

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
---	--	---

This agenda is for general informational purposes only. Based on board policy, the board of education may revise this agenda and may take up other issues at the meeting.

6:00 PM

**MEETING AGENDA
Monday, May 15, 2023**

Community Conference Rm

CALL TO ORDER

Dean Bolton, Katie Cavanaugh, Mary Gebara, Melanie Lynn, Vincent Lyon-Callo, Andrew Phelps and Jayme Taylor

WELCOME AND MEETING FORMAT

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

There is one opportunity for public comment: Citizens who wish to address agenda or non-agenda items will have an opportunity at the beginning 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.

At the appropriate point in the agenda, the board president will call upon individuals who have submitted a blue card for their comments.

CITIZENS ADDRESS AGENDA AND NON-AGENDA ITEMS

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

DISCUSSION MOVED FORWARD - Ingham Intermediate School District Bi-Annual Election

The board will discuss who will represent Okemos Public Schools on June 5, 2023 at 6:00 p.m. for the Ingham Intermediate School District Bi-Annual Election. An alternate should also be identified. Members will also discuss their candidates of choice. On June 5th, two members of the Ingham Intermediate School District Board of Education will be elected.

WORK SESSION (2 Hrs)

The board will engage in a work session for the purpose of discussing the board's strategic priorities.

While this portion of the meeting will remain in open session, it will not be televised.

ADJOURN



MEMORANDUM

TO: Local District Superintendents
FROM: Jason Mellema
DATE: May 12, 2023

Re: Ingham ISD Board of Education Candidate/Election

The deadline for filing for a seat on Ingham Intermediate School District's Board of Education was Monday, May 8, 2023.

Two (2) candidates have filed to run for the two (2) open six-year board seats:

- Lori Zajac, Incumbent, who resides in Holt.
- John Wolenberg, Incumbent, who resides in East Lansing.

We requested biographical information from all candidates; however, the candidates may also contact you directly. Please forward the candidate names and the attached biographies from our candidates to your board members.

According to current statute, Monday, May 15, 2023 is the earliest date a local district board can adopt a resolution to approve the district's voting representative and designate the two Ingham ISD candidates the board supports.

Ingham ISD's board members are elected by the local district boards of education which include Dansville, East Lansing, Haslett, Holt, Lansing, Leslie, Mason, Okemos, Stockbridge, Waverly, Webberville, and Williamston. The representatives from these local districts will convene at Ingham ISD on June 5 at 6:00 p.m. to cast votes that reflect resolutions passed by their boards. An official notice about the election date, time, and location will be sent to your board secretary on May 26. A copy will also be sent to your office.

In the meantime, after your board takes action, please forward the resolution approving your representative and designating your board's two candidate choices for the Ingham ISD board to my office.

Please contact Barbara Weathers, 517.244.1230 or bweathers@inghamisd.org, if you have any questions about the election procedures or any other related matters.

Thank you for your assistance.

Attachments

RESOLUTION DESIGNATING DISTRICT'S ELECTION REPRESENTATIVE

[To be adopted on or after May 15, 2023]

_____ (the "District")

A _____ meeting of the board of education of the District (the "Board") was held in the _____, within the boundaries of the District, on the _____ day of _____, 2023, at _____ o'clock in the _____ PM

The meeting was called to order by _____, President.

Present: Members

Absent: Members

The following preamble and resolution were offered by Member _____ and supported by Member _____:

WHEREAS:

1. The biennial election of the Board of Ingham Intermediate School District, Michigan (the "ISD Board") will be held on Monday, June 5, 2023; and
2. The members of the ISD Board will be elected by an electoral body composed of one (1) person designated by the board of each of the constituent school districts; and
3. In accordance with Section 614(2) of the Revised School Code, MCL 380.614(2), this Board desires to designate _____ as this District's proposed representative and _____ as an alternate designated representative in the event the designated representative is unable to attend and further desires to direct said representative and alternate to vote on behalf of this Board for a specific candidate.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. This Board does hereby approve the designation of _____ as the representative of this Board for the electoral body, which body will elect two (2) candidates to the vacancies on the ISD Board on Monday, June 5, 2023 and _____ as an alternate in the event the designated representative is unable to attend.
2. The designated representative and alternate are further directed to cast a vote on the first ballot on behalf of this Board for _____ and _____.
3. The Secretary of this Board is hereby further directed to file a certified copy of this resolution with the Secretary of the ISD Board.

4. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of _____, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at a _____ meeting held on _____, 20__, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, Public Acts of Michigan, 1976, as amended).

Secretary, Board of Education

School Board Candidate Biographical Information

NAME: John C. Wolenberg

ADDRESS: 2459 Barnsbury Rd., East Lansing, MI 48823

SCHOOL DISTRICT WHERE YOU CURRENTLY RESIDE: Haslett

EDUCATIONAL BACKGROUND:

Bachelor of Science in Business Administration - Central Michigan University

Master of Business Administration - Central Michigan University

PROFESSIONAL BACKGROUND:

2018 to present - Retired

As a former Certified Public Accountant, I do continue to provide tax services for a small group of loyal clients.

1993-2018 - Consultant & Real Estate Development

As a consultant, I worked with businesses and individuals, particularly related to financial negotiations and enterprise assessment, assisting both business buyers and sellers. I have also been active in real estate development, mostly in the Lansing area.

1978-1993 - Michigan State University

At MSU, I worked with the Institute for Community Development, specializing in local government finance and organization, and taught government accounting for the College of Business. I also served as an Assistant Dean for the College of Lifelong Education.

1975-1978 - Michigan Department of Treasury, Bureau of Local Government Financial Services

1971-1975 - Accounting Instructor, Central Michigan University

PREVIOUS BOARD EXPERIENCE AND YEARS OF SERVICE:

2005 to present - Board Member, Ingham ISD

I was elected to the Ingham Intermediate School District Board of Education in 2005 and re-elected in 2011. I have served as Trustee, Secretary, Treasurer, Vice President and President. I have also served on the policy, technology, curriculum and budget committees and as the board representative to Ingham School Officers Association. I have supported policy initiatives that promote collaboration among local districts and also between local districts and Ingham ISD.

1989-2014 - Board Member, Foundation for Haslett Schools

I was a Board Member of the Foundation for Haslett Schools for 25 years and served on a variety of committees. I am very proud of our work through the Foundation which helped teachers, staff and administrators define diversity for the Haslett Public Schools. I developed the Foundation's Proud Sponsors of Books Program which helped add hundreds of books to every building's library.

1981-1989 - Board Member, Meridian Charter Township Planning Commission

1987-1989 – served as Chair

OTHER PUBLIC SERVICE/VOLUNTEER EXPERIENCE AND YEARS OFF SERVICE:

I enjoy helping kids. For that reason, I coached youth baseball, basketball, hockey and soccer for thirty years from 1984 to 2014. During that time, I coached soccer for kids from 5 to 18 years of age as well as high school aged hockey players. I founded the Haslett Soccer Club.

1990-2010 - Board Member, East Side Soccer Club

1995 - served as Board President

1997-2009 - served as Board Vice President

1994-2000 – Board Member, Greater Lansing Area Hockey Association

I was a Board Member of the Greater Lansing Area Hockey Association from 1994 to 2000, including two years as president. At the time, the Lansing area had only one "sheet" of ice. I helped to bring the Dome to Washington Park as well as two rinks each to East Lansing and Lansing's west side.

OTHER RELEVANT INFORMATION:

On a personal note, I'm married to Carol. We have two adult sons and are the proud, doting grandparents of three grandsons and a granddaughter. Our home is in Meridian Township which puts us equal distance from our sons and their families who live in West Bloomfield and Grand Rapids. We also enjoy spoiling Finn, our golden retriever puppy, and love hiking with him at Rose Lake.

I have been a member of the Ingham Intermediate School District (IISD) board for eighteen years. While my home district is Haslett, I have always acted as a representative of all 12 IISD constituent districts. I am proud of the IISD programs in Special Education, Early Childhood Readiness, professional development services, career preparation through the Wilson Talent Center, and the IISD advocacy for Multi-Tiered Support Systems. I am proud and privileged to be a member of the IISD Board, and believe my background, IISD experience, knowledge and temperament make me uniquely qualified to serve on the IISD Board.

The Ingham Intermediate School District Strategic Plan lists the organization's core values as Collaboration, Compassion, Innovation, Integrity, and Student Focus. I feel all five core values are compelling; however, I believe IISD Board members must concentrate first on the following core values.

Collaboration which is defined as follows: "We will seek, share and respect diverse perspectives. We will function as a team with our colleagues and stakeholders to define and achieve common goals." Collaboration with constituent districts is of vital importance to the effectiveness of IISD programming. The IISD cannot simply offer our constituent districts a list of services. It is the IISD Board's obligation to see that constituent districts and the IISD value the IISD services equally.

Integrity which is defined as follows: "We will be honest, trustworthy, respectful and ethical. We will honor our commitments and be accountable for our actions." The IISD must be forthright about the results of its programs. The IISD must employ data driven methodology to determine the success or failure of programs. It is incumbent on the IISD Board to see that all programs are evaluated and the results are communicated to staff, constituent districts, and individual program participants.

Student Focus which is defined as follows: "We will place students and their success as the driving force behind our decisions." The IISD is in business to provide services to students and by extension to their families. The IISD employs administrators, teachers, support staff, and engages contractors and vendors in order to provide students with the best possible services. The IISD Board must always ask the question "how does this help students and is this the best way to help our students?"



School Board Candidate Biographical Information

Name: Lori Zajac

Address: 3840 Lone Pine Dr, Apt #3
Holt MI 48842

School district where you currently reside: Holt Public Schools

Educational background: Graduate of Lansing Community College – 1982
Graduate of Holt Public Schools – 1980

Present occupation: Account Executive at JFP Benefit Management, Inc. (Sept. '99 to Current)
(Third Party Administrator/Group Life-Health Insurance Agent)

Previous board experience; please include years of services:

Ingham Intermediate School District Board of Education – August 2018 to Current
Holt Public Schools Board of Education – November 2005 through June 2017
-Vice President (2014) & President (2015-2017)
Ingham School Officers Association-ISOA Representative – 5 Years
-President (2016/17)

Other public service or volunteer experience; please include years of service:

BSA/CubMaster for Pack 640 (8 years)
Co-Chairperson of Horizon Elementary Organization of Parents/Staff-PTO (4 years)
Destination Imagination-Reg'l Sales/Mktg Coordinator & Team/Account Administrator (7 years)
Holt Athletic Booster Club
-Football Rep-7 years; Executive Board Secretary-3 years
Judson Memorial Baptist Church - Lansing
-Financial Secretary-8 years; Elder Board Secretary-9 years; Church Clerk-2 years

Any other information you would like to share with the constituent districts which may assist them in learning more about you, focusing on why you want to serve on the Ingham ISD Board of Education.

See Next Page



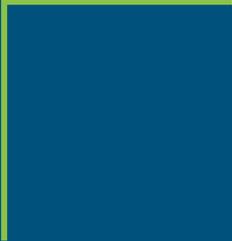
Any other information you would like to share with the constituent districts which may assist them in learning more about you, focusing on why you want to serve on the Ingham ISD Board of Education.

For much of the same reason that my family chose to become part of the Ingham Intermediate School District when I was very young (as part of the Holt/Dimondale community back in 1968), my husband and I similarly chose to remain within the area/district when starting our own family over 30 years ago...predominantly because of the exceptional schools and educational opportunities within Ingham County. It has always been with a tremendous amount of pride and conviction that our entire family has strived to maintain very active roles within the community at large...with most of our time & energy focused on various school programs and/or student-athlete organizations. Based on that strong desire to 'serve' in some capacity or another, my motivation has always been the passion I have for encouraging and/or creating opportunities for *all* students/children. Having the chance to be a part of anything that supports, promotes and provides for a world class education for each & every one of them has always been a privilege...and a responsibility that I do not take lightly.

In the midst of recent challenges facing us all (from pandemics to matters of safety to ongoing financial demands, etc.), it has become an even bigger priority to be part of a team/board that emphasizes the importance of steady, thoughtful guidance for our administrators, teachers, staff, students and families at the ISD & Local Districts. Even in the midst of those very unique & ever-evolving obstacles, it remains an honor to play a small part in the process of navigating those challenges while never losing sight our key goal and the importance of maintaining and encouraging high quality educational/vocational opportunities for all students...the type of learning opportunities that are present & are continuing to develop right here in Mid-Michigan. I strive to support the ongoing initiatives that are genuinely aimed at enhancing student learning performance & solid educational programs in Ingham County...all within a rapidly evolving environment based on those very unique & extremely pressing challenges for which we must always be prepared to adapt and respond to quickly - for the continued safety and educational support for all of our learners/families/staff.

I thank you for any consideration you are willing to extend to me as a continuing member of the Ingham Intermediate School District's Board of Education. Please do not hesitate to contact me directly if you have any additional questions...I am always interested in hearing your opinions and (for those of you that know me personally can attest), I eagerly look forward to discussing 'all things education' at every opportunity! Your support in the upcoming election...along with the ongoing work you all devote to the students in Ingham County is sincerely appreciated.

Thank you,
Lori Zajac



School Resource Officer



Connecting the SRO to OPS Values



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.

4406 N. Okemos Rd.
Okemos, MI 48864



www.OkemosK12.net
517-706-5000



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.

EQUALITY

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.

What Research Tells Us

Research Summary

“The research evidence does not, as a whole, yield support for school policing as an effective strategy to improve safety and security.” (National Institute of Justice - US Department of Justice, February 2022)

Key Points:

- Targeted school violence can be prevented, but no evidence that SRO is key factor in that prevention. (Community-Oriented Policing Services - US Dept. of Justice, 2020)
- Evidence connects SROs with disproportionate discipline for BIPOC students (*Crime & Delinquency* journal, 2021)
- SROs can serve in multiple roles - Informal counselor, educator, and proactive law enforcer (National Association of SROs)
- SROs are not found to have an effect on students' feelings of safety (Doctoral dissertation, 2018)
- Many districts ended their school policing programs or cut their budgets from 2020-2022 (*Ed Week*, 2022)

[Link to research review document](#)

What the OPS Community Told Us

Summary of Survey Results

March 6, 2023

STUDENTS (7-12)

656 student responses

- 65% of students survey are **in favor** of the SRO position
- 23% of students stated they would like **additional information** prior to determining
- 12% of students stated they would **not be in favor** of having an SRO in the buildings.

STAFF

136 staff responses

- 74% of staff survey are **in favor** of the SRO position
- 20% of staff stated they would like **additional information** prior to determining
- 6% of staff stated they would **not be in favor** of having an SRO in the buildings

COMMUNITY MEMBERS

529 community responses

- 71% of community members surveyed are **in favor** of the SRO position
- 19% of community members stated they would like **additional information** prior to determining
- 10% of community members stated they would **not be in favor** of having an SRO in the buildings.

Note: The OPS swatting incident took place on 2/7, and the MSU shooting on 2/13.

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.



LEVEL 3 Street Data



Fine-grain and ubiquitous



Help us to understand student, staff, and parent experience as well as specific misconceptions and mindsets.



Help us to monitor students' internalization of important skills.



Require focused listening and observation.
Inform and shape our next moves.

Students - Survey Results

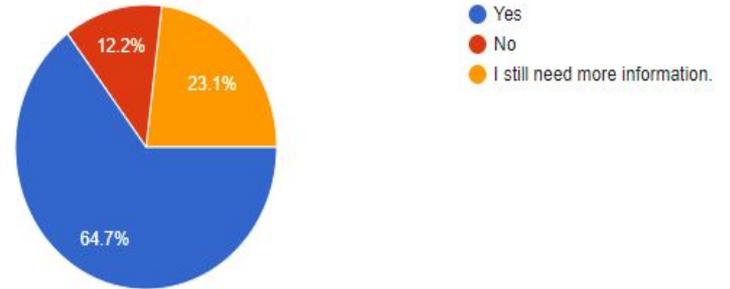
Grades 7-12

656 student responses

- **65%** of students survey are **in favor** of the SRO position
- **23%** of students stated they would like **additional information** prior to determining
- **12%** of students stated they would **not be in favor** of having an SRO in the buildings.

Do you think Okemos Public Schools should hire a school resource officer?

598 responses



Students - Affinity Group Results

- Grades 9-12
- Reached out to Black Student Union, PRISM, Asian Culture Club, ALAS, Muslim Student Association, and WILL
- Surveys, small group conversations, one-on-one conversations
- Response rates were low
- Results were mixed

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.



LEVEL 3 Street Data



Fine-grain and ubiquitous



• Help us to understand student, staff, and parent experience as well as specific misconceptions and mindsets.



• Help us to monitor students' internalization of important skills.



• Require focused listening and observation.

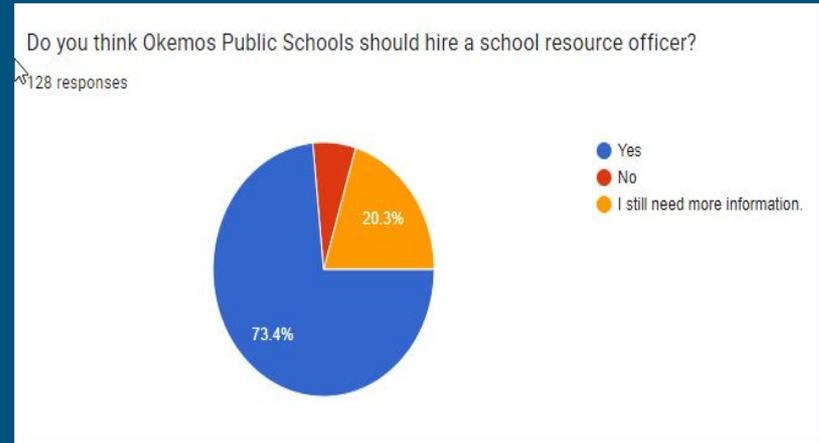


• Inform and shape our next moves.

Staff - Survey Results

136 staff responses

- **74%** of staff survey are **in favor** of the SRO position
- **20%** of staff stated they would like **additional information** prior to determining
- **6%** of staff stated they would **not be in favor** of having an SRO in the buildings



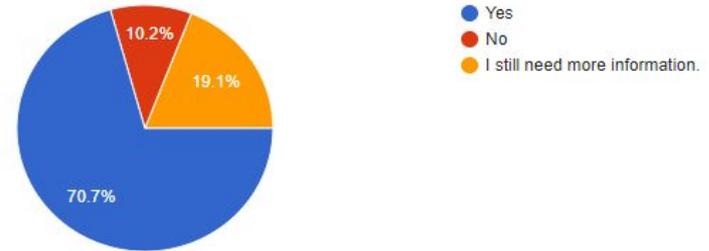
Community - Survey Results

529 community responses

- **71%** of community members surveyed are **in favor** of the SRO position
- **19%** of community members stated they would like **additional information** prior to determining
- **10%** of community members stated they would **not be in favor** of having an SRO in the buildings.

Do you think Okemos Public Schools should hire a school resource officer?

518 responses



Patterns/Themes for FEARS

-
- Perception from students
 - Impact on student with special needs
 - Disproportionality
 - School to prison pipeline
 - Punitive approach vs restorative/social justice
 - Impact on culture of the school
 - Mistreatment of students by SRO
 - Criminalization of student behavior
 - Lack of appropriate training for SRO - students with disabilities, trauma, etc.
 - Injury/death
 - Not as helpful as we would like during emergency
 - Bias will influence actions (race, SWD, etc.)
 - Loss of control for district
 - Anti-racist training won't fix issues related to race/racism
 - Living in fear

Patterns/Themes for HOPES

- Another positive role model
- Early intervention of concerns
- Greater potential to support student safety
- Deterrent to outside threats
- Positive if funds are used for mental health support, art/music therapy, etc.
- “If this is a positive experience, I will be glad to be proven wrong.”
- Could save lives/reduce injury in an emergency
- Seems hard for group to come up with positives
- Might deter outside threats if there’s a constant police presence
- Could try this out - adult who is trained, additional resources for schools

Hopes from our DEIAC

- Could be viewed as a deterrent and seen as a positive role for students
- Increased training for teachers in crisis response and training. Increased need from recent events
- Positive relationships with the students. Knowing students by name and having relationships.
- Combating negative experiences with positive experiences to create change.
- Makes a difference by teaching and helping students and changes bad experiences with law enforcement to good experiences
- Has perfect personality- helpful to students and community.
- Their presence helps cut back on things like bullying and teasing
- Very dependent on the individual in the role.

Fears from our DEIAC

- Students might fear getting arrested if they do something wrong at school. Could create a negative experience with law enforcement and the school
- Criminal enforcement
- Disparity between punishments for minority students in their learning environment
- School should be safe. Students do not need to worry about the SRO (need for clarity in development of role)
- Coming in as one labeled role and switching to another type of position (need to keep the focus and emphasis on RELATIONSHIPS)
- If it's a Meridian Township Officer- that individual turning off their "arresting officer role" to turn on the "SRO"
- Students and families may already have negative experiences with police. That may create more negative experiences related to school.
- What kind of training would they have?
- waste of time and money, SRO doesn't do anything or have any impact, Wrong personality (rude, has an agenda, etc), Increases suspensions or expulsions unfairly, etc.
- Focus on RESOURCE, not OFFICER- how can we ensure that??
- It is only one person. What is the impact compared to that of a social worker, or other resources?
- students of color smelling like weed vs white students using scentless drugs / pills ~ arrest vs sickness label
- that the role will quick shift to be committed to the high school vs throughout the district
- what about the statement: Diversity is our core value, but now we have security officers at the high school
- systems vs relationships ~ it's the relationship vs the system that motivate students to do or not do something
- students will become numb to a person carrying a weapon
- The idea of someone carrying a gun in our schools makes me very nervous.
- Core value of diversity and inclusion AND we also need an SRO ??? Will this move our work forward?
- there are other ways to build relationships and positive experiences with local police than having one present in our building

Additional Sharing/Reflection

- Question regarding how helpful an SRO is in an emergency situation
- Recognition of mixed impact (positive and negative articles) and an SRO could help - opportunity to try
- OPS is inclusive and striving to be better, this seems like a step backwards
- Students may think about school as a place of fear, disservice to them
- This is a “mixed bag” - it’s something we can try out, re-evaluate if it’s not working