

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

7:00 PM

**MEETING AGENDA
Monday, February 27, 2023**

Community Conference Rm

CALL TO ORDER

Tom Buffett, Katie Cavanaugh, Shulawn Doxie, Mary Gebara, Melanie Lynn, Andrew Phelps and Jayme Taylor

WELCOME AND MEETING FORMAT

Welcome to this regular meeting of the Okemos Board of Education held in public for the purpose of conducting the business of the school board.

There are two opportunities for public comment: Citizens who wish to address agenda or non-agenda items will have an opportunity at the beginning of the meeting, as well as near the end of the meeting. In-person individuals who wish to address the board must complete a blue form, located with the agendas near the room entrance, and present it to the board's secretary prior to the start of the agenda item. Virtual participants must submit their name and address in a message through the chat box located in Zoom's meeting controls prior to the start of the agenda item.

At the appropriate point in the agenda, the board president will call upon individuals who have submitted a blue card or chat message and that individual's microphone will be un-muted for their comments.

PRESENTATION: Safety & Security

Safety and Security Consultant Dr. Margaret Coggins will provide information regarding the district's approach to workplace violence, prevention, and threat assessment.

PRESENTATION: Benchmark Assessment Data

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

CITIZENS ADDRESS AGENDA AND NON-AGENDA ITEMS

At this time in the meeting, citizens have an opportunity to address the board regarding items of interest that that may or may not be part of the evening's agenda. Citizens are required to limit comments to three minutes, except when this requirement is waived by the board president during the meeting. A designated timekeeper will communicate to the individual who is addressing the board at three minutes. The board highly values public comment and input; however, the board meeting format is designed to facilitate the evening's agenda and, therefore, restricts board members from engaging in conversation with speakers or immediately responding to questions. Questions and concerns may be addressed by the board later in the agenda and may be assigned for follow-up by the board or superintendent at a later date.

HIGH SCHOOL STUDENT REPORTS/REQUESTS

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

SUPERINTENDENT REPORTS/REQUESTS

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

BOARD REPORTS/REQUESTS

The board will acknowledge receipt of correspondence.

Individual board members may highlight other events and issues of interest and request follow-up on other matters of concern.

ACTION ITEMS

Within Action Items, there is a Consent Agenda to expedite the business of the board which groups a number of items together to be dealt with by one action of the board. However, items in the consent agenda may be extracted by individual board member request for further discussion or clarification.

CONSENT AGENDA

In an effort to expedite the business of the board of education, but in no way meant to diminish the importance of each item, a Consent Agenda has been developed.

That the board approve items 1 and 2 for immediate implementation and appropriate action. Item 1: Approval of the minutes of the Regular Meeting of February 13, 2023; Item 2: Acknowledge receipt of the leave of absence report and approve the requested leave of absence for Shawn Belanger, Kindergarten Teacher at Hiawatha for the period of March 13, 2023 through May 5, 2023; Carolyn Capozzo, Special Education Teacher at CMS for the period of May 19, 2023 through October 31, 2023; Kaitlyn Chen, 6th grade Teacher at Kinawa for the period of March 17, 2023 through June 10, 2023; and Ashleigh Fesko, 1st grade Teacher at Cornell for the period of May 15, 2023 through October 23, 2023.

OTHER ACTION ITEMS

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

Employment - Certified

The hiring of all certified employees must be approved by the board of education; employment of support staff shall be in accordance with school district policy.

That the board approve the employment of Tim Kilberg, Elementary Resource Teacher for the district at Division II, Step 9 of the teacher salary schedule, effective March 6, 2023 in accordance with sections 1230 (2) and 1230 a (2) of the Revised School Code conditioned upon receipt of acceptable criminal history checks and criminal records checks.

Final Reading - Board Policy

The board approved first reading of policy 5106 Student Gender Identity during its meeting of January 13, 2023. The policy was then posted to the district's web site for public review/comment for 30 days or more per board policy

That the board waive the reading and adopt final reading of board policy 5106 Student Gender Identity.

DISCUSSION ITEMS

Discussion items are intended to provide an opportunity for review of material and interaction concerning the individual items. Action is not taken during the board meeting. Discussion items may be acted upon by the Board of Education at a later date. The board president may move a discussion item forward in the meeting agenda to facilitate timely discussion and/or community input on that discussion item.

COMMENTS FROM THE PUBLIC

At this time in the meeting, citizens have an opportunity to address the board regarding any item(s) of interest. Individual comments at this time will be limited to three minutes but may be extended at

the discretion of the board president. A designated timekeeper will communicate to the individual who is addressing the board at three minutes. The board highly values public comment; however, our meeting format does not allow the board to engage in conversation with speakers. Questions or concerns may be assigned for follow-up by the board or the administration at a later date.

OTHER MATTERS

- Reminder of the March 8th Work Session with MASB; and the March 21st Special Meeting for the Superintendent Evaluation.

ADJOURN



MH
COGGINS

& ASSOCIATES

PROACTIVE STRATEGIES + PREVENTIVE MEASURES

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REFRAMING **SCHOOL SAFETY** AS AN ENTERPRISE-WIDE ENDEAVOR

- Vulnerability assessments
- Physical security
- Access controls
- Active shooter training
- Emergency preparedness plans
- School culture, AND
- **BEHAVIORAL THREAT ASSESSMENT (BTA)**



WHAT IS **BEHAVIORAL** **THREAT** **ASSESSMENT?**

- **A systematic process & methodology to:**
 1. Identify threats and risk
 2. Assess the seriousness and potential for violence
 3. Manage, mitigate, & prevent violence and other adverse outcomes
- **Evidence based approach, developed from extensive research & practice**
- **Comprehensive framework to investigate concerning behaviors & communications**



2021

Averting Targeted School Violence

A U.S. SECRET SERVICE ANALYSIS OF
PLOTS AGAINST SCHOOLS

U.S. DEPARTMENT OF HOMELAND SECURITY
UNITED STATES SECRET SERVICE

NATIONAL THREAT ASSESSMENT CENTER


Why is BTA so Important?

- Goal is proactive and preventive, not reactive
- The process is standardized and comprehensive, not idiosyncratic
- Focus is on concerning behaviors & communications, not threat-centric
- Objective is to provide early-stage interventions & support, before behavior escalates
- Emphasizes relationships with caring & trusted adults as protective factors, eliminating shame, stigma, and silence

WHY IS **BTA** MANDATED IN MANY STATES?

- BTA is recognized as the standard of best practice for preventing targeted violence in schools
- Investigates key themes from multiple studies of school attackers
- BTA provides a clear evidence-based strategy for implementing a targeted violence prevention plan



A group of people are gathered around a table in a meeting. One person in the foreground is writing in a notebook. The background is slightly blurred, showing other participants. The overall scene is dimly lit, with a blue overlay on the right side of the image.

HOW DO WE KNOW IF OUR CURRENT THREAT ASSESSMENT PRACTICES ARE SUFFICIENT?

CONDUCT A PROGRAM ASSESSMENT

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HOW TO GET STARTED!

Use of
BTA Teams

Team Training
& Experience

Methods for
Reporting

Triggers for a
TA Process

Processes for
Investigating
Concerns

Methods for
Classifying
Seriousness

Case
Management
Protocols

Forms &
Documentation

School Culture &
Security
Awareness

OBJECTIVES

Supt. Hood recognized the need for a program evaluation to be conducted to assess the strengths & weaknesses of OPS threat assessment (TA) processes.

OPS administrators expressed a desire to improve upon existing practices and to standardize TA processes across the district.

Purpose: Ensure standards of best practice to prevent violence, identify threats, assess seriousness, and mitigate risk.

WHAT WE DID

Formed a Risk Prevention Working Group

- Cross section of Administrators/Principals, school social workers & psychologists, & counselors across the HS, MS, & ES levels

Completed a structured group interview process to examine the key pillars of a behavioral threat assessment program (December 2022)

Issued Key Findings (January 2023)

Prepared Action Plan (January 2023)

Working Group meets bi-monthly to execute Action Items (February 2023)

KEY FINDINGS

OPS does a good job of handling incidents and reports of threats as they arise on a case-by-case basis

Processes are not standardized or formalized

TA teams are formed ad hoc, but no structured teams

Staff who conduct TAs have not received specialized behavioral threat assessment training

There are many ways to report concerning behaviors, communications, & threats to OPS officials.

OPS culture encourages reporting & the role of all staff as “trusted adults”

KEY FINDINGS, continued

OPS threat assessment investigations are not guided by an evidence-based TA framework

Decision-making about the level of risk is complicated, without a “decision-tool” to guide the process


Documentation protocols for TA cases are unclear

Case management and threat mitigation efforts provide for ongoing monitoring and intervention for high-risk situations

Overall community security awareness is high and “hypervigilant”

School culture is proactive & focused on prevention

OPS & Meridian TWP PD place a value on strengthening liaison efforts around TA objectives



MAJOR ACTION ITEMS

- Formalize the OPS Risk Prevention Core Working Group
- Identify TA team members, number of teams, & determine team structure
- Design a Multi-Tiered Case Classification System
- Determine case documentation & record-keeping procedures, including forms to track the assessment & investigative findings
- Develop & deliver specialized TA team training to staff
- Write policies and operational procedures



MAJOR ACTION ITEMS, continued

- Expand reporting mechanisms and promote information awareness around what to report & how to report
- Community messaging & awareness that promotes behavioral threat assessment and risk prevention in a safe & caring school culture
- Provide ongoing SME for consultation for complex, sensitive cases, recurrent training, team mentoring and program oversight
- Enhance liaison relationships with law enforcement, mental health, & other support resources

TENTATIVE TIMELINE



BENEFITS OF A BTA PROGRAM

1

Uses validated procedures to identify, assess, and manage risk

2

Ensures a consistent, systematic approach across all incidents & cases

3

Relies on a multi-disciplinary, collaborative decision-making process to categorize the seriousness of threats

4

Provides accountability & documentation for the process

5

Reduces vulnerability & liability for schools by following standards of best practice

6

Ensures the integrity of the threat assessment decision-making process

M.H. COGGINS & ASSOCIATES, LLC



MARGARET H. COGGINS, Ph.D.
FOUNDER / CEO

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margaret@mhcoggins.com

mhcoggins.com

- **WORKPLACE VIOLENCE PREVENTION**
- **THREAT ASSESSMENT INVESTIGATIONS**
- **BEHAVIORAL ANALYSIS**
- **INSIDER THREAT PROGRAMS**
- **SCHOOL & CAMPUS SAFETY**
- **LAW ENFORCEMENT CONSULTING**
- **WORKFORCE STUDIES**
- **EMPLOYEE ENGAGEMENT**



DRAFT

Okemos Public Schools

Benchmark Assessment Data

February 27, 2023

MICIP

(Michigan Integrated Continuous Improvement Process)

Continuous Improvement



Whole Child



Systems Thinking



+ Equity

Opportunities, Environments, and Supports

Providing Engaging, High-Quality Learning Experiences



2022-23 KEY INITIATIVES

Communication & Engagement

Differentiation

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

OUR GOALS

Building & Sustaining Relationships

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

Engaging in Best Practices for Teaching and Learning

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

Fostering an Inclusive Culture & Climate

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

FOCUS AREAS

Equity

Social Emotional Learning

Organizational Capacity

Instructional Learning

Facilities

PACK MISSION

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

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www.OkemosK12.net
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Okemos Public Schools Equity Plan

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

GUIDING PRINCIPLES

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

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

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

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

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

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

AREAS OF FOCUS

AUTHENTIC SELVES & RELATIONSHIPS

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

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

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

INSTRUCTION/CURRICULUM/ ASSESSMENT

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

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

CULTURALLY RESPONSIVE - SUSTAINING EDUCATION

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

POLICIES/PRACTICES/PROCEDURES

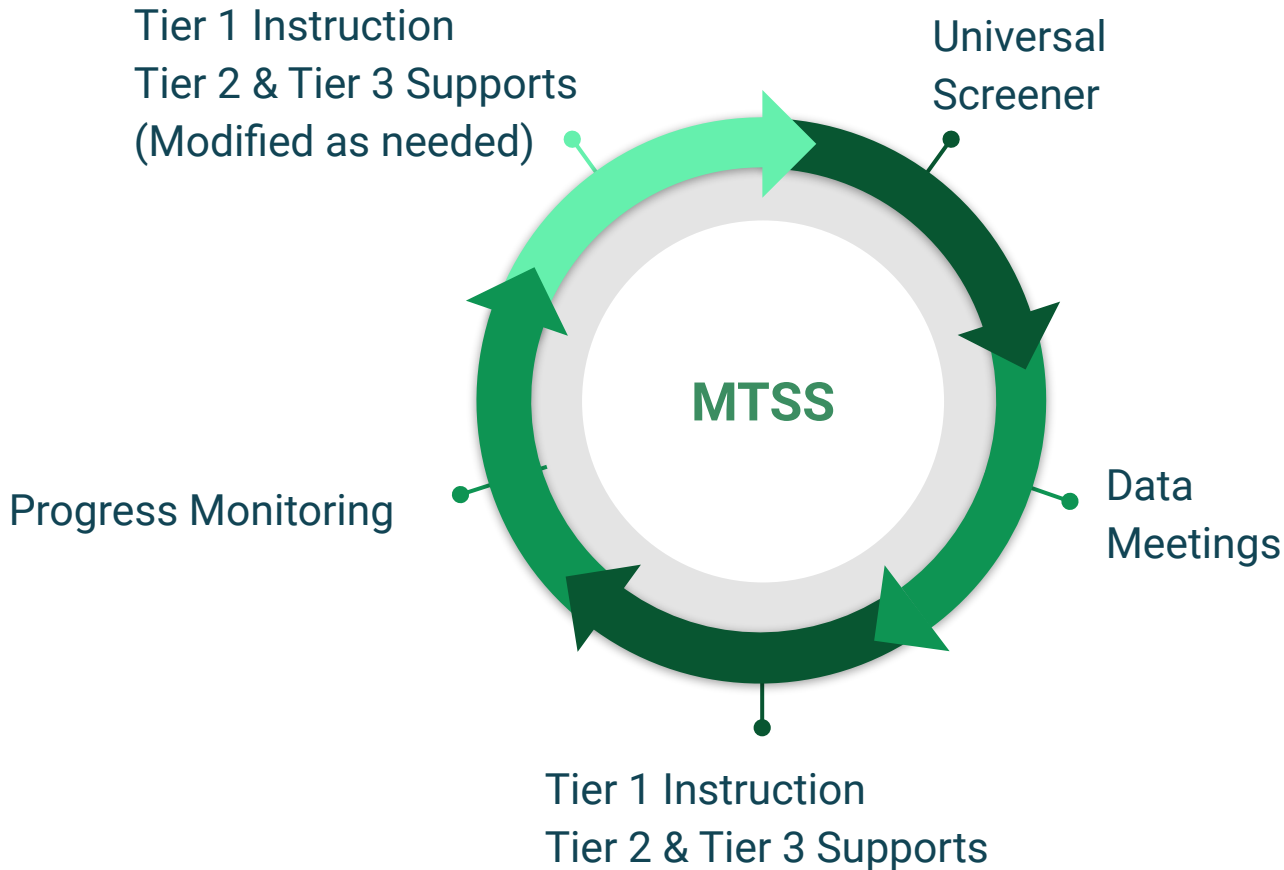
Goal 7: OPS has a clear public statement of its values and commitment to diversity, equity, and inclusion.

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



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

Targeted Support Based on Student Needs, Building on Student Strengths



Levels of Data



LEVEL 1 Satellite Data



Large grain size.



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



Point us in a general direction for further investigation.



LEVEL 2 Map Data



Medium grain size.



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



Point us in a slightly more focused direction.

Fall

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



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

Winter

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



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

Spring

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



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

Goal 1- Literacy

Mid-Year Goal

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

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

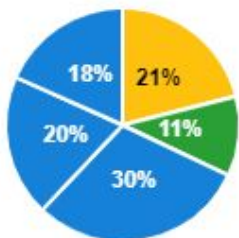
End-of-Year Goal

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

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

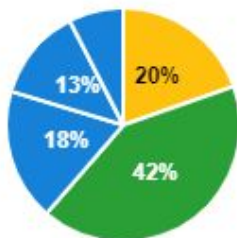
DECODING

Phonological Awareness ?



- Level 0: 21%
- Level 1: 11%
- Level 2: 30%
- Level 3: 20%
- Level 4: 18%
- Level 5: 0%

Phonics / Word Recognition ?



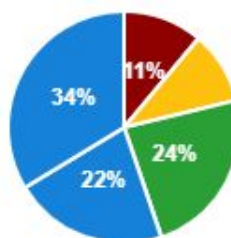
- Level 0: 20%
- Level 1: 42%
- Level 2: 18%
- Level 3: 13%
- Level 4: 8%
- Level 5: 0%

FALL

Kindergarten

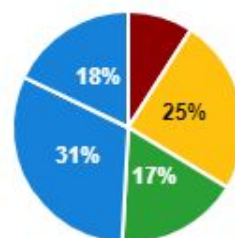
DECODING

Phonological Awareness ?



- Level 0: 11%
- Level 1: 10%
- Level 2: 24%
- Level 3: 22%
- Level 4: 34%
- Level 5: 0%

Phonics / Word Recognition ?

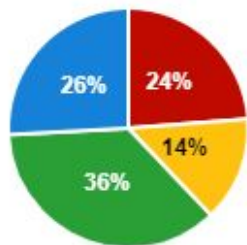


- Level 0: 9%
- Level 1: 25%
- Level 2: 17%
- Level 3: 31%
- Level 4: 18%
- Level 5: 0%

WINTER

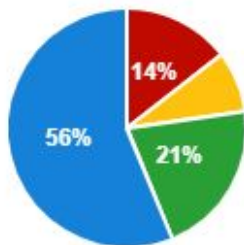
LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 24%
- Approaching: 14%
- Meets: 36%
- Exceeds: 26%

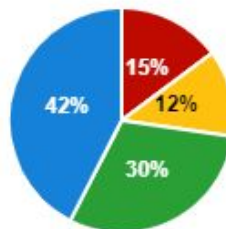
Picture Vocabulary ?



- Below: 14%
- Approaching: 8%
- Meets: 21%
- Exceeds: 56%

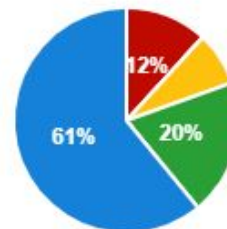
LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 15%
- Approaching: 12%
- Meets: 30%
- Exceeds: 42%

Picture Vocabulary ?



- Below: 12%
- Approaching: 8%
- Meets: 20%
- Exceeds: 61%

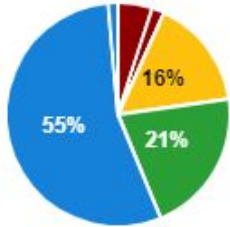
FALL

Kindergarten

WINTER

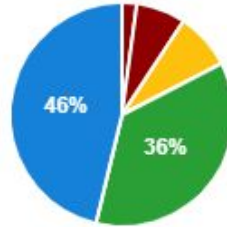
DECODING

Phonological Awareness ?



- Level 0: 5%
- Level 1: 2%
- Level 2: 16%
- Level 3: 21%
- Level 4: 55%
- Level 5: 1%

Phonics / Word Recognition ?



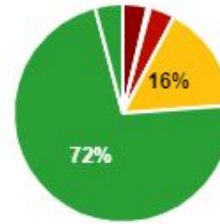
- Level 0: 2%
- Level 1: 7%
- Level 2: 8%
- Level 3: 36%
- Level 4: 46%
- Level 5: 0%

FALL

1st Grade

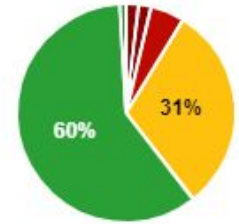
DECODING

Phonological Awareness ?



- Level 0: 4%
- Level 1: 0%
- Level 2: 4%
- Level 3: 16%
- Level 4: 72%
- Level 5: 4%

Phonics / Word Recognition ?

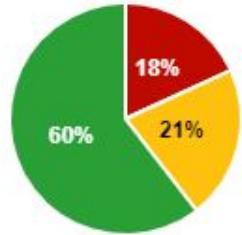


- Level 0: 2%
- Level 1: 2%
- Level 2: 5%
- Level 3: 31%
- Level 4: 60%
- Level 5: 1%

WINTER

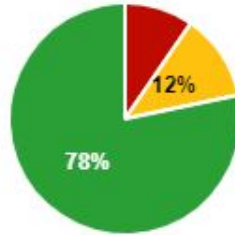
LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 18%
- Approaching: 21%
- Meets: 60%
- Exceeds: 0%

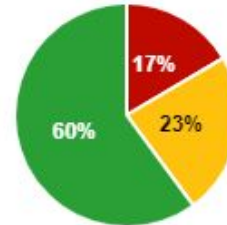
Picture Vocabulary ?



- Below: 10%
- Approaching: 12%
- Meets: 78%
- Exceeds: 0%

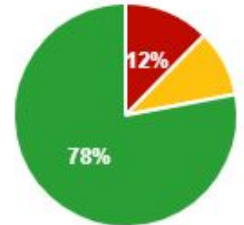
LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 17%
- Approaching: 23%
- Meets: 60%
- Exceeds: 0%

Picture Vocabulary ?



- Below: 12%
- Approaching: 10%
- Meets: 78%
- Exceeds: 0%

FALL

1st Grade

WINTER

MAP Growth- Reading

	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80
K	14%	19%	20%	17%	30%
1st	16%	14%	16%	22%	31%
2nd	18%	15%	13%	20%	34%
3rd	15%	11%	16%	24%	35%
4th	9%	11%	13%	29%	39%
5th	11%	12%	21%	26%	30%
6th	9%	12%	19%	28%	32%
7th	9%	13%	19%	27%	32%
8th	14%	14%	18%	30%	25%

	MAP Growth- Reading				
	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80
Economically Disadvantaged	20%	20%	24%	22%	14%
Non-Economically Disadvantaged	7%	7%	14%	26%	45%
Special Education	41%	19%	18%	12%	11%
Non-Special Education	6%	9%	16%	27%	43%
English Learner	22%	21%	20%	19%	19%
Non-English Learner	8%	9%	16%	26%	41%
Asian American	7%	8%	13%	26%	45%
Black or African American	20%	18%	22%	18%	22%
White	9%	9%	17%	26%	39%
Hispanic or Latino	11%	20%	11%	22%	35%
Two or More Races	15%	14%	17%	28%	26%

Literacy Goal Progress

	Mid-year Goals	Mid-year Data
Kindergarten & 1st grade students will demonstrate growth	75%	
Kindergarten & 1st grade students will demonstrate proficiency	80%	
2nd-8th grade students that met their expected growth (Goal changed from “made growth”)	75%	39%
2nd-8th grade students will achieve in the 60th percentile or above	70%	59%

2022-2023 Supports

- Orton Gillingham training
- LETRS training
- FAME training
- Instructional coaching model (K-4), (5-12)
- Title I Reading Specialist
- NWEA Map Growth & Reading Fluency
- After school literacy programs
- Teacher, Administrator & Staff Professional Learning
- Instructional Licenses & Curriculum Resources

Goal 2- Mathematics

Mid-Year Goal

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

End-of-Year Goal

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

	MAP Growth- Math				
	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80
K	14%	9%	17%	24%	37%
1st	10%	15%	18%	31%	26%
2nd	16%	9%	19%	29%	27%
3rd	15%	12%	17%	28%	29%
4th	10%	16%	25%	22%	26%
5th	15%	16%	21%	25%	24%
6th	15%	19%	28%	18%	20%
7th	11%	16%	18%	29%	26%
8th	17%	16%	19%	22%	27%

	MAP Growth- Math				
	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80
Economically Disadvantaged	32%	22%	22%	15%	9%
Non-Economically Disadvantaged	9%	12%	20%	28%	31%
Special Education	47%	18%	14%	12%	8%
Non-Special Education	10%	14%	21%	27%	29%
English Learner	22%	15%	20%	23%	19%
Non-English Learner	22%	15%	20%	23%	19%
Asian	6%	10%	16%	25%	43%
Black or African American	39%	20%	17%	17%	7%
White	8%	13%	22%	27%	31%
Hispanic or Latino	24%	16%	19%	19%	22%
Two or More Races	15%	14%	17%	28%	26%

Math Goal Progress

	Mid-year Goals	Mid-year Data
K-8th grade students that met their expected growth (Goal changed from “make growth”)	75%	39%
K-8th grade students will achieve in the 60th percentile or above	70%	52%

2022-2023 Supports

* Items identified as potential 98C supports

- Collaboration with ISD Math Consultant
- OHS math labs
- OHS Instructional Coach
- After school programming
- FAME training
- Instructional coaching model (K-4), (5-12)
- NWEA Map Growth*
- Progress Monitoring Tools*
- Teacher, Administrator & Staff Professional Learning*
- Instructional Licenses & Curriculum Resources*

Goal 3- Social Emotional Health

Mid-Year Goal

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

End-of-Year Goal

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

2022-2023 Supports

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

SEL 2nd-4th Grades	Fall	Winter
ALL Students	84%	86%
Econ. Disadvantaged	73%	75%
Special Education	64%	67%
English Learner	84%	90%
American Indian or Alaska Native	N/A	N/A
Asian American	87%	92%
Black or African American	85%	63%
Native Hawaiian or Other Pacific Islander	N/A	N/A
White	85%	87%
Hispanic or Latino	94%	88%
Two or More Races	81%	80%

2022-2023 Supports

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

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

2022-2023 Supports

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

* Items identified as potential 98C supports


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

Social Emotional Health Goal Progress

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

Future Supports

- Curriculum resources to target student needs
- Summer learning opportunities for targeted learning needs
- Professional Development to support educators in meeting students' needs—academic, behavioral, & emotional



2022-23 KEY INITIATIVES

Communication & Engagement Differentiation Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS)

OUR GOALS

<p>Building & Sustaining Relationships</p> <p>The diverse identities, abilities and strengths of our school community are reflected in a system representative of, constructed by and responsive to all of our stakeholders.</p>	<p>Engaging in Best Practices for Teaching and Learning</p> <p>Data will be analyzed used to reflect on our intentions, evaluate processes and practices, measure our impacts and inform our decisions on a path of continuous improvement.</p>	<p>Fostering an Inclusive Culture & Climate</p> <p>Each individual has access to, can meaningfully participate in, and make progress in high-quality learning experiences that result in empowerment and academic success.</p>
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FOCUS AREAS

Equity Social Emotional Learning Organizational Capacity Instructional Learning Facilities

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

4406 N. Okemos Rd.
Okemos, MI 48864



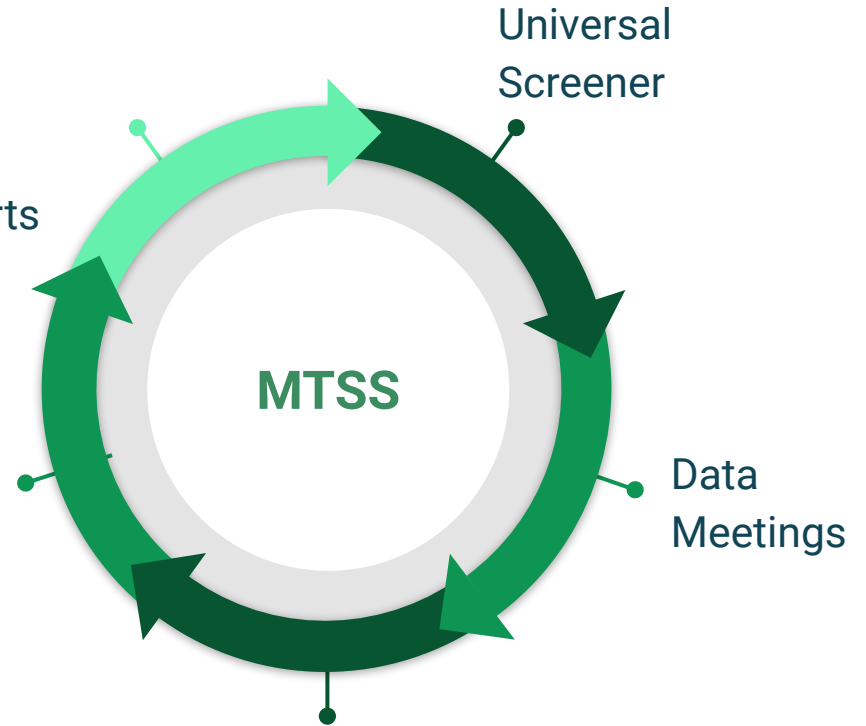
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PUBLIC SCHOOLS**

www.OkemosK12.net
517-706-5000

Ongoing Review & Revise Process

Tier 1 Instruction
Tier 2 & Tier 3 Supports
(Modified as needed)

Progress
Monitoring



Tier 1 Instruction
Tier 2 & Tier 3 Supports

Universal
Screener

Data
Meetings



Okemos Public Schools - DEI Update

February 27, 2023

Equity Plan Work Teams

Work Team	Projects	Next Steps
Authentic Selves & Relationships (AS&R)	Communication/Community Engagement <ul style="list-style-type: none">● Develop guidelines for communication● Support KickStart: Help families build networks Restorative Practices <ul style="list-style-type: none">● Educate this team about restorative practices● Develop plan and materials to build understanding of RP within community	Create a template for school announcements. Develop a list of “things to think about” when communicating with parents. Schedule RP training for the work team.
Culturally Responsive-Sustaining Education (CRSE)	School Culture & Climate <ul style="list-style-type: none">● Create and administer surveys of students, parents, staff to determine how culturally responsive our systems are● Analyze and use survey data to inform future projects	Develop a student survey that focuses on safety and respect, identities.
Instruction / Curriculum / Assessment	Inclusive and Diverse K-12 Curriculum <ul style="list-style-type: none">● Examine current practices (e.g. bias reviews, diverse books in libraries, etc.)● Identify strengths and areas for growth in current practices	Work team will learn about current practices and policies and discuss strengths/areas for growth.
Policies / Practices / Procedures	Hiring Practices & Process <ul style="list-style-type: none">● Develop recommendations for making the OPS hiring process more inclusive and equitable● Develop recommendations for incident reporting process (e.g. Title IX, racial harassment) <i>(Things like making sure the processes are confidential, people know how to access the process, people know what to expect in terms of timelines and outcomes)</i>	DEIAC will review the draft of hiring process recommendations on 3/15.

School Resource Officer Grant - Timeline

February	Establish SRO advisory group (OPS staff, Secure Education Consultants, M.H. Coggins & Associates, Veridus Group, Meridian Township Police)
	Share draft of program description
	Plan for community input (surveys, group feedback sessions)
March	Administer surveys
	Conduct affinity group feedback sessions at OHS
	Hold community Q&A sessions (Purpose: Provide overview of SRO position, gather feedback on expectations of role)
April	Analyze and share data
	Develop recommendation for BOE
	Present recommendation at 4/24 BOE meeting
May	BOE votes on recommendation at 5/08 meeting

Series 5000: Students, Curriculum, and Academic Matters

5100 Student Rights

5106 Student Gender Identity

The Board supports protecting the rights of all students to self-identify and use the name, pronouns, and facilities that correspond with their gender identity. The Board prohibits unlawful discrimination, bullying, and harassment on the basis of sex, which includes sexual orientation and gender identity. The Board further prohibits unlawful discrimination, bullying, and harassment on the basis of gender, gender identity, gender expression, or gender-based stereotypes pursuant to Title IX of the Education Amendments of 1972.

Supportive environments that acknowledge and affirm a student's gender identity is a protective factor that improves health and educational outcomes. The Board recognizes that transgender students, nationally and in Michigan, are targeted with physical violence and experience a hostile school environment more frequently than their peers.

A. Definitions

1. "Gender" means a set of social, physical, psychological and emotional traits, often influenced by societal expectations and a person's sexual and reproductive anatomy that classify an individual as feminine, masculine, androgynous, or other.
2. "Gender Identity" means a person's deeply-held internal sense or psychological knowledge of their own gender. A person's gender identity can be the same or different from their sex assigned at birth. Gender identities may include, "male," "female," "androgynous," "transgender," "genderqueer" and many others, or a combination thereof.
3. "Gender Expression" means the multiple ways in which a person represents or expresses gender to themselves and others, often through one's name, pronouns, behavior, clothing, haircut, activities, voice, and other distinctive cultural markers of gender, and which may or may not conform to socially defined behaviors and characteristics typically associated with being masculine or feminine.
4. "Gender Neutral" means not gendered, usually operating outside the male/female binary, and may refer to language (e.g., pronouns), spaces (e.g., bathrooms), or identities.
5. "Transgender" means a person whose gender identity or expression is different from their sex assigned at birth.
6. "Cisgender" means a person whose gender identity aligns with the sex assigned at birth.

7. "Gender Nonconforming" includes people whose gender identity or expression does not conform to the stereotypical expectations of the sex they were assigned at birth. People who identify as Gender Nonconforming may or may not also identify as Transgender.
8. "Gender-fluid" means a person who does not identify with a single fixed gender and whose identification and presentation may shift, whether within or outside of the male/female binary.
9. "Nonbinary" includes people who do not identify with the binary concepts of man/woman or masculine/ feminine. Not all Transgender people identify as Nonbinary. Other genders that may be included under the nonbinary umbrella are Genderqueer, Gender-fluid, and Agender.
10. "Preferred Gender Pronouns" means the pronoun or set of pronouns by which a person would like others to call them when their proper name is not being used. Traditional examples include "she/her/hers" or "he/him/his." Some people prefer Gender Neutral pronouns such as "they/them/theirs." Some people prefer no pronouns at all.

B. Unlawful Discrimination, Harassment, and Bullying

If a District employee receives a verbal, written, or electronic report of, witnesses, or otherwise directly or indirectly has notice that a student has experienced discrimination, harassment, or bullying based on a student's actual or perceived gender, gender identity, or gender expression, in violation of this Policy, the staff member must promptly report the alleged misconduct pursuant to the District's unlawful discrimination and harassment policies.

If a student receives a verbal, written, or electronic report of, witnesses, or otherwise directly or indirectly has notice there has been an incident of discrimination, harassment, or bullying based on a student's actual or perceived gender, gender identity, or gender expression in violation of this Policy, the student is encouraged to promptly report such incident pursuant to the District's unlawful discrimination and harassment policies.

Complaints alleging unlawful discrimination, harassment, or bullying based on a person's actual or perceived gender, gender identity, or gender expression must be taken seriously and handled pursuant to the District's unlawful discrimination and harassment policies.

C. Initial Notification

The person best suited to determine a student's Gender Identity is the individual student. A student will not be required to present legal or medical documentation of a gender transition when the student notifies the District of his, her, or their Gender Identity, preferred name, or Preferred Gender Pronouns.

Once a student or the student's parent/guardian notifies the District of the student's Gender Identity, the District will meet with the student and the student's parents, as appropriate, to discuss whether the student requires any accommodations or supports at school and how any needed supports will be communicated to staff and students. The District will ensure that all staff engage in reasonable and good faith efforts to address the student by the student's preferred name and Preferred Gender Pronouns.

The nature and type of supports the student may need at school may vary depending on the student's age, grade level, abilities, family situation, and other factors. Any determination made about accommodations and supports for the student at school will take into account the student's preferences, the parent(s)'s preferences, as appropriate, input from staff, and the most recent guidance from the U.S. Department of Education and the Michigan State Board of Education.

A student may not have informed parents of the student's Gender Identity. In that situation, disclosure to a student's parents should be carefully considered on a case-by case basis. Administrators should involve the school counselor or social worker and consider the health, safety, and well-being of the student, as well as the school's responsibility to keep parents informed, before making any disclosure.

D. Student Records

Upon request, if a student's Gender Identity requires changes to student records, the District will make the appropriate changes, regardless of whether the student has "transitioned", sought a legal name change, or taken other legal or medical action. This includes, but is not limited to, updating the District's information systems, email addresses, class rosters, transcripts, and diplomas.

E. Student Privacy

A student's birth name and sex assigned at birth, or the fact that those differ from the student's preferred name and Preferred Gender Pronouns is confidential information that constitutes personally identifiable information under the Family Educational Rights and Privacy Act. The District will ensure that any information relating to a student's Gender Identity or Gender Expression is kept confidential in accordance with applicable state, local, and federal privacy laws.

Unless authorized by law, District staff will not disclose information that may reveal a student's birth name or sex assigned at birth, or that those differ from the student's preferred name and Preferred Gender Pronouns to others, including parents and other school staff.

F. Restroom and Locker Room Access

Students will have access to the facilities that correspond with their gender identity, but may also choose to use single-user or gender-neutral restrooms.

The District will not force or coerce a student to use a sex-segregated facility that does not correspond with the student's Gender Identity.

Alternative and non-stigmatizing options, like gender-neutral or single-user restrooms will be made available to all students who request them.

G. Staff Training

The District will incorporate training on this Policy into the District's training on responding to and investigating unlawful discrimination and harassment. The Superintendent or designee will ensure that District personnel are notified of mandatory training sessions.

Legal authority: MCL 380.1310b; 20 USC 1232g; 20 USC 1681 et seq.; 20 USC 7151; Policy No. 5207 (Bullying); Policy No. 5202 (Discriminatory Harassment of Students); Policy No. 3118 (Title IX Sexual Harassment)

Date adopted:

Date revised:



DEI Update

Slides re: gender identity from June 13, 2022



Students' Preferred (Chosen) Names

Connection to Equity Plan:
→ *Authentic Selves & Relationships*

Actions to Date


- ◎ Board updates (Dec. 13, Jan. 24, April 11)
- ◎ E-mail to staff (Feb. 21)
- ◎ Start of pilot (April) - 26 requests so far
- ◎ Staff trainings re: gender identity, pronouns (March-May)
- ◎ Family communication via school newsletters (June)
- ◎ Reviewed by Leadership Council (September 13)
- ◎ Reviewed by Board Policy Committee (October 10)



Caregiver Support is a Protective Factor

Working with caregivers is always our primary goal,

it's our starting point -
we want to work
in partnership with
families.



AND

It's a reality that LGBTQ+ students are disproportionately experiencing housing instability/homelessness, and their homes/families could be physically and psychologically unsafe.



Legal Basis

U.S. Department of Education Office of Civil Rights' interpretation of Title IX:

Schools must not treat a transgender or gender non-conforming student differently from the way they treat other students...



Creating an Affirming Environment is a Protective Factor

Research shows that when we use the name/pronouns chosen by transgender students and gender non-conforming students, anxiety, depression, and suicidality are mitigated.

[2022 National Survey on LGBTQ Youth Mental Health](#) (The Trevor Project)

State-Level Guidance

[State Board of Education Statement and Guidance on Safe and Supportive Learning Environments for Lesbian, Gay, Bisexual, Transgender, and Questioning \(LGBTQ\) Students](#)

“It is the position of the SBE that students should be treated equally and fairly, free from discrimination, harassment, and bullying based on their real or perceived sexual orientation, gender identity, and gender expression.”



Past Practice

We have no policy regarding student names, but we have common past practices. For example, a student whose name is Christopher may ask us to call him Chris - we honor this request without question.

We trust students to tell us what they're called.





FAQs - Student Gender Identity Policy

Where can I find this policy?

All board policies can be found on the Okemos Public Schools website (www.okemosk12.net). Under the “Board of Education” tab, select “Policies.” The policy is also linked [here](#).

How different is this policy from what is already happening in Okemos schools?

The policy describes and institutionalizes our current practices, which have been used for years. This policy does not add any new practices in our schools.

This policy is focused on students. How do caregivers/parents fit in?

The district always prefers and strives to work in partnership with students’ and their caregivers - academically, socially, and emotionally. When a student informs us that they want a name or pronoun change, they meet with a counselor, administrator, or other trusted staff member to complete a support plan. Part of that conversation centers on how the student wants their caregivers/parents involved with and informed of the change. Helping students build and/or maintain positive relationships with their caregivers is part of how we support their safety, health, and well-being.

Caregiver support is critical for all children, but some may not support a gender identity or name change. What should we, as a school, do if this is the case?

The ideal solution is for the student and caregivers to discuss a compromise that works for everyone. It is, however, a reality that LGBTQ+ students are disproportionately experiencing housing instability/homelessness, and their homes could be physically and/or psychologically unsafe. The school can use a nickname for a student without parental consent, but this practice could have negative consequences. Working with caregivers is always our primary goal; we want to work in partnership with families. School personnel should talk to the student about the realities of going by a name that their caregivers don’t support, and they will help students develop a plan for communicating with their caregivers.

Two resources for talking with parents who aren't fully supportive are the [Family Acceptance Project](#) and [A Practitioner's Resource Guide: Helping Families Support Their LGBT Children](#).

Why was this policy drafted?

The policy responds to requests from students, staff, and community members for creating an inclusive environment for transgender and gender non-conforming people.

The policy expresses the district's strong commitment to providing a safe and welcoming environment for all community members regardless of gender identity or expression. A policy-level statement is important given the vulnerability of transgender and gender non-conforming populations to discrimination, harassment, and threats to their safety and well-being.

The [Trevor Project's 2021 National Survey on LGBTQ Youth Mental Health](#) captures the experiences of nearly 35,000 LGBTQ youth ages 13–24 across the United States. Here are some of the key findings, including risk and protective factors:

- 42% of LGBTQ youth seriously considered attempting suicide in the past year, including more than half of transgender and nonbinary youth.
- 75% of LGBTQ youth reported that they had experienced discrimination based on their sexual orientation or gender identity at least once in their lifetime.
- Transgender and nonbinary youth who reported having pronouns respected by all of the people they lived with attempted suicide at half the rate of those who did not have their pronouns respected by anyone with whom they lived.
- Transgender and nonbinary youth who were able to change their name and/or gender marker on legal documents, such as driver's licenses and birth certificates, reported lower rates of attempting suicide.
- LGBTQ youth who had access to spaces that affirmed their sexual orientation and gender identity reported lower rates of attempting suicide.

What was the process for developing the policy?

The policy was drafted by Thrun Law Firm and reviewed by staff from the Michigan Department of Education's LGBTQ+ Student Project. It was then presented to the OPS leadership team, which consists of all administrators in the district, for review and revision. Prior to review, administrators had collected feedback from students, teachers, counselors, and social workers. The Board of Education's Policy Committee examined the policy before recommending that it be presented to the full BOE for approval.

Is it legal to change a student's name within the district's student information system (PowerSchool)?

If a school can say it's acting in the best interest of the student by using their preferred name and pronouns, then they are on firm legal ground, specifically when it comes to Title IX. Thrun Law Firm presented [this webinar](#) with the LGBTQ+ Students Project for the Michigan Association of Secondary School Principals earlier this spring on this topic.

When a student changes their name in PowerSchool, our registrars preserve the legal name within the system. Their chosen name will be used for in-district things like class rosters, but their legal name will be used for state testing.

Does changing a student's name in PowerSchool result in a legal name change?

Our process does not affect a student's legal name. If a legal name change is desired, students/families must apply through government offices (see the [State of Michigan's "Legal Name Change"](#) and [Ingham County's "Information for Name Changes"](#) for more information).

If school staff refuse to call a student by their chosen/preferred name, are they in violation of any district policies?

Okemos Public Schools [Board Policy 4121/5121](#) prohibits discrimination and discriminatory harassment on the basis of race, color, religion, sex (including pregnancy, gender identity, or sexual orientation), national origin, disability, or any other legally protected class. A student's name is a significant part of their identity and expression, and students who attend our schools should be addressed by their preferred name and personal pronouns.

Why is it important for us to use a student's chosen/preferred name and pronouns?

Studies indicate that when a student's chosen/preferred name is used, their risks of depression and suicide decrease. [This article](#) provides an overview on the impact on the mental health of transgender students when students' correct names and pronouns are used. There is also research from the Trevor Project that speaks to [gender and LGBTQ-affirming spaces](#) and the impact they have on reducing suicidality.

What guidance have schools received from the Michigan State Board of Education regarding transgender and gender expansive students?

In 2016, the State Board of Education passed a [Statement and Guidance on Safe and Supportive Learning Environments for LGBTQ Students](#). The second half of the document focuses on transgender and gender expansive students, with specific language about how schools should handle names, pronouns, and student information systems. The State Board of Education's recommendations align with Title IX and its interpretation by the Office for Civil Rights.

How can people learn about the pronouns, gender identities and/or names of their students, family members, colleagues, etc.?

People can ask about someone's names and pronouns in a respectful way. For example:

- When welcoming someone, you can say, "Hello, my name is [insert name] and my pronouns are [insert pronouns]. Please introduce yourselves by sharing your name and pronouns if you are comfortable doing so."
- When introducing yourself, you can say, "Hi my name is [insert name] and my pronouns are [insert pronouns]. May I ask what your pronouns are, if you use them?"

Consider the following strategies:

- Share your own name and pronouns first;
- Ask everyone in the group the same questions, rather than only asking people whose pronouns you have a question about;
- Do not limit a person's choice of pronouns or require them to share their pronouns.

One helpful resource to learn about pronoun usage is [my pronouns.org](#).

Key terms: Source: [State Board of Education Statement and Guidance on Safe and Supportive Learning Environments for Lesbian, Gay, Bisexual, Transgender, and Questioning \(LGBTQ\) Students](#) - Michigan Department of Education

Gender identity—a person’s deeply-held internal sense or psychological knowledge of their own gender, regardless of the biological sex they were assigned at birth.

Gender expression—the manner in which a person represents or expresses gender to others, often through one’s name, pronouns, behavior, clothing, haircut, activities, voice, mannerisms, and other distinctive cultural markers of gender.

Transgender—an adjective describing a person whose gender identity or expression is different from their biological sex assigned at birth.

Gender nonconforming (GNC)—an umbrella term for people whose gender expression differs from stereotypical expectations of the biological sex they were assigned at birth. GNC people may identify as girls, boys, neither girls nor boys, or some other gender.

For further information:

Mccann, E., & Brown, M. (2018). Vulnerability and Psychosocial Risk Factors Regarding People who Identify as Transgender. A Systematic Review of the Research Evidence. *Issues in Mental Health Nursing*, 39(1), 3-15.

James, S. E., Herman, J. L., Rankin, S., Keisling, M., Mottet, L., & Anafi, M. (2016). *The Report of the 2015 U.S. Transgender Survey*. Washington, DC: National Center for Transgender Equality.



Okemos Public Schools Equity Plan

PURPOSE

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

GUIDING PRINCIPLES

DIVERSITY

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

EQUITY

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

INCLUSIVITY

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

COLLABORATION

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

REFLECTION

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

DATA-DRIVEN DECISION-MAKING

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

AREAS OF FOCUS

AUTHENTIC SELVES & RELATIONSHIPS

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

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

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

CULTURALLY RESPONSIVE - SUSTAINING EDUCATION

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

POLICIES/PRACTICES/PROCEDURES

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

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

INSTRUCTION/CURRICULUM/ ASSESSMENT

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

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



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