greater purpose which is what is good for kids." Ms. Stair said "So being able to set aside your own personal desires, wants, preferences because you have a common purpose in place is very helpful. Having that and using that as your guidepost for decision making. Ask yourself, is what I'm about to do or say (either at the table or away from it) going to help us move in the directions we've identified or is this something that might harm our relationship or that Unity of Purpose that we're working towards? That's really for everyone at all levels. Having a Unity of Purpose in a district and having it be very clear what it is we aim to be – you've all said you've stepped away from that during this pandemic but reengaging in it as we sort of find our way onto the other side of this COVID thing is one of the most important things you can do. Who wants to read the second slide?" Trustee Easlick read the second slide. "Roles and Responsibilities – Effective teams value and respect their essential roles, come to common understand on the roles of the board and superintendent, and strive to operate within them." Ms. Stair asked "How do you all feel about your roles? Did you have a clear understand of what you were getting yourself into? What the work was?" Trustee Easlick responded "For me I am just learning. I had never been to a school board meeting before." Ms. Stair said "What I find is that is a struggle for a lot of board members. We're talking about the governance team, and you know superintendents have a lot to learn especially newer superintendents, but their responsibilities are delineated. Board members, on the other hand, we tend to run because we're passionate about something. And then we have this platform that we run on of things we want to fix when we come to the table, and then we get to the table and find out that isn't really our job. Our job is one of governance. Oversight. Boy that is hard for some folks. In our everyday lives we are used to doing and managing. Rolling up our sleeves, getting the work done, or at the higher levels at least managing something. So that oversight thing is tough for some folks." Secretary Webster said "So I actually had a challenging situation here during COVID. I feel like I'm a big picture person, just in life. When I came to the Board of education, I really respected the chain of command, and not necessarily having a lot of conversations with teachers about their issues or principals about their issues and trying to let all that filter through Andrea and come

down to us. Then during COVID there were some issues going on and some teachers contacted me, and they wanted me to...sort of not do what I've always done. They were upset that I wasn't engaging with them at a certain level because that's what they wanted to have happened and I was trying to say I want to stay in my lane as a Board member. Talk to your principal, the principal will talk to the Superintendent and the Superintendent will talk to us. And you know, I said I'm the same person I've always been. I'm trying to function as what I understand my role as a Board member to be. I don't want to get sucked into that, but it's been difficult because passions are so high, and people are so upset about so many things they want to pull us into different roles. It's been more difficult to stay in this role of Big Picture when everyone wants to bring all the nitty gritty to us." Ms. Stair responded "And not only them. Because legislation threw you in it. They made you get involved in a lot of detail, right? That was no place where Board members really belong. And so, a lot of Boards are trying to figure out, ok now that we've been put into those weeds how do we get back out? In a way that shows our community we're doing our due diligence and part of that is reexplaining to them what our roles as Board members are. It is the most useful elevator speech any Board member can memorize. The first thing that Board members get hit with is "Fix My Problem"; what it shows is that the community doesn't really understand the roles of Board members either. The sooner Board members can explain what their role is and how to help them address whatever their concern is in the right way, the better off a Board member will be. Write it down. Try different things. Your elevator speech will be different than the Board member next to you. But you will be guiding them in the right place. That's what really helps. They'll still try to pull you in. Your friends and families are usually the worst." Secretary Webster asked Ms. Stair what her elevator speech was. Ms. Stair responded "It has been a long time since I had to give my elevator speech. I have been off the Board for twelve years. My speech went something like "*I appreciate you sharing your concern with me. I want you to know I do take it seriously. But I need you to understand that my roles as a Board member is to help you get your problems addressed in the best way possible and that means I need to send you to the appropriate person. If you don't get your challenge addressed at that point, there are other places to take it to. But that is where you need to start because that is likely where you will get your best solution.*" Something along those lines." Dr. Tuttle added "I think the most interesting thing I've seen from my position, and I've seen it happen to the Board too, but especially through COVID people have absolutely jumped that chain of command. So, they are coming right to me, right to the Board, so there is some retraining of asking them have you talked to the teacher? Have you talked to the principal? Have you done anything besides talk to us? And the more you solve their problems the more they come to you. I've found when you push it back to the chain of command it is more helpful." Ms. Stair said "Absolutely. If they find one person they can come to, it will be never ending because it won't only be them it will be others as well. It knocks the feet out from the people in that chain when you allow it to happen. The Board works best when you allow the professional educator to manage the district and you all have an important role in that process and that is her evaluation. That's where you have those conversations, in that evaluation process. Not just at the end of the year but at those checkpoints along the way. Because we're not professional educators. I can work for umpteenth educational associations and work principals and superintendents, but it doesn't mean I know how to do their jobs. I can support them in their work, but it doesn't mean I know their work. We have a lot of retired educators running for boards now and they struggle with that concept a lot. Because they were in the weeds, and they do have those kinds of connections in the district. So, it is hard for those folks to create separation. And that's what it must be. Not only is it the best thing for those

folks but you also must reduce risk, the liability of risk, for the district. Sometimes they are FERPA issues or due process issues because of contracts. Once you get yourself involved you can't get uninvolved. The last thing you want to do is find yourself in a deposition. Part of your responsibility as a Board member is a fiduciary one. That means staying where you belong so that as those things move in along in the process you are in the right place and not sucked into the problem. The more you can verbalize what your place in the chain of command is the more you will feel comfortable with it. Also, understanding that School Board work is a bit of an art. I wish it was a science, but it really isn't. You must know when something rises to the level that even though you've directed the person to the appropriate place, you need to recognize when you need to talk to your superintendent. You approach the talk as *'This is something I've heard that maybe you should take a look into.'* And not *'Hey superintendent this is what I heard, and you better fix it, and this is how you better fix it.'* That statement may sound outlandish coming from a Board member that understands their role, but I see that happen. So NSBA took that work from the Iowa Lighthouse study and packaged it into the important topics Boards need to pay attention to. You'll see that the first is Unity of Purpose and the second is Ensuring Accountability so there are systems in place that support the good work of the district and holding people to high standards. The third one is about policy; the board's major function besides hiring, firing and evaluating the superintendent, is policy. I'm just going to suggest that you don't completely remove yourself from policy just because you have NEOLA. You still must look for nuances to make sure they fit your district. The fourth is community leadership; making sure that those communication conduits are there not only to put information out but to bring it back as well. The fifth one is about relationships and that is primarily about your relationship with the superintendent. I think these five roles are a great way to explain the work of the board versus the work of administration, versus the work of any one of your staff on the ground. The superintendent is the only member that must go back and forth between the board and the folks on the ground. There are very distinct roles in each of these categories. One thing that our board found useful and now I've seen it in a couple of other boards around the state. One way to self-monitor in any one of those topics we've talked about is ask yourself *'Is what I'm about to ask a what question or a how question?'* because *what* is governance and *how* is the administration and their team. So, on the back of our name plates, we had *'We're the what they're the how.'* Nobody could see it but us. So, as we started discussing something, and every one of us has the tendency to stray into the details over something, I'd remind myself is what I'm saying the what or the how? How isn't my role. I need to back up a little. Sometimes there is stuff we need to know in our role of governance and sometimes there is stuff we'd like to know. We've all done it, me included. There is a little bit of a gray area that is hard to manage so reminding yourself of the what and the how can be helpful. The board sets the direction and the how is how the superintendent goes about taking that direction. It hard in the beginning to trust the how for new board members because they haven't built the trust yet. I had been working with a few Boards and one member said to me 'I just need more information, you don't understand.' And I said, 'Do you need more information on every agenda item?', they responded "I just need to know they did their due diligence." I said 'Ok, could you get some of your detailed questions on one agenda item and from that they've proved they've done their due diligence could you transfer that to the other items?' and he said 'Well, I guess I could.' And it was hard for him, but over time it got easier. Once he understood he could trust that he didn't have to second guess everything because all those answers were there then he was able to back out of it and occasionally come back with questions. That was a place they agreed to, but it took time to get

there. You are extremely lucky that your superintendent has been here this long. Do you know what the average tenure of a superintendent is these days? Just over three years. And when superintendents were moving on, what do you think the number one reason was for leaving? The relationship with their Board. It was not about more money or a bigger and better district, it was their relationship with the Board. What we do know about all that other research on superintendents is that superiority and tenure matters. When you can keep a good leader in place that will have an impact on student achievement. The stability is important. It takes work, it's just like any other relationship, there's rough and smooth patches, it just means you all must keep recommitting to the relationship and to your role as a board member. So, a couple of other things you can do to help reinforce the work of the board; the first thing I'd recommended is the MASB board self-assessment. Everybody else in your district has an evaluation. We suggest that Boards do an annual self-assessment, and it is based on the Iowa Lighthouse research study, so the questions come directly from that study. It is free to take, you can do it individually online and the system spits out a report for you. The important part about it though is having some good, rich discussion about the results and then making plans to improve in the areas that are shown you could benefit from. It's a good use of your time and it's a good opportunity to have a workshop setting. It's the ability to have a good, honest conversation, away from the worktable that will strengthen your connections. We suggest Boards do this every year to see how you're progressing over time. It's also one of those membership benefits so it's a good idea to take advantage of it. So, who is going to read the next slide?"

Next, Trustee Keyes read the definition for Positive Governing Body Culture. "Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten, or written, agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one." Ms. Stair continued "What do you think about that?" Secretary Webster replied "We have a list of norms. They are listed in the front of our Board packets. We have not talked about them in a very long time." Ms. Stair asked "Could any of you list them? I'm not asking you to I'm just wondering if you'd be able to. I'm not trying to put you on the spot but that demonstrates my point. For norms to be function properly you must live them. It doesn't mean that you have to be able to list read them word for word, but you have to understand them, you have to feel them and you have to use them on a regular basis. It may be time to readdress yours. Boards do all kinds of things. The biggest piece that I think is important is writing them down. Some Boards have norms or unwritten rules that are all dependent on the people sitting at the table. Once those people leave those unwritten norms don't mean much of anything. So, you end up with people that behave anyway they please because without something you've all come to agree to and readopt every so often some people think they can behave however they want to. What I would suggest is that as you readdress your norms, think about what has caused you problems in the way you interact recently and bring it to the table. Have some good conversation around those norms, readopt them publicly, and then find ways to live them and share them with others. That does a couple things. I've seen Boards put it up on the wall, I've seen boards put it on their agendas for meetings, it helps you all remember but it also helps your community see what you say is important about the way we all treat each other. That might not have seemed so important before COVID but I bet it seems pretty important now. If the public sees how you expect to treat each other they are more likely to behave in the same manner. You are setting the expectation for them and helping them understand what the rules of

engagement should look like. I don't mean that they will all follow them but if you can move more people to your side of your table it will help the discussion. You can print them on your agendas, or have your board president read them out, however you want to do it, it helps set the stage. It is easier to stop someone who is not following the rules of engagement if you have your ground rules set at the beginning of the meeting. Sometimes norms withstand the test of time, sometimes norms are listed to address a particular issue at a particular time, so they fall off when something new comes on, but it is good to figure out what regular readopting means to you. It doesn't mean you have to do it every year, it could be at your organizational meetings, or after every election, it's just important to check in occasionally. It should not be dependent on the president or the superintendent to keep the norms alive. The rest of the conversation should be what should we do when someone steps away from the norms? It shouldn't be up the board president every time to address an issue. You all should be comfortable enough with each other that any one of you can take it on, give grace while you do it, and say '*Hey this isn't what we agreed to. What happened?*' Does that make sense? Ok. Last piece. Who is going to read this one?"

Secretary Webster read the last slide. "Supportive Structures and Processes: Effective teams discuss and agree on the formal structures and processes used by the board and superintendent in their functioning as a team. Protocols are the processes followed by the Board and superintendent as they work together to govern the district." Ms. Stair continued "So protocols have a lot of names; operating procedures, there's some real basic protocols in your bylaws from NEOLA. Norms is how we treat each other; protocols are about how we get the work done. One of the good things about having a superintendent in place for a little while is you've probably got protocols in place you probably just haven't formalized them. What I usually find for Boards that don't have a lot of protocols that are written or adopted is that things have been going smoothly for a long time and there hasn't been the need for it. Then they find themselves one election away from something that looks different. These would be my David Letterman Top 10 of what Boards should address. So first is Board orientation and development; putting that in a formalized structure so it doesn't matter who the Board president or superintendent is at any given time the same level of support is going to be offered to new board members whether it is through the election process or appointment process and at any given time. Paired with that is what do we expect or use to support board development? Do we put a budget in place around Board development? I know some of you have been to classes and workshops, but do we value that enough that it's in our protocols? That people know if they join the board this is what they can expect to be able to participate in to further their learning and make sure they are as prepared as possible to do the work. So, think about it in this respect; if Andrea were to win the lottery tomorrow what would happen to the next election cycle? That's what I want you to think about. It shouldn't matter who is in the seat, it should be here is what we do. Communication, you've identified it, but it is probably not in writing. How many of you are up for election next year? Four of you. Regardless of what your choice is to run again or not, my opinion is that we're going to have a lot of single-issue candidates running next year. So, imagine there is turnover. You all know what your level of communication is, and it seems you've all agreed as to what that looks like. But imagine Andrea's predicament if she were to get four new Board members and then you have to figure out what communication looks like all over again. Getting some of this stuff in writing when things are going well is a good idea. It only takes one election cycle for things to change. What I find sometimes in districts is that seven individuals have different levels

of expectations around methods and frequency and level of detail and if that isn't ironed out the superintendent just goes crazy. You can't address seven different desires around everything. The Board hired the superintendent, not seven individuals, so coming together on those things and having a common expectation that you've agreed to will be helpful in pushing you over to the Performing category we talked about earlier. Confidentiality is a big one. Not only a trust breaker but a legal issue. That one usually rears its head shortly after new election cycles. And especially if an election cycle has a former employee or the spouse of an employee. Some of those confidentiality issues came out with zoom meetings, when you're in closed session who else could potentially be in a place where they could hear what you're discussing? So, it is a good idea to have your expectations on confidentiality written out and a protocol established. We talked a little bit about handling complaints or concerns from your community or staff. In some districts that's a single protocol and in other districts it's two separate protocols, it depends on your structure and how you want to address it. But again, it is coming in and knowing what the expectation is. If I were appointed tomorrow, I would understand what that looks like.

Information requests: what happens when a single board member requests information? This one is not such a big concern in districts where you have a seasoned superintendent. Where we have a lot of new superintendents, they can get themselves in trouble when they just give information to one Board member, and everybody is up in arms about it. It is not a bad idea to have a protocol established for information requests; whether that comes down through the Board president or comes directly from the superintendent, different districts handle it differently but whatever your agreed upon method is put it in writing. Public comment; how has that been going for you guys lately? Pretty good? You guys are lucky. One of the key pieces to all of these is that whatever you put in place you remain consistent even when you don't need to. One of the first workshops I went to do when I hired on, I was sitting there watching the meeting and public comment came and went. Nobody said anything. And then they were discussing an agenda item and someone out in the audience raises his hand and the Board president called on him and lets him start talking. I about died. I had never seen that before. I ended up doing some work there long term and I had a conversation with their Board president. I asked him if that happens every time, he told me that 'Frank' was the only one who showed up to Board meetings so if he had something to say they let him say it. I told him that may work well when Frank is the only person in the room, but when you have a large audience that would cause chaos. You must be consistent. I do think there is a place for potential responses for some things that come up. I do caution you on when and how often that happens, and it should only be the Board president and the superintendent who respond. What I have found some superintendents and Boards do is that they do a public comment and then they have the superintendent's report and in that report the superintendent will address some issues that may have been brought up. That way, you're not going to engage back and forth. The danger of responding while the person is at the podium is that it starts and once it starts you can't stop. Placing your public participation and superintendent's comments on the agenda can be strategic. You really want to be consistent, lay out the rules, make sure everyone is clear about them. The more you set the expectations in advance the more people are likely to follow them. You must figure out how you're going to be prepared and manage when you have a lot of public comment. Whatever works for you guys is how you should do it. Things to think about and much better before you need them. Next on the list is Spokesperson and social media; I think this is critical. MASB recommends the superintendent is the spokesperson for the district and the Board president is the spokesperson for the Board unless they delegate that to another member. It's important that when you have an

issue and you know that all of you are going to be contacted, that you have a protocol in place to give you the information that you want shared. A source of information beyond who is delegated to speak to the press will create a crack in your team. Everybody can be misquoted and taken out of context. The social media I'm talking about is the social media of individual board members. That's creating a lot of conflict in districts these days. I must tell you when I left the Board social media was just beginning to rear its ugly head and now it's taken on a life of its own. Many of us have social media accounts that are personal, some of us start them when we run as a candidate. We recommend, the powers that be so the press association and those folks, recommend if you have a personal social media account keep it personal. Do not discuss board business on your personal social media. It's not going to do anything that's going to be good, it takes on its own life and you can't control it once it starts. Copy and paste sounds innocent enough but it's not. You can't control where it goes after you put it out there. Remember to ask yourself, is what I'm about to do or say going to potentially cause harm to the district before you post anything on social media. I suggest that you come to some kind of agreement as to what that looks like and set a protocol in place. My advice to you is to always direct questions back to the district social media site for accurate information and leave it at that. You can't win an argument on social media, no matter how well intentioned you can't control who comments on what or who shares what. You can control committing to saying *'for accurate information, please visit our district site'*. Make sure your superintendent knows about it so that if information about that topic isn't on the district site it can be put on there. That is the quickest way to dispel rumors and the untruths, to not engage in it. If you have a social media page that you started for your campaign, shut it down. At least until you run again. Do not get caught up in discussing board business on your campaign page. It will not serve anybody well and it certainly won't help the team. It's easy for me to say, harder for you to do I get it. But you should have some agreement as to what that should look like for your Board. That also helps you to build followers for what the district is putting out. If you are constantly referring to the district pages for accurate information that is where they will start looking. What you will find is that you will have community ambassadors for that district site that refer others to that accurate information. When I was still a Board member, and I was working for the principal's association someone who didn't like a decision that I had broken the tie on put a post on their social media that it was a conflict of interest for me to work for the principal's association when our principal's pay the memberships for that association. I never had a conversation with one of principals on whether they should join but it took on its own life. I could have said that only four out of sixteen principals belong to that association but what would it have helped? So, I ignored it. It was hard to do. When people approached me about it, I would say I've seen it and it's not true. I left it at that. Whatever it takes for you to take that double check of yourself. Again, ask yourself *is what I'm about to do or say going to potentially put the district or the Board at risk?* So those are my best guidance's of protocols. What I would say is this, you have my contact information, and I am here to support all of you so don't ever hesitate to contact me. The last piece of this is I'd like you to think about what we talked about today and ask yourself, what is something I could stop doing that would improve the work of this board? What is something I start doing? Something I could continue? Or what is something I could change? Some of you might have four things some of you might have one thing but what we know about adult learning is that if you reflect on it and really take the time to think about how it could change your behavior, you're more likely to change your behavior. Thank you for having me tonight, I really appreciate your time this evening."

Lincoln High School Graduation Requirements Policy

Dr. Tuttle stated “There was a conflict in the policy that I recommended you adopt regarding Lincoln graduation. We devised this policy thinking Lincoln was going to go over to the new facility this year and we wanted them to have seven hours so that they were in alignment with the high school and could take electives. Lincoln ended up staying put so it doesn’t make sense for them to have seven hours because they don’t have the opportunities for those electives. So, they can’t even get really seven hours. So, the union had asked if we can go back to six hours. If you look at the third page I would change the first paragraph, and I would bring it to you as a ‘For Action’ Item at the next board meeting to allow us to start this in trimester two. Instead of saying “A student must be enrolled in each trimester in seven subjects” we would go back to six for this year, they would earn three credits and so ultimately instead of the ten and a half credits they would have nine. Due to the Michigan Merit Curriculum, we only have to do eighteen credits so we will still be able to accommodate the kids that thought they were going to graduate because they thought they were getting seven hours. It is a win-win for everybody.”

Test to Stay

Dr. Tuttle stated “Just an update on Test to Stay. I was hoping to talk to you about it today and start it tomorrow, but we were caught between Corunna and Perry districts starting it, so we had to get it started. This is the recommendation sheet from the Health Department, this allows kids who were in close contact at school to test every day and if they test negative, they can return to school in a mask. Just so you know the first day of this was Friday, we had our student nurse there, a volunteer from the health department, several other administrators, we had six students there to test. We’re just trying this on secondary right now because I didn’t know how inundated we’d be. Staff gets there at 7:00am, the doors open at 7:15am, they have to sit there for fifteen minutes to allow the test to work.” Vice President Ochodnick asked “What if they don’t have transport?” Dr. Tuttle responded “They have to be with a parent because the parent has to sign the consent every day they are tested. If they can’t or don’t have transport, they will have to quarantine the full seven days. Some of them are choosing not to get tested on the seventh day because if they test positive on the seventh day now, they are isolated which means they have COVID and they’re out an additional ten days, some of them don’t want to test because they don’t want to wear a mask. These are only kids that are unvaccinated because per the health department those who are vaccinated do not have to quarantine.” Mr. Brooks added “Although vaccinated individuals are not required to quarantine, we are tracking those students if they are close contacts.”

Bond Update

Dr. Tuttle began by saying that the mediation with Kingscott did not go well. “The next step is litigation. I cannot do that without Board authorization so at some point I would like to have the attorneys come and talk to you about the pros and cons of litigation and what our chances are of winning so that you can make an informed decision on whether you’d like to take that risk. Litigation is costly. So, is it worth our time and effort? That is what we must decide. I will keep

you informed on the time and date for the attorneys to come and talk to you. Any questions?" No questions were asked by the Board.

Grand Opening

Dr. Tuttle stated "The Grand Opening is November 4. I am meeting with the Choir Director, Band Director, technology department and others this week to solidify the agenda. It is odd, having the Grand Opening after we've already had concerts and events there but we're going through with it. Any questions on the Grand Opening?" No questions were asked by the Board. "That is all I have for you. I'd like to move into closed session for the discussion of student discipline."

Moved by Quick, supported by Keyes to move into Closed Session at 8:10pm for the purpose of discussing student discipline. President Mowen conducted a roll call vote. Ayes: Easlick, Keyes, Krauss, Mowen, Ochodnicky, Quick, Webster. Nays: None. Motion carried unanimously.

Upcoming Board Meeting Dates

- October 25: Board of Education Meeting, 5:30 pm
- November 8: Committee of the Whole Meeting, 5:30 pm

Adjournment

Moved by Webster , supported by Krauss to adjourn at 8:43 p.m. Motion carried unanimously.

Minutes recorded by Brooke Barber.

Respectfully submitted,

Marlene Webster, Secretary

October 11, 2021 Committee of the Whole Closed Session Minutes (At Place)

Current Bills

OWOSSO PUBLIC SCHOOLS
EXPENDITURE REPORT
9/20-10/17/2021
REPORT 21-30

CHECK RUN ACTIVITY BY FUND

GENERAL FUND	\$479,703.20
SERVICE FUND	\$123,684.09
SINKING FUND	\$628,448.78
CAPITAL PROJECTS - BOND FUND	\$810,421.65
CAPITAL PROJECTS - COOK FAMILY FOUND	\$0.00
CHECK RUN TOTAL	<u>\$2,042,257.72</u>

CREDIT CARD ACTIVITY BY FUND (9/07-10/04/2021)

GENERAL FUND	\$ 22,509.15
SERVICE FUND	\$ 906.01
ORGANIZATIONAL FUND	\$ 628.44
CREDIT CARD TOTAL	<u>\$ 24,043.60</u>

GORDON FOOD SERVICE ACTIVITY (SERVICE FUND)

GORDON FOOD PAYMENT - 9/30/2021	\$ 20,120.41
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DIRECT DRAW FROM BANK ACCOUNT

	<u>\$ 20,120.41</u>
PAYROLL (#7) 10/01/2021	\$ 713,978.65
PAYROLL (#8) 10/15/2021	\$ 842,530.58
STABILIZATION PAYMENT - (NONE)	
	<u>\$ 1,556,509.23</u>
GRAND TOTAL	<u>\$ 3,642,930.96</u>

Check # / Date	Run	Status	Vendor	Invoice Description	Amount
104033 09/23/2021	1	Opn	APPLEBEE OIL COMPANY	TRANS/SECOR/PROPANE	443.99
104034 09/23/2021	1	Clr 10/11/2021	AUE, JESSICA	EM/AUE/STAFF MEETING SUPPLIES	52.56
104035 09/23/2021	1	Clr 10/11/2021	BP CANADA ENERGY MARKETING GR	NATURAL GAS - AUG 21	2,323.02
104036 09/23/2021	1	Opn	BUDGET CHALLENGE	AE/RUGENSTEIN/BUDGET CHALLENGE	2,500.00
104037 09/23/2021	1	Clr 10/11/2021	BURZMOR, JACKIE	HS/PARSONS/REIM RECORDING SUBSC	48.00
104038 09/23/2021	1	Clr 10/11/2021	CINTAS CORPORATION # 308	OPER/KLAPKO/UNIFORMS	65.43
104039 09/23/2021	1	Opn	CONSUMERS ENERGY	FINAL BILL - SEPT21- DEWEY ST LGHTS	13.57
104040 09/23/2021	1	Opn	ELLISON	CE/KLAPKO/CUTTING PAD	41.00
104041 09/23/2021	1	Opn	GODLEY, SIMON	TRANS/SECOR/REIM FINGERPRINTING	67.25
104042 09/23/2021	1	Opn	GUTE, NATHAN	COMM/LIFEGUARD MAR 2020	90.00
104043 09/23/2021	1	Opn	H. K. ALLEN PAPER COMPANY	TRANS/SECOR/TISSUE	39.90
104044 09/23/2021	1	Clr 10/11/2021	HARRIS ELECTRIC	OPER/KLAPKO/FIXED LIGHTS-PARK LOT	1,394.26
104045 09/23/2021	1	Clr 10/11/2021	HEINEMANN	EM/CICALO/BOOKS	444.40
104046 09/23/2021	1	Opn	J & H OIL CO.	TRANS/SECOR/FUEL	2,882.30
104047 09/23/2021	1	Clr 10/11/2021	LANSING SANITARY SUPPLY INC.	OPER/KLAPKO/SUPPLIES	1,207.89
104048 09/23/2021	1	Opn	LILYANNE DAVIS	COMM/LIFEGUARD 3/5 & 2/29/2020	50.00
104049 09/23/2021	1	Opn	MESSA	OCT 2021 BILL/TEACHERS	225,234.21
104050 09/23/2021	1	Clr 10/11/2021	MESSA	OCT 2021 BILL/ADMIN STAF	22,001.70
104051 09/23/2021	1	Clr 10/11/2021	MESSA	OCT 2021 BILL/NON-UNION	12,818.22
104052 09/23/2021	1	Clr 10/11/2021	MESSA	OCT 2021 BILL/OESPA STAFF	46,625.02
104053 09/23/2021	1	Opn	MESSA	OCT 2021 COBRA BILL	2,567.31
104054 09/23/2021	1	Opn	MICHIGAN STATE UNIVERSITY FFA	FALL CONFERENCE & PDI-DENAE STREETER	795.00
104055 09/23/2021	1	Clr 10/11/2021	OFFICE DEPOT INC.	EM/NIDEFSKI/TONER	564.87
104056 09/23/2021	1	Opn	OREILLY AUTOMOTIVE INC	OPER/KLAPKO/BITS	115.69
104057 09/23/2021	1	Opn	OWOSSO BAND BOOSTERS	HS/KOWALCZYK/REIM FESTIVAL FEE	75.00
104058 09/23/2021	1	Opn	OWOSSO MAIN STREET	ADM/SOFTBALL BANNER BRACKETS	630.00
104059 09/23/2021	1	Opn	PERRY FFA	HS/STREETER/SUPPLIES	149.00
104060 09/23/2021	1	Opn	PUMFORD, ALLIE	COMM/LIFEGUARD 3/7/2020	35.00
104061 09/23/2021	1	Opn	SCHOOL SPECIALTY LLC.	MS/MURRAY/SUPPLIES	86.45
104062 09/23/2021	1	Clr 10/11/2021	SECOR-JENKS, RENEE	TRANS/SECOR/SUPPLIES	40.20
104063 09/23/2021	1	Clr 10/11/2021	SEHI COMPUTER PRODUCTS	CE/KLAPKO/BATTERIES	70.00
104064 09/23/2021	1	Clr 10/11/2021	SET-SEG	OCT 2021 BILL/GF STAFF	5,190.32
104065 09/23/2021	1	Clr 10/11/2021	SET-SEG	OCT 2021 BILL/ADMIN STAF	641.67
104066 09/23/2021	1	Clr 10/11/2021	SET-SEG	OCT 2021 COBRA BILLING	92.21
104067 09/23/2021	1	Opn	SHEPHERD HIGH SCHOOL	ATH/SMITH/V VB ENTRY 9/18	200.00
104068 09/23/2021	1	Opn	SHIAWASSEE RESD	TEMP SPEC ED APPROVAL/MAIER	50.00
104069 09/23/2021	1	Clr 10/11/2021	STATE OF MICHIGAN	2021 ANNUAL REPORT	20.00
104070 09/23/2021	1	Opn	ULINE	OPER/KLAPKO/TRASH CANS&BOARDS	2,627.05
104071 09/23/2021	1	Clr 10/11/2021	UNUM LIFE INSURANCE	OCT 2021 BILL/GF STAFF	1,552.59
104072 09/23/2021	1	Clr 10/11/2021	UNUM LIFE INSURANCE	OCT 2021 BILL/ADMIN	1,266.14
104073 09/23/2021	1	Opn	VALLEY LUMBER COMPANY	HS/PARSONS/SUPPLIES	131.78
104074 09/30/2021	1	Opn	APPLE COMPUTER, INC.	AE/LINTNER/IPAD	2,765.00
104075 09/30/2021	1	Opn	AUE, JESSICA	EM/AUE/NEWSLETTER SUB	79.00
104076 09/30/2021	1	Opn	BSN SPORTS	ATH/SMITH/HELMETS	10,586.11
104077 09/30/2021	1	Opn	CINTAS CORPORATION # 308	OPER/KLAPKO/UNIFORMS	170.43
104078 09/30/2021	1	Opn	DAYSTARR COMMUNICATIONS	UTIL/PHONE BILL	1,201.61
104079 09/30/2021	1	Opn	DISCOUNT SCHOOL SUPPLY	BB/HURLEY/TODDLERPAINT	65.10
104080 09/30/2021	1	Opn	EPS	OPER/KLAPKO/TROUBLESHOOT FIRE ALAR	357.50
104081 09/30/2021	1	Opn	GOLDBERG, DIANE	OPER/MILEAGE	29.79
104082 09/30/2021	1	Opn	IMAGELINE PRODUCTIONS	ADM/TUTTLE/QR CODE SIGNS	816.00

Check # / Date	Run	Status	Vendor	Invoice Description	Amount
104083 09/30/2021	1	Opn	J. W. PEPPER & SON INC.	MS/TOLRUD/MUSIC	170.33
104084 09/30/2021	1	Opn	KLAPKO, SANDY	AE/KLAPKO/STUDENT SUPPLIES	15.98
104085 09/30/2021	1	Opn	KRANTZ, JASON	ATH/SMITH/MILEAGE TO MEET	42.56
104086 09/30/2021	1	Opn	KSS ENTERPRISES	OPER/KLAPKO/FACE MASKS	358.45
104087 09/30/2021	1	Opn	MCEVOY MADDEN, MARCIA	ST.PAUL/WORKSHOPS 10/21-10/22	2,000.00
104088 09/30/2021	1	Opn	MCINTYRE, MELISSA	MS/MCINTYRE/DIGITAL TOOLS	159.00
104089 09/30/2021	1	Opn	MISCA	ATH/SMITH/SWIM ENTRY 10/9	48.00
104090 09/30/2021	1	Opn	OFFICE DEPOT INC.	EM/GREKO/TONER	115.33
104091 09/30/2021	1	Opn	OREILLY AUTOMOTIVE INC	OPER/KLAPKO/WIPER BLADE	60.24
104092 09/30/2021	1	Opn	OWOSSO PUB. SCH. ATHLETIC FUND	ATH/SMITH/OFFICIALS	5,000.00
104093 09/30/2021	1	Opn	PINE RIVER COUNTRY CLUB	ATH/SMITH/REGIONAL GOLF ENTRY FEE	100.00
104094 09/30/2021	1	Opn	PIONEER VALLEY BOOKS	BR/LAMAY/LITERACY KIT	3,827.25
104095 09/30/2021	1	Opn	POMP'S TIRE SERVICE	TRANS/SECOR/TIRES	759.76
104096 09/30/2021	1	Opn	PORTA PHONE CO.	ATH/SMITH/HEADPHONE REPAIR	549.00
104097 09/30/2021	1	Opn	ROWLEYS WHOLESAL	TRANS/SECOR/OIL	542.96
104098 09/30/2021	1	Opn	SCHOLASTIC INC.	EM/WEST/NEWS	458.65
104099 09/30/2021	1	Opn	SCHOOL SPECIALTY LLC.	EM/VERLINDE/SUPPLIES	146.44
104100 09/30/2021	1	Opn	SECOR-JENKS, RENEE	TRANS/SECOR/INK	530.96
104101 09/30/2021	1	Opn	TASC-CLIENT INVOICES	OCT 21 ADMIN FEE	308.10
104102 09/30/2021	1	Opn	THERRIAN, JEFF	ATH/SMITH/REPAIR & CERTIFY SCALES	150.00
104103 09/30/2021	1	Opn	TSA CONSULTING GROUP, INC.	AUG 21 ADMIN FEE	122.64
104104 09/30/2021	1	Opn	WAKELAND OIL	OPER/KLAPKO/GAS	1,508.30
104105 09/30/2021	1	Opn	ZIP MEDICAL SUPPLIES LLC	ATH/SMITH/TAPE	171.36
104106 10/07/2021	1	Opn	ALTO, JOSHUA	TECH/SEPT 21 MILEAGE	113.79
104107 10/07/2021	1	Opn	BASGALL, JAKE	TECH/SEPT 21 MILEAGE	34.35
104108 10/07/2021	1	Opn	CURRICULUM ASSOCIATES LLC	CE/KLAPKO/WRITER HANDBOOK	200.26
104109 10/07/2021	1	Opn	ESS MIDWEST INC	BB/ROWELL/STAFF PAYMENT	11,050.34
104110 10/07/2021	1	Opn	H. K. ALLEN PAPER COMPANY	OPER/KLAPKO/SEPT SUPPLIES	1,367.65
104111 10/07/2021	1	Opn	KINECT ENERGY INC.	OCT 2021 MGMT FEE	315.00
104112 10/07/2021	1	Opn	LANSING SANITARY SUPPLY INC.	OPER/KLAPKO/SUPPLIES	68.18
104113 10/07/2021	1	Opn	MICHIGAN COLLEGE ACCESS NETWO	HS/CIARLINO/MCAN CONFERENCE	200.00
104114 10/07/2021	1	Opn	MOMAR, INCORPORATED	OPER/KLAPKO/SUPPLY AGREEMENT	345.00
104115 10/07/2021	1	Opn	PELECH, TONIA	OPER/SEPT 21 MILEAGE	110.25
104116 10/07/2021	1	Opn	SCHOOL SPECIALTY LLC.	EM/NIDEFSKI/SUPPLIES	611.84
104117 10/07/2021	1	Opn	ST. JOHNS HIGH SCHOOL	ATH/SMITH/ XC ENTRY 8/20	175.00
104118 10/07/2021	1	Opn	STINSON, GUNNAR	TECH/SEPT 21 MILEAGE	216.04
104119 10/07/2021	1	Opn	VERIZON NORTH	ADM/JETPACKS FOR STUDENTS	102.54
104120 10/14/2021	1	Opn	AMERICAN SPEEDY PRINTING CENTE	MS/GRAHAM/ENVELOPES	415.00
104121 10/14/2021	1	Opn	APPLEBEE OIL COMPANY	TRANS/SECOR/PROPANE	928.10
104122 10/14/2021	1	Opn	BRANDON SCHOOL DISTRICT	MS/DWYER/GFMSL LEAGUE DUES 21-22	400.00
104123 10/14/2021	1	Opn	BSN SPORTS	MS/GRAHAM/BASKETBALL HOOPS	4,446.00
104124 10/14/2021	1	Opn	CAMPBELL, BRUCE	TRANS/CDL LICENSE & FINGERPRINTS	173.00
104125 10/14/2021	1	Opn	CINTAS CORPORATION # 308	OPER/KLAPKO/SANITIZERS	1,969.43
104126 10/14/2021	1	Opn	CITY OF OWOSSO	OPER/WATER & SEWER 6/23-9/21/21	19,979.19
104127 10/14/2021	1	Opn	CRANDELL, KRISTINA	ATH/MILEAGE XC MEET	56.34
104128 10/14/2021	1	Opn	CSH ELECTRIC MOTOR & REPAIR	OPER/KLAPKO/FILTERS	959.00
104129 10/14/2021	1	Opn	DALTON ELEVATOR	OPER/KLAPKO/WELDING SUPPLIES	40.00
104130 10/14/2021	1	Opn	DISCOUNT SCHOOL SUPPLY	BB/HURLEY/SUPPLIES	1,100.77
104131 10/14/2021	1	Opn	EPS SECURITY	OPER/KLAPKO/ALARM SYSTEM MONITORING	498.12
104132 10/14/2021	1	Opn	ESS MIDWEST INC	BB/ROWELL/STAFF PMT	13,530.61

Check # / Date	Run	Status	Vendor	Invoice Description	Amount
104133 10/14/2021	1	Opn	FORTITUDE OUTDOOR FITNESS	MS/DWYER/XC MEET	215.00
104134 10/14/2021	1	Opn	GENESEE INTER.SCHOOL DISTRICT	GENNET ONLINE FEES	1,080.00
104135 10/14/2021	1	Opn	GILBERT'S DO IT BEST HARDWARE	OPER/KLAPKO/ AUG SUPPLIES	2,345.07
104136 10/14/2021	1	Opn	HANKERD SPORTSWEAR	MS/WILLIAMS/SHIRTS	186.00
104137 10/14/2021	1	Opn	HARRIS ELECTRIC	OPER/KLAPKO/REPLACE PHOTO EYE	113.10
104138 10/14/2021	1	Opn	HOLTSCRAW, BROCK	ATH/SMITH/MITCA COACHES DUES	106.34
104139 10/14/2021	1	Opn	HORN, EMILY	MS/HORN/TROJAN TIME LESSON	31.36
104140 10/14/2021	1	Opn	HUMPHREY ENTERPRISES INC.	TRANS/SECOR/TRAINING - CAMPBELL	1,037.50
104141 10/14/2021	1	Opn	INDUSTRIAL SUPPLY OF OWOSSO IN	OPER/KLAPKO/AIR HANDLING UNITS	75.70
104142 10/14/2021	1	Opn	J & H OIL CO.	TRANS/SECOR/DIESEL FUEL	9,307.28
104143 10/14/2021	1	Opn	J. W. PEPPER & SON INC.	MS/ROGERS/MUSIC	289.99
104144 10/14/2021	1	Opn	KONICA MINOLTA BUSINESS SOLUTI	LEASE PMT 9/21-10/20/2021	3,067.59
104145 10/14/2021	1	Opn	KRANTZ, JASON	ATH/SMITH/REIM MILEAGE	61.60
104146 10/14/2021	1	Opn	KSS ENTERPRISES	OPER/KLAPKO/KID FACE MASKS	217.75
104147 10/14/2021	1	Opn	LANSING SANITARY SUPPLY INC.	OPER/KLAPKO/SEPT SUPPLIES	1,080.15
104148 10/14/2021	1	Opn	LOGISOFT COMPUTER PRODUCTS LL	OHS/PARSONS/LICENSE RENEWAL	2,382.00
104149 10/14/2021	1	Opn	MASA REGION VI	ADM/TUTTLE/MASA DUES 21-22	100.00
104150 10/14/2021	1	Opn	MIDSTATE SALES & SERVICE INC	OPER/KLAPKO/NUTS & BOLTS	18.04
104151 10/14/2021	1	Opn	OREILLY AUTOMOTIVE INC	OPER/KLAPKO/TRACTOR FLUID	39.98
104152 10/14/2021	1	Opn	PIONEER VALLEY BOOKS	EM/GRAHAM/LITERACY FOOTPRINTS	4,740.50
104153 10/14/2021	1	Opn	POYNER, HANNAH	HS/POYNER/REIM GROCERIES	265.13
104154 10/14/2021	1	Opn	SCHOOL DATEBOOKS, INC.	HS/PARSONS/STUDENT PLANNERS	3,141.33
104155 10/14/2021	1	Opn	SCHOOL SPECIALTY LLC.	EM/ANDERSON/SUPPLIES	870.39
104156 10/14/2021	1	Opn	SHATTUCK SPECIALTY ADVERTISING	CREDIT FOR BROKEN TUMBLERS	25.08
104157 10/14/2021	1	Opn	SPIELMAN, BRIDGIT	CE/KLAPKO/SMORE EDUCATOR PRO ACCT	149.00
104158 10/14/2021	1	Opn	STATE OF MICHIGAN	OPER/KLAPKO/BOILER INSPECTION	480.00
104159 10/14/2021	1	Opn	TASC-CLIENT INVOICES	COMPLIANCE ASSESSMENT FEE	250.00
104160 10/14/2021	1	Opn	THRUN LAW FIRM, P.C.	PROFESSIONAL SRVCS - SEPT 21	13,664.00
104161 10/14/2021	1	Opn	UNIVERSITY OF OREGON	MS/COLLINS/SWIS ANNUAL LICENSE	810.00
104162 10/14/2021	1	Opn	VALLEY LUMBER COMPANY	HS/PARSONS/CLASS SUPPLIES	109.05
104163 10/14/2021	1	Opn	VAN DYKEN MECHANICAL	OPER/KLAPKO/COMPRESSOR	2,304.00
104164 10/14/2021	1	Opn	VIRTUAL ENTERPRISES, INC.	HS/PARSONS/VE HS PROGRAM 21-22	3,000.00
104165 10/14/2021	1	Opn	WATSON, JOE	TECH/SEPT 21 MILEAGE	275.62
Total of All Checks					479,703.20
Less Voids					0.00
Grand Total					479,703.20

Check Summary

Check Status	Count	Amount
Open	114	383,284.70
Cleared	19	96,418.50
Void	0	0.00
Total	133	479,703.20

Check # / Date	Run	Status	Vendor	Invoice Description	Amount
007952 09/23/2021	1	Clr 10/20/2021	BANANA BROTHERS PRODUCE	FS/MANNS/FOOD PURCHASE	7,845.00
007953 09/23/2021	1	Clr 10/20/2021	MESSA	OCT 2021 BILL/FS STAFF	1,368.36
007954 09/23/2021	1	Clr 10/20/2021	PRAIRIE FARMS DAIRY	FS/MANNS/FOOD PURCHASE	5,370.33
007955 09/23/2021	1	Clr 10/20/2021	SET-SEG	OCT 2021 BILLING/FS STAFF	315.25
007956 09/23/2021	1	Clr 10/20/2021	UNUM LIFE INSURANCE	OCT 2021 BILL/FS STAFF	78.66
007957 09/23/2021	1	Clr 10/20/2021	VAN EERDEN FOOD SERVICE COMPA	FS/MANNS/FOOD PURCHASE	15,644.42
007958 09/30/2021	1	Opn	BANANA BROTHERS PRODUCE	FS/MANNS/FOOD PURCHASE	4,083.50
007959 09/30/2021	1	Opn	FD HAYES ELECTRIC CO.	FS/MANNS/REPAIR	605.00
007960 09/30/2021	1	Opn	PRAIRIE FARMS DAIRY	FS/MANNS/FOOD PURCHASE	3,420.23
007961 09/30/2021	1	Opn	VAN EERDEN FOOD SERVICE COMPA	FS/MANNS/FOOD & PAPER PURCHASE	17,702.64
007962 09/30/2021	1	Opn	WAKELAND OIL	FS/MANNS/GAS	166.08
007963 10/07/2021	1	Opn	BANANA BROTHERS PRODUCE	FS/MANNS/FOOD PURCHASE	8,325.00
007964 10/07/2021	1	Opn	GREAT LAKES COCA-COLA DISTRIBU	FS/MANNS/FOOD PURCHASE	459.16
007965 10/07/2021	1	Opn	PRAIRIE FARMS DAIRY	FS/MANNS/FOOD PURCHASE	3,413.86
007966 10/07/2021	1	Opn	VAN EERDEN FOOD SERVICE COMPA	FS/MANNS/FOOD PURCHASE	21,282.54
007967 10/14/2021	1	Opn	BANANA BROTHERS PRODUCE	FS/MANNS/FOOD PURCHASE	9,552.00
007968 10/14/2021	1	Opn	PRAIRIE FARMS DAIRY	FS/MANNS/FOOD PURCHASE	2,863.04
007969 10/14/2021	1	Opn	ROBINSON, KAREN	FS/MILEAGE	56.00
007970 10/14/2021	1	Opn	RYAN'S REFRIGERATION LLC	FS/MANNS/REPAIR	604.85
007971 10/14/2021	1	Opn	VAN EERDEN FOOD SERVICE COMPA	FS/MANNS/FOOD PAPER CLEANING SUP	20,528.17
Total of All Checks					123,684.09
Less Voids					0.00
Grand Total					123,684.09

Check Summary

Check Status	Count	Amount
Open	14	93,062.07
Cleared	6	30,622.02
Void	0	0.00
Total	20	123,684.09

Check # / Date	Run	Status	Vendor	Invoice Description	Amount
600967 09/28/2021	1	Opn	LA CONSTRUCTION	SUMMER 2021 PROJECTS THRU 8/31	310,319.33
600968 09/28/2021	1	Opn	PROFESSIONAL THERMAL SYSTEMS	I OHS INTERIOR UPGRDS THRU 8/31/21	230,845.40
600969 09/28/2021	1	Opn	R. C. HENDRICK & SONS., INC.	EMERSON STAIRWELL THRU 8/31/21	67,396.05
600970 09/28/2021	1	Opn	SPICER GROUP INC.	PROF SRVS THRU 8/28 -SUMMER 2021	19,888.00
Total of All Checks					628,448.78
Less Voids					0.00
Grand Total					628,448.78

Check Summary

Check Status	Count	Amount
Open	4	628,448.78
Cleared	0	0.00
Void	0	0.00
Total	4	628,448.78

Check # / Date	Run	Status	Vendor	Invoice Description	Amount
900606 09/28/2021	1	Opn	A-4 ACCESS LLC	CONSTRUCTION THRU 8/31/21	3,547.80
900607 09/28/2021	1	Opn	ASBESTOS ABATEMENT INC.	CONSTRUCTION THRU 8/31/21	1,024.00
900608 09/28/2021	1	Opn	BLUEWATER TECHNOLOGIES GROUP	CONSTRUCTION THRU 8/31/21	36,135.05
900609 09/28/2021	1	Opn	CLARK CONSTRUCTION	CONSTR MGMT FEE-AUG 21	37,394.05
900610 09/28/2021	1	Opn	DELTA STEEL	CONSTRUCTION THRU 8/31/21	3,636.00
900611 09/28/2021	1	Opn	INTERKAL, LLC	CONSTRUCTION THRU 8/31/21	3,778.70
900612 09/28/2021	1	Opn	LA CONSTRUCTION	CONSTRUCTION THRU 8/31/21	7,120.00
900613 09/28/2021	1	Opn	LANSING TILE & MOSAIC, INC.	CONSTRUCTION THRU 8/31/21	81,618.67
900614 09/28/2021	1	Opn	NILES CONSTRUCTION SERVICES IN	CONSTRUCTION THRU 8/31/21	14,175.00
900615 09/28/2021	1	Opn	PROFESSIONAL THERMAL SYSTEMS I	CONSTRUCTION THRU 8/31/21	60,400.00
900616 09/28/2021	1	Opn	RAYHAVEN GROUP, INC.	CONSTRUCTION THRU 8/31/21	8,411.50
900617 09/28/2021	1	Opn	SCHIFFER MASON CONTRACTORS IN	CONSTRUCTION THRU 8/31/21	280,906.25
900618 09/28/2021	1	Opn	SCHINDLER ELEVATOR CORPORATIO	CONSTRUCTION THRU 8/31/21	12,667.25
900619 09/28/2021	1	Opn	SUPERIOR ELECTRIC OF LANSING IN	CONSTRUCTION THRU 8/31/21	119,467.18
900620 09/28/2021	1	Opn	TLS SALES, INC.	CONSTRUCTION THRU 8/31/21	1,505.00
900621 09/28/2021	1	Opn	TRAVERSE CITY GLASS	CONSTRUCTION THRU 8/31/21	133,672.60
900622 09/28/2021	1	Opn	WENGER CORPORATION	CONSTRUCTION THRU 8/31/21	4,962.60
Total of All Checks					810,421.65
Less Voids					0.00
Grand Total					810,421.65

Check Summary

Check Status	Count	Amount
Open	17	810,421.65
Cleared	0	0.00
Void	0	0.00
Total	17	810,421.65

ACCOUNT SUMMARY

OWOSSO PUBLIC SCHOOLS • JULIE OMER • 645 ALGER ST - PO BOX 340 • OWOSSO, MI48867-4601

* Indicates required field

SEARCH CRITERIA

[Advanced Search >](#)

Reporting Cycle:

Select



Date Range:

From:* 09/07/2021



To:* 10/04/2021



Date Type:

Posting Date



Data available starting 10/21/2018

Search

SEARCH RESULTS

<u>Account Name</u>	<u>Account Number*</u>	<u>Transaction Amount</u>
EMERSON ELEMENTARY	[REDACTED]	853.64
MIKE GRAHAM	[REDACTED]	1,147.88
FRED LAB	[REDACTED]	57.26
LINCOLN HIGH SCHOOL	[REDACTED]	522.13
BRIGHT BEGINNINGS OFFICE	[REDACTED]	663.85
OWOSSO SCHOOLS	[REDACTED]	906.03
CTE CULINARY ARTS	[REDACTED]	1,397.82
CTE CONSTRUCTION TRADES	[REDACTED]	1,442.15
JOE HICKEY	[REDACTED]	552.82
OWOSSO PUBLIC SCHOOLS	[REDACTED]	0.00
BRYANT ELEMENTARY	[REDACTED]	498.84
DAN CLARK	[REDACTED]	21.73
BEN COBB	[REDACTED]	318.14
OWOSSO HIGH SCHOOL	[REDACTED]	3,211.07
JOHN QUICK	[REDACTED]	926.18
OWOSSO MIDDLE SCHOOL	[REDACTED]	1,249.05
CENTRAL ELEMENTARY	[REDACTED]	951.45
DISTRICT TRAVEL	[REDACTED]	293.10
CENTRAL OFFICE	[REDACTED]	8,200.10
BRYANT ELEMENTARY	[REDACTED]	124.56
OWOSSO HIGH SCHOOL 2	[REDACTED]	628.44
BRIGHT BEGINNINGS	[REDACTED]	77.34

24,043.60

Financials

OWOSSO PUBLIC SCHOOLS
BOARD OF EDUCATION
September 30, 2021
Report 21-31

Statement of Deposits and Investments
As of 9/30/2021
Unaudited

	General Fund	School Service	Building & Site	Capital Projects Bond Fund	Debt Service Fund	Total
Summary of Deposits and Investments						
Cash on hand	\$ 1,236,159	\$ 43,901	\$ 1,515	\$ 959	\$ 179,315	\$ 1,461,849
Investments	4,934,923		3,811,120	489,456	1,126,978	10,362,477
Total Deposits and Investments	\$ 6,171,082	\$ 43,901	\$ 3,812,635	\$ 490,415	\$ 1,306,294	\$ 11,824,326
 Detail of Deposits and Investments						
Cash on hand	\$ 1,236,159	\$ 43,901	\$ 1,515	\$ 959	\$ 179,315	\$ 1,461,849
Petty Cash on hand	-		-	-	-	
Total Cash on hand	\$ 1,236,159	\$ 43,901	\$ 1,515	\$ 959	\$ 179,315	\$ 1,281,575
Chemical Bank Savings Account	\$ 5,768	\$ -	\$ 87			\$ 5,855
Mich Class Investment	4,929,155	-	3,811,033	489,456	1,126,978	10,356,622
 Total Investments	 \$ 4,934,923	 \$ -	 \$ 3,811,120	 \$ 489,456	 \$ 1,126,978	 \$ 10,362,477
 Total Deposits and Investments	 \$ 6,171,082	 \$ 43,901	 \$ 3,812,635	 \$ 490,415	 \$ 1,306,294	 \$ 11,824,326

OWOSSO PUBLIC SCHOOLS
BOARD OF EDUCATION
 September 30, 2021
 Report 21-31

Combined Statement of Revenue, Expenditures, and Fund Balance
General, School Service, and Capital Project Funds
As of 9/30/2021
 Unaudited

	General Fund			School Service Fund			Capital Projects Fund-Sinking Fund and Cook Family Foundation					
	ORIGINAL BUDGET	YTD Actual	Over (Under) Budget	% Rec'd/Used	ORIGINAL BUDGET	YTD Actual	Over (Under) Budget	% Rec'd/Used	ORIGINAL BUDGET	YTD Actual	Over (Under) Budget	% Rec'd/Used
REVENUE												
Local sources	3,684,679	162,403	(3,522,276)	4%	56,214	10,146	(46,068)	18%	1,184,629	233	(1,184,396)	0%
State sources	25,688,303		(25,688,303)	0%	63,706		(63,706)	0%	37,794		(37,794)	0%
Federal sources	1,143,024		(1,143,024)	0%	1,514,424	76,658	(1,437,766)	5%	-	-	-	-
Interdistrict sources-RESD	740,946	11,791	(728,155)	2%	-	-	-	-	-	-	-	-
Interdistrict sources-transfers in and other sources	-	-	-	-	-	-	-	-	-	-	-	-
Total revenue and other sources	\$ 31,256,952	\$ 174,194	\$ (31,082,758)	1%	\$ 1,634,344	\$ 86,804	\$ (1,547,540)	5%	\$ 1,222,423	\$ 233	\$ (1,222,190)	0%
EXPENDITURES												
INSTRUCTION												
BASIC PROGRAMS:												
ELEMENTARY	7,626,662	703,667	(6,923,015)	9%								
MIDDLE SCHOOL	3,575,986	304,624	(3,271,332)	9%								
HIGH SCHOOL	4,335,333	349,943	(3,985,390)	8%								
ALTERNATIVE EDUCATION	466,631	36,347	(420,284)	8%								
PRESCHOOL	151,573	31,106	(120,467)	21%								
PRESCHOOL (MICHIGAN READINESS) GRANT	188,298	46	(188,252)	0%								
TOTAL BASIC PROGRAMS	\$ 16,334,473	\$ 1,425,733	\$ (14,908,740)	9%								
ADDED NEEDS:												
SPECIAL EDUCATION	3,510,763	297,729	(3,213,034)	8%								
CHILDCARE PROGRAM	298,910	46,160	(252,750)	15%								
TITLE I GRANT	775,764	56,662	(717,102)	8%								
ESSER GRANTS (STABIL COVID SUPPLIES, FORMUL/	-	155,273	155,273									
GEERS FUND, CHILDCARE GRANTS	-	-	-									
VOCATIONAL EDUCATION	701,820	36,348	(665,472)	5%								
AT RISK GRANT	1,343,389	81,463	(1,261,906)	6%								
ROBOTICS, ADAPTIVE TECH GRANTS	11,049	-	(11,049)	0%								
ESSER SUMMER GRANTS	-	94,773	94,773									
EARLY LITERACY GRANT/LITERACY COACH GRANT	179,455	20,091	(159,364)	11%								
TOTAL ADDED NEEDS	\$ 6,821,150	\$ 790,519	\$ (6,030,631)	12%								
CONTINUING EDUCATION:												
ADULT EDUCATION	172,066	-	(172,066)	0%								
COMMUNITY EDUCATION	155,286	36,179	(119,077)	23%								
TOTAL CONTINUING EDUCATION	\$ 327,322	\$ 36,179	\$ (291,143)	11%								
TOTAL INSTRUCTION	\$ 23,482,945	\$ 2,252,430	\$ (21,230,515)	10%								
SUPPORTING SERVICES:												
PUPIL SERVICES:												
GUIDANCE SERVICES	361,005	36,592	(322,413)	11%								
TOTAL PUPIL SERVICES	\$ 361,005	\$ 36,592	\$ (322,413)	11%								
INSTRUCTIONAL STAFF:												
TITLE II, PART A/RURAL EDUCATION GRANT/TITLE IV	338,009	23,074	(314,935)	7%								
IMPROVEMENT OF INSTRUCTION	337,031	61,350	(275,681)	18%								
MEDIA SERVICES	176,270	17,176	(159,094)	10%								
TOTAL INSTRUCTIONAL STAFF	\$ 851,310	\$ 101,599	\$ (749,711)	12%								
GENERAL ADMINISTRATION:												
BOARD OF EDUCATION	114,966	24,411	(90,555)	21%								
EXECUTIVE ADMINISTRATION	413,851	95,983	(317,868)	23%								
HUMAN RESOURCES	230,863	44,390	(186,473)	19%								
TOTAL GENERAL ADMINISTRATION	\$ 759,680	\$ 164,784	\$ (594,896)	22%								

OWOSSO PUBLIC SCHOOLS
BOARD OF EDUCATION
September 30, 2021
Report 21-31

Combined Statement of Revenue, Expenditures, and Fund Balance
General, School Service, and Capital Project Funds
As of 9/30/2021
Unaudited

	General Fund			School Service Fund			Capital Projects Fund- Sinking Fund and Cook Family Foundation					
	ORIGINAL BUDGET	YTD Actual	Over (Under) Budget	% Rec'd/ Used	ORIGINAL BUDGET	YTD Actual	Over (Under) Budget	% Rec'd/ Used	ORIGINAL BUDGET	YTD Actual	Over (Under) Budget	% Rec'd/ Used
SCHOOL ADMINISTRATION:												
SCHOOL ADMINISTRATION	\$ 2,724,185	\$ 547,071	\$ (2,177,114)	20%								
TOTAL SCHOOL ADMINISTRATION	\$ 2,724,185	\$ 547,071	\$ (2,177,114)	20%								
BUSINESS SERVICES:												
FISCAL SERVICES	\$ 379,121	\$ 88,352	\$ (290,769)	23%								
TECHNOLOGY MANAGEMENT	445,018	72,531	(372,487)	16%								
TOTAL BUSINESS SERVICES	\$ 824,139	\$ 160,883	\$ (663,256)	20%								
OPERATIONS AND MAINTENANCE:												
OPERATIONS AND MAINTENANCE	\$ 3,088,838	\$ 667,677	\$ (2,421,161)	22%								
TOTAL OPERATIONS AND MAINTENANCE	\$ 3,088,838	\$ 667,677	\$ (2,421,161)	22%								
PUPIL TRANSPORTATION SERVICES:												
PUPIL TRANSPORTATION	\$ 1,016,859	\$ 116,052	\$ (900,807)	11%								
TOTAL PUPIL TRANSPORTATION	\$ 1,016,859	\$ 116,052	\$ (900,807)	11%								
OTHER SERVICES:												
COMMUNICATION SERVICES	55,117	13,877	(41,240)	25%								
ATHLETICS	442,371	37,299	(405,072)	8%								
PRINTING AND OTHER SUPPORT SERVICES	48,295	8,206	(40,089)	17%								
TOTAL OTHER SERVICES	\$ 545,783	\$ 59,382	\$ (486,401)	11%								
TOTAL SUPPORTING SERVICES	\$ 10,171,799	\$ 1,856,040	\$ (8,315,759)	18%								
OUTGOING TRANSFERS/FUND MODIFICATIONS:												
OTHER	45,000	21,105	(23,895)	47%								
TOTAL OUTGOING TRANSFERS/FUND MODIFICATIONS	\$ 45,000	\$ 21,105	\$ (23,895)	47%								
FOOD SERVICE EXPENDITURES												
CAPITAL PROJECT EXPENDITURES	\$ 33,699,744	\$ 4,129,575	\$ (29,570,169)	12%	\$ 1,656,519	\$ 280,445	\$ (1,376,074)	17%	\$ 1,675,111	\$ 955,692	\$ (719,419)	57%
TOTAL EXPENDITURES	\$ 33,699,744	\$ 4,129,575	\$ (29,570,169)	12%	\$ 1,656,519	\$ 280,445	\$ (1,376,074)	17%	\$ 1,675,111	\$ 955,692	\$ (719,419)	57%
REVENUE OVER or (UNDER) EXPENDITURES	\$ (2,442,792)	\$ (3,955,381)	\$ (1,512,589)		\$ (22,175)	\$ (193,641)	\$ (171,466)		\$ (452,688)	\$ (955,459)	\$ (602,771)	
AUDITED FUND BALANCE, JULY 1, 2021	5,750,851	5,750,851			4,768,094	4,768,094			4,768,094	4,768,094		
PROJECTED FUND BALANCES - June 30, 2022	3,308,059				(22,175)				4,315,406			

2021-2022 Audit Report

**OWOSSO PUBLIC SCHOOLS
Board of Education Meeting
October 25, 2021**

Report 21-32

FOR ACTION

Subject:

Audit Report

Recommendation:

Resolve that the Board of Education approve the audit report for the 2020-21 fiscal year

Rationale:

The audit report prepared by Maner Costerisan, P.C. indicates an “unqualified” opinion and therefore will indicate that the financial statements present fairly the financial operations of the District.

Facts/Statistics:

- Nick West, the representative from Maner Costerisan who led the audit engagement, has reviewed the financial statements with the Board at this meeting and has answered any questions the Board may have regarding the contents.
- The audit of the District’s financial statements is conducted on an annual basis by outside auditors, in this case, Maner Costerisan, P.C.
- The audit is conducted to verify that the financial statements prepared by the District present fairly and in accordance with Generally Accepted Auditing Principles the financial operations of the District.
- The approval of the financial statements is a matter of routine business to the District.

Motion

Seconded

Vote – Ayes

Nays

Motion

OMS Washington D.C. Trip

OWOSSO PUBLIC SCHOOLS
Board of Education Meeting
October 25, 2021
Report 21-33

FOR ACTION

Subject:

Out-of-State Student Travel – OMS 2022 Washington D.C. trip.

Recommendation:

Resolve that the Board of Education approve the out-of-state travel for Owosso Middle School and Owosso 9th and 10th grade students and staff on a Washington D.C. trip, to the Capital of the United States on April 27-29 in the year 2022.

Rationale:

Dr. Dwyer and approximately 60-80 8th-10th grade students will travel by plane to the country's capital. Dr. Dwyer and 6-10 other chaperones (OPS Staff and Parents) have gone on this trip for the past several years. This is an enhancement of the Social Studies curriculum and is the major extracurricular activity for the Social Studies department for 2021-2022.

Statement of Purpose:

The purpose of this trip is to visit our country's capital and view first-hand the monuments, documents, memorials, and sites that our country was founded on.

Facts/Statistics:

This trip is sponsored by Owosso Middle School and the Social Studies department. Students are responsible to earn money for all costs. Chaperones and students will leave for the trip before school starts on April 27, 2022. Students will be home April 29 around 11:00 P.M. Two parent meetings will take place before students go on the trip. The cost of the trip this year is estimated at \$1200. Hemisphere Educational Travel is our trips organizer.

Motion

Seconded

Vote – Ayes

Nays

Motion

Owosso Performing Arts Center Fee Structure

OWOSSO PUBLIC SCHOOLS
Board of Education Meeting
October 25, 2021
Report 21-34

FOR ACTION

Subject:

Owosso Performing Arts Center Rental Fee Structure

Statement of Purpose/Issue:

Resolve that the Board of Education approve: **The Owosso Performing Arts Center Rental Fee Structure**

Facts / Statistics:

This fee structure was constructed by assessing rental agreement structures, facility rules, rental rates, and equipment rental documents from six school districts and the University of Michigan.

District Goal Addressed:

Routine Business

Motion

Seconded

Vote – Ayes

Nays

Motion

Owosso Performing Arts Center
FACILITY RENTAL INFORMATION

(August 2021)

Groups
A
<ul style="list-style-type: none"> • Owosso Public Schools • Any organization or group directly connected with Owosso Public Schools, including, but not limited to: bands, choirs, student council, drama clubs, school sponsored athletics, approved student organizations/clubs, scout groups and other school sponsored or school partner organizations. • Governmental agencies and non-profit organizations holding public meetings and activities of city-wide interest which involve the public good. Such events must be offered free of charge and with no collection being taken. <p>NOTE: If admission or entry fees are charged, the organization/group cannot qualify under this category.</p>
B
Owosso based non-profit organizations of a charitable, civic, social, cultural, educational, religious or recreational nature, including but not limited to: other theater groups, churches, and service clubs.
C
Non-Owosso based non-profit organizations of a charitable, civic, social, cultural, educational, religious or recreational nature, including but not limited to: other theater groups, churches, and service clubs.
D
For profit companies hosting events for which an admission is charged. All commercial and professional enterprises are included in this category. Events may include but are not limited to: concerts, magic shows, plays, recitals, dance competitions, theater productions, etc.

Facility Rental Fees & Personnel Charges <u>PER HOUR</u>				
All PAC rentals shall be charged a minimum of two hours for use.				
Space	Group	Rental Rate	Auditorium Technician	Custodial
Performing Arts Center (inclusive of stage, main seating area, lobby, concession & ticket windows)	A	No charge	No charge	No charge
Classroom within the PAC	A	No charge	No charge	No charge
Performing Arts Center (inclusive of stage, main seating area, lobby, concession & ticket windows)	B	\$100 per hour plus personnel charges	\$25 per hour per technician	\$22 per hour
Performing Arts Center (inclusive of stage, main seating area, lobby, concession & ticket windows)	C	\$175 per hour plus personnel charges	\$25 per hour per technician	\$22 per hour
Performing Arts Center (inclusive of stage, main seating area, lobby, concession & ticket windows)	D	\$250 per hour plus personnel charges	\$25 per hour per technician	\$22 per hour
Classroom within the PAC	B, C & D	\$25 per hour per classroom	\$25 per hour per technician	\$22 per hour
A minimum of one auditorium technician and one custodian is required for all rentals, inclusive of set-up and/or rehearsal times.				
If an event exceeds more than 8 hours per day, overtime rates of 1.5 times the listed rate apply.				

Equipment Rental Rates <u>PER DAY</u>	
Rates apply to Groups B, C & D.	
Item	Rental Rate
Wireless lapel microphone (if more than two are needed)	\$15 each
Wireless handheld microphone (if more than two are needed)	\$15 each
Advanced Lighting Set-Up (anything more than listed in the basic lighting description)	\$200 flat fee plus \$25 per hour 4 hour minimum to design The technician will provide an estimate of hours to design the lighting set-up. Depending on complexity, a second technician may need to be added.
Basic Lighting Set-Up (white lights that do not change during the event)	No charge
Basic Audio Visual Set-Up (two wireless microphones (handhelds or lavs), computer w/sound, projection & screen)	No charge
Acoustical Shell	\$150 flat rate
Risers	\$50 flat rate
Tables	No charge – limited availability
Chairs	No charge – limited availability
Internet Access	No charge
Laser pointer	No charge
DVD Player	No charge
Screen	No charge
Power needed on stage	No charge
Podium with wireless microphone	No charge
Microphone stands	No charge
If items are lost or broken, the renter will be charged for the full replacement cost.	

Terms of Rental Agreement for the Owosso Performing Arts Center

1. All school activities have precedence over non-school use.
2. A 25% deposit is required with the signed facility use agreement form. This deposit will be applied to the final total amount due at the end of the event. Deposit will not be refunded for events cancelled by the renter less than 14 days prior to the beginning of the event.
3. No food or beverages, other than water, are permitted in the auditorium.
4. Auditorium lighting, sound, and technology must be scheduled a **minimum of two weeks prior to the event.**
5. Use of the facility and area beyond the contracted agreement will be billed.
6. Fees are subject to change after July 1 of each year.

Rules

- According to Michigan law, all school buildings and grounds are tobacco and alcohol free.
- Flammable substances may not be used within the center.

Liability

- Users of school facilities shall agree to indemnify the school district, to the extent permitted by Michigan law, for any damage to school or other property by any person or persons attending the activity.
- A Certificate of Liability insurance policy is required by the district.
- Renters agree to assume full responsibility for injury or death of activity participants and damages to property that may occur in the facility they are using. The district is responsible for obtaining a signed application form on which the user accepts responsibility for such liability.
- If a group brings in its own equipment, the district assumes no liability in connection with the use, loss or damage of that equipment. Any equipment must be removed from the site after the rental is completed.

Supervision

- All activities must be supervised by a competent and responsible adult, with the organization using the facilities assuming full responsibility for any damage.
- School personnel on duty (custodian or auditorium technician) will supervise the operations of the facilities, but are not required to supervise the group or its activities.
- Please confine your facility use to the areas reserved in advance. For safety reasons, children need to stay with the group and be supervised by the group at all times.
- Please leave areas of use in an orderly condition. Materials in classrooms are not to be used. If additional hours are required for clean-up, an additional charge for personnel costs will be billed.
- Please report damage to facilities or equipment immediately to authorized school personnel.
- A district auditorium technician is required for all community auditorium facility use.

Cancellation

- When Owosso Public Schools are closed due to inclement weather or building emergencies, rentals may be cancelled.

Authorization given for use of school facilities shall not be considered an endorsement or approval of the activity, group or organization nor the purpose they may represent.



OWOSSO PUBLIC SCHOOLS

Ready for the World

Revised Policy 5460.01- Lincoln High School Graduation Requirements

OWOSSO PUBLIC SCHOOLS
Board of Education Meeting
October 25, 2021
Report 21-35

FOR ACTION

Subject:

Revised Policy 5460.01 – Lincoln High School Graduation Requirements

Statement of Purpose/Issue:

Resolve that the Board of Education adopt: **Revised Policy 5460.01 – Lincoln High School Graduation Requirements**

Facts / Statistics:

Revisions to policy 5460.01 decrease the number of subjects or courses Lincoln High School students must enroll in each trimester from seven (7) to six (6). Revisions reduce the number of credits granted in a subject or course at Lincoln High School from three and one half (3.5) to three (3.0); thereby, the number of credits a student can earn each year decreases from 10 and one half (10.5) to nine (9).

District Goal Addressed:

Routine Business

Motion

Seconded

Vote – Ayes

Nays

Motion

Book

Policy Manual

Section

5000 Students

Title

LINCOLN HIGH SCHOOL GRADUATION REQUIREMENTS

Code

po5460.01

Status

Active

Adopted

July 11, 2005

Last Revised

June 28, 2021

5460.01 - LINCOLN HIGH SCHOOL GRADUATION REQUIREMENTS

It shall be the policy of the Board of Education to acknowledge each student's successful completion of the instructional program or a personal curriculum appropriate to the achievement of District goals and objectives as well as personal proficiency, by the awarding of a diploma at graduation ceremonies.

The Board shall annually notify each of its students and a parent or legal guardian of each of its students that all students are entitled to a personal curriculum. The annual notice shall include an explanation of what a personal curriculum is and state that if a personal curriculum is requested, the public school or public school academy will grant that request. The District shall provide this annual notice to parent and legal guardians by sending a written notice to each student's home or by including the notice in a newsletter, student handbook, or similar communication that is sent to a student's home, and also shall post the notice on the District website.

Credit may be earned by:

- A. traditional course work;
- B. demonstrating mastery of subject area content expectations or guidelines for the credit;
- C. related course work in which content standards are embedded;
- D. non-traditional course work;

- E. independent teacher-guided study;
- F. testing out;
- G. dual enrollment;
- H. advanced placement courses;
- I. international baccalaureate or other "early college" programs;
- J. Michigan Department of Education (MDE)-approved formal career and technical (CTE) program or curriculum; or
- K. on-line class.

Students shall successfully complete an on-line course or learning experience OR shall have the on-line learning experience incorporated into each of the required credits of the Michigan Merit Curriculum.

Special education students who properly complete the programs specified in their I.E.P., or in a personal curriculum, and meet the requirements for a high school diploma, and have received the recommendation of the I.E.P.C. may participate in graduation activities as recommended by the student's I.E.P.C. Reasonable accommodation shall be made for students with disabilities, as defined under State or Federal law, to assist them in taking any required tests or assessments for graduation.

For State-mandated curriculum requirements, a student shall be granted credit toward graduation if s/he successfully completes the subject area content expectations or guidelines developed by the department that apply to the credit. A student may also receive credit if s/he earns a qualifying score, as determined by the State on the assessments developed or selected for the subject area by the State or the student earns a qualifying score, as determined by the District on one or more assessments developed or selected by the School District that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit. For subject areas and courses in which a final examination is used as the assessment for successful attainment of the subject area content, a grade of C+ or better is required.

The Board shall grant credit toward high school graduation for any student who successfully completes, prior to entering high school, a State-mandated curriculum requirement, provided s/he completes the same content requirements as the high school subject area, and the student has demonstrated the same level of proficiency on the material as required of the high school students.

For elective courses, which are not State-mandated curriculum requirements, the Board shall grant credit to any high school student who is not enrolled in the course, but has exhibited a reasonable level of knowledge of the subject matter of the course by achieving C+ or better in the final exam for the course, or, if there is no final exam, through the basic assessment used for the course, which may consist of a portfolio, paper, project, presentation or other established means.

Credit earned through mastery without enrollment in the course shall be based on a "credit" (CR) grade and shall not be included in the computation of grade point average for any purpose. Such credit shall be counted toward the required number of credits needed for graduation. Mastery credits shall be counted toward any subject area requirement and any course sequence requirement. Once mastery credit is earned in a subject area, a student may not receive further credit for a lower sequence course in the same subject area.

A high school student shall be granted credit in any foreign language not offered by the District providing the student meets the competency criteria established by the Superintendent.

The career and technical education credits may include work-based learning by a student working at a business or other work setting with appropriate oversight by the District over the student's experience and learning in the work setting in which the work-based learning occurs.

Commencement exercises will include only those students who have successfully completed requirements as certified by the high school principal. No student who has completed the requirements for graduation shall

be denied a diploma as a disciplinary measure. Because participation in commencement ceremonies is a privilege, not a right, a student may be denied such participation when personal conduct so warrants.

The principal will offer all graduating seniors an opportunity to audition to address the graduating class at commencement. The Principal, in consultation with the Superintendent, has the right to remove the student if s/he can reasonably forecast a disruption to the ceremony.

Personal Curriculum Option

Lincoln High School students and parents/legal guardians have the right to request a Personal Curriculum (PC) which modifies certain requirements of the Michigan Merit Curriculum (MMC) as permitted by state law. All requests will be reviewed for eligibility before any modification is executed.

COURSE REQUIREMENTS

Minimum graduation requirements are established by the State of Michigan and Michigan Department of Education. The Owosso Board of Education shall ensure that each student in the Owosso Public Schools is offered the curriculum necessary to meet these requirements.

Special Education students: The Individualized Education Plan (IEP) shall identify the appropriate course or courses of study and identify the supports, accommodations, and modifications necessary to allow the student to progress in the curricular requirements, or in a Personal Curriculum, and meet the requirements for a high school diploma. The role of the IEP is to support the student's progress in the general curriculum where possible; however exceptions to the general curriculum may affect the student's ability to meet the curriculum requirements for a diploma. IDEA 2004 establishes a right to a free and appropriate public education however it does not establish an entitlement to a diploma.

Personal Curriculum modifications are allowed to the above requirements as outlined by the State Board of Education.

Credits

One half (0.5) unit of credit may be earned for a course when the requirements have been successfully completed.

A student must be enrolled each trimester in ~~seven~~ **six (7-6)** subjects or courses totaling ~~three and one-half~~ **three (3-5 3.0)** credits. Therefore, during each year at Lincoln High School, the student will have had the opportunity to earn ~~ten and one-half~~ **nine (10-5-9)** units of credit. (Any deviation from this requirement must have the principal's approval.)

The Lincoln High School principal is delegated the authority to interpret credits needed to graduate for students who transfer into the school district from other school systems which may require fewer credits for graduation.

Credit Deficiencies: A student with credit deficiencies may earn credits via night school, independent study, and/or summer school. These options may be taken with the approval of the building principal or his/her designee in addition to the credits earned in the day school program. A maximum of two (2) credits may be earned outside of the mandated academic school year(s) unless administrative approval is granted.

Testing Requirement

All District students are required to take all parts of the State mandated test, Michigan Merit Exam and/or any other State of Federal required testing program. These tests will be administered at the high school level. All students are expected to put forth their reasonable best effort.

If a student refuses to take the state-mandated test during the prescribed testing window or make-up testing window, s/he will not be allowed to participate/walk at graduation ceremonies of Lincoln High School. Students who meet or exceed the standards set for the State mandated test, Michigan Merit Exam or an alternative test will receive one-half (0.5) elective credit.

Unit Requirements for Graduation

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board, the Michigan Department of Education (MDE), and as provided by State law.

Diplomas

Any student issued a diploma from Lincoln High School (who is enrolled in off site classes for credit) will be required to complete these graduation requirements.

Obligations

Students who have not fulfilled all financial obligations to the school or who have not returned issued textbooks, library books and/or equipment belonging to the school may have their schedule, report card, transcripts or cap and gown withheld until all obligations are met.

Revised 4/06
Revised 1/22/07
Revised 6/11/07
Revised 12/10/07
Revised 5/27/08
Revised 1/12/09
Revised 12/14/09
Revised 1/24/11
Revised 6/22/15
Revised 2/22/21

Legal

M.C.L.A. 380.1166, 380.1278a(1), 380.1278a(2), 380.1278a(4)(c),
380.1279b

20 U.S.C. 1400 et seq.

20 U.S.C. 1401 et seq.

29 U.S.C. 794

42 U.S.C. 12131 et seq.

For Future Action

Obsolete Materials – Transportation

OWOSSO PUBLIC SCHOOLS
Board of Education Meeting
October 25, 2021

Report 21-36

FOR FUTURE ACTION

Subject:

Declaration of Obsolete Material – Bus #99-31 and Bus #04-38

Recommendation

Resolve that the Board of Education authorize the Owosso Public School’s Transportation department to dispose of two buses that can no longer meet the transportation needs of students

Facts/Statistics:

Pursuant to Board Policy #7300, “the Board shall direct the periodic review of all District property and authorize the disposition by sale, donation, trade, or discard of any property not required for school purposes”. The buses are not expected to pass inspection and it is being requested that the buses be disposed of to avoid them being red tagged. The information regarding the buses are as follows:

- Bus #99-31
- 1999 Bluebird Diesel
- 267,786 miles
- VIN #1HVBBAAP7WH606713

- Bus #04-38
- 2004 Bluebird Diesel
- 253,963 miles
- VIN #1HVBBAAP74H673888

If authorized by the Board, the District will pursue scrapping or putting the buses up for sale utilizing a method that is suitable and brings the highest dollar. Proceeds from the sales of the buses will be returned to the general fund.

Motion

Seconded

Vote – Ayes

Nays

Motion

For Information

Personnel Update

**OWOSSO PUBLIC SCHOOLS
Board of Education
October 25, 2021
Report 21-37**

FOR INFORMATION

Subject:
Personnel Update

Accepted Positions

Madalyn Patrix has accepted the Substitute Food Service Worker position at Bryant Elementary.

Dana Shepard has accepted the Substitute Paraprofessional position at Bryant Elementary.