



**REGULAR MEETING
OF THE BOARD OF EDUCATION
Virtual via Webex
Tuesday, September 22, 2020
6:00 PM**

AGENDA

I. CALL TO ORDER	
A. Roll Call	
B. Pledge of Allegiance	
II. ITEMS FROM THE PRESIDENT	
A. Approval of the Agenda	
B. Announcements	
III. ITEMS FROM THE SECRETARY	3
A. Correspondence	4
IV. LEGISLATIVE UPDATE	5
V. DISTRICT UPDATES	7
A. Follow Up on Public Complaints	
B. Strategic Planning - Next Steps	8
VI. REPORTS FROM BOARD COMMITTEES	
A. Superintendent's Evaluation and Succession Planning Committee	
B. Policy/Board Governance Committee	
C. Finance/Facilities Committee	
VII. DISCUSSION ITEMS	19
A. Metrics and Scenarios for In-Person Phase-In Plan	20
B. Superintendent's 2020/2021 Evaluation Goals	
VIII. PUBLIC COMMENTS	
IX. ACTION ITEMS	22
A. Recommendation for Approval of the Assurances Related to the Extended Continuity of Learning Plan	23
B. Recommendation for Approval of Acting Superintendent	51
X. ITEMS FROM THE TREASURER	54
A. Expenditures	
XI. CONSENT AGENDA	55
A. Approval of Minutes	
1. September 8, 2020 Regular Meeting	57
B. Personnel Items	
XII. SUPERINTENDENT ANNOUNCEMENTS	

XIII. RECOMMENDATIONS FOR FUTURE AGENDA ITEMS

XIV. GOOD AND WELFARE

XV. ADJOURNMENT

**PUBLIC COMMENTS is intended to provide individuals an opportunity to address the Board of Education. Those who wish to do so are asked to complete a Public Comment Card, available at the back of the room. In the interest of fairness, the Board requests each speaker to limit his or her comments up to three (3) minutes.*

ANY PERSON with a disability who needs accommodation for participation in this meeting should contact the Superintendent's office at 248-489-3338 at least three (3) business days in advance of the meeting to request assistance.

ALL MEETINGS, with the exception of closed sessions, are open to the public. Regular Board of Education meetings and most premeetings of the Board of Education are cablecast live on TV10.

The official minutes of the Board of Education are stored and available for inspection in the Lewis Schulman Administration Building of the Farmington Public School District.

September 22, 2020

Regular Meeting of the Board of Education

III. ITEMS FROM THE SECRETARY.

The Board has received communications regarding the return to school plans and the proclamation. Communications are acknowledged and, when appropriate, a response is provided. A list of correspondents can be found in the Board packet, which is available on the FPS website.

III. ITEMS FROM THE SECRETARY.

A. Correspondence.

1. Moss: Senate District 11 News & Updates
2. Lubaway: Repair Proclamation on Racism – Citizen Involvement
3. Danko: Parents
4. Wiltse: Thank You
5. Rose: Return to School Plan
6. Bushey: In Person School
7. Danko: 3rd Grade
8. Walker: We Need Clear and Specific Plan and Timeline
9. Matti: Homeschool
10. Dagner: School Opening
11. Bastien: Student View
12. Rose: RE: FPS Return to School Plan
13. Black: Please Support F2F Instruction
14. Lubaway: Farmington Schools Racism Proclamation -- Request for Action by City Council
15. Rose: RE: FPS Return to School Plan
16. Quenioux: Ontario Covid Back to School Best Practices Article



KIM BUCKLEY <kim.buckley@fpsk12.net>

MASB's News From the Capitol

1 message

Jennifer Smith & Jeff Cobb <MASBgov@masb.org>

Fri, Sep 18, 2020 at 4:32 PM

Reply-To: masbgov@masb.org

To: kim.buckley@fpsk12.net



NEWS FROM THE CAPITOL

Brought to you by: [Collins & Blaha P.C. Attorneys at Law](#)

Sept. 18, 2020

- **Budget Conversations Continue in the Legislature**
- **House Considers Sales and Use Tax Exemptions**
- **House Panel Hears Testimony on Process to Remove School Board Members**
- **MASB Legislative Priority Meetings are Coming Virtually to Your Region**
- **Members Share Ideas During Views From the Capitol - Advocacy Edition**

Budget Conversations Continue in the Legislature

This week, a deal was worked out between the Legislature and the Governor's Budget office on the 2020-2021 state budget. It was announced in [a joint statement](#) that the budget ensures "no reduction in funding to K-12 public schools" and "stipulates no cuts to revenue sharing for local governments." This is encouraging news, but details have yet to be released.

We expect to see details on funding and other issues next week. The current goal is to finish the budget and send it to Gov. Gretchen Whitmer by Sept. 24, 2020. The budget has to be completed by Sept. 30. We have tentatively scheduled a Views From the Capitol webinar for Sept. 30 to go over the final budget details; registration will open soon.

House Considers Sales and Use Tax Exemptions

On Tuesday, the House Tax Policy Committee began testimony on House Bills 6033-6034, which would exempt personal protection equipment and supplies from sales and use taxes for employers. The exemption would be for purchases from March 10, 2020 until Dec. 31, 2021. To qualify for the exemption, an employer would have to adopt and maintain a COVID-19 safety plan.

The sponsors stated the purpose of the bills was to give businesses some relief from their unforeseen costs due to COVID-19. However, these bills once again would erode the revenue

base for the School Aid Fund. They are estimated to reduce sales and use tax revenues for the SAF by more than \$15 million over the effective period. Also, the Department of Treasury has expressed concerns with how refunds would be handled for purchases since March. The bills do not explain how to do it or where the money would come from.

Due to these issues and ongoing concerns about reducing revenues to the School Aid Fund, MASB and other education organizations [submitted written testimony in opposition](#) to the bills.

The committee is expected to continue testimony on these bills in future weeks.

House Panel Hears Testimony on Process to Remove School Board Members

On Wednesday, the House Elections and Ethics Committee began discussions on [House Bill 5665](#), which would make changes to the process of removing and or suspending elected school board members. The current law allows the Governor to remove school board members for certain reasons including gross neglect of duty, corrupt conduct in office, and other malfeasance and misfeasance.

HB 5665 would create a process where a person may notify the Governor of potential misconduct and provide evidence of such conduct. The Governor will then have 60 days to review the material and decide whether or not to suspend or remove the board member from office. The Governor would also have to notify the person who initially filed the complaint as to what action was taken.

The bill received only limited testimony and no vote was taken. It is unclear when or if the legislation will be brought up again in committee.

MASB Legislative Priority Meetings are Coming Virtually to Your Region

Registration for all Legislative Priority Setting Meetings is now open! These meetings bring together board members, superintendents and MASB's Government Relations staff to brainstorm on what your Association's focus should be for the 2021-2022 legislative session.

All events will be held on Zoom, are free and start at 7 p.m. EST. Please join us and encourage your local colleagues-board members and superintendents alike-to participate in these important events. MASB's legislative agenda is only as strong as the number of voices who create it. If you can't attend the day of your region's meeting, feel free to attend another one that is convenient for you.

A complete list by date and region is available [on our website](#). You can register by clicking on the date of the meeting.

Members Share Ideas During Views From the Capitol - Advocacy Edition

On Tuesday, MASB held the Views From the Capitol - Advocacy Edition webinar. This event took the place of the in-person fall Behind the Scenes at the Capitol event. The goal was to encourage members to become more comfortable and prepared when contacting lawmakers. Attendees were broken up into several small breakout groups where they discussed specific ways and ideas to improve their influence. We gathered the ideas and comments into a [best practices document](#).

If you missed the event, you can now [view it on our YouTube channel](#). As mentioned earlier, stay tuned for more information on the next Views From the Capitol, which will include the Michigan School Business Officials and focus on the completion of the 2020-2021 School Aid budget.

Unsubscribe



VI. DISTRICT UPDATES

A. FOLLOW UP ON PUBLIC COMPLAINTS.

Presenters: Robert Herrera, superintendent and Kathy Smith, assistant superintendent-talent development

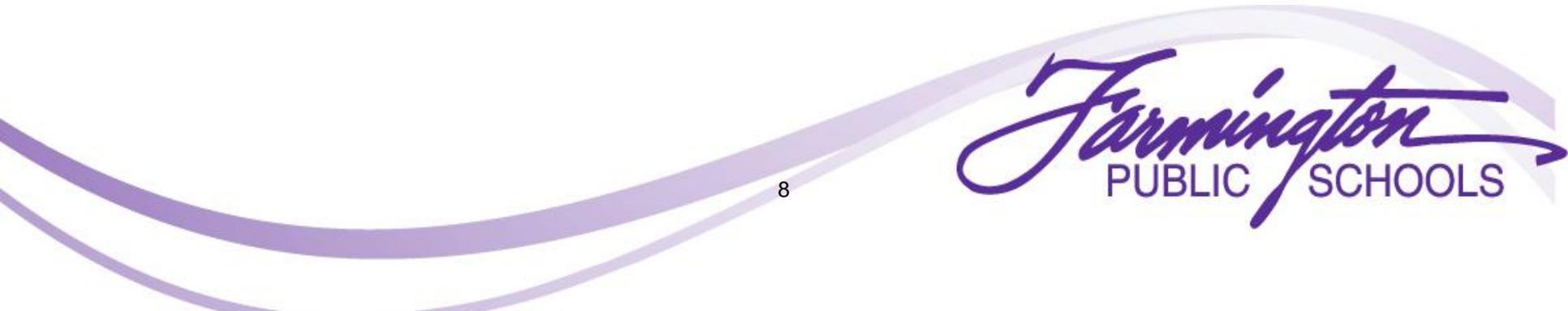
B. STRATEGIC PLANNING – NEXT STEPS.

Presenters: Robert Herrera, superintendent and Kelly Coffin, assistant superintendent-innovation and strategic initiatives

FPS Strategic Planning Update

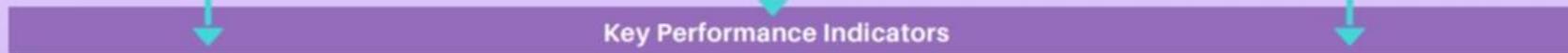
September 22, 2020

8



Farmington
PUBLIC SCHOOLS

Farmington Public Schools Strategic Framework 2020-2021



Strategic Planning Groups

District Network Team

- Comprised of formal and informal leadership across the district
- Shared feedback on current process and hopes and expectations
- Will monitor and gather feedback on Key Performance Indicators

District Leadership Team

- Comprised of leaders from a variety of levels across the district
- Identified aspects to be measured through Key Performance Indicators
- Will provide leadership in moving the Strategic Planning work forward

District Network Team--Hopes & Expectations

- **Equity** embedded in the work
- Identification of **Key Performance Indicators** & Monitor progress
- **Intentionality**
- Every student entering our schools **feels seen, valued and respected**. They see themselves as capable human beings
- **Empowering staff** in a way that leads to an improved culture
- A plan that **communicates what we value**
- We are all focused on the **same goals**, heading in the **same direction**

Key Performance Indicators

What behaviors *would we observe* if we were moving toward these goals?

Leadership & Organization

Culture & Values

Processes & Tools

People & Skills

Leadership & Organization

Leaders and organization are aligned around a common vision for equity and innovation

Past Challenges

Culture

Inconsistent support and lack of follow-through

Reactionary as an organization

Potential Key Performance Indicators

- Equity and innovation are represented in consistent, common language used by all
- Behavior of adults in the organization demonstrate a commitment to equity and innovation
- A common vision for equity and innovation is communicated throughout the district

Culture & Values

Collaborative, open culture that rewards challenging the status quo

Past Challenges

Fear of Change

Lack of trust

Potential Key Performance Indicators

- Open dialogue requiring vulnerability and presuming positive intent is occurring across the district
- Historically underserved populations are identified and supported with practices aligned to improving educational outcomes
- A process to capture all voices exist with a focus on seeking to understand
- Profile of a Lifelong Learner reflects the beliefs and values of the FPS Learning Community

Processes & Tools

Systematic approach and supporting tools for equity and innovation that enable idea generation, establish a pipeline for ideas, and manage ideas throughout the system

Past Challenges

Lack of shared goals

Lack of specific action plans

Potential Key Performance Indicators

- The system and space for the generation of ideas throughout the organization is known by all
- Staff and students feel empowered in the idea-generation process
- Decisions would be data-informed and reflected in the building/classroom environments
- Demographics in each classroom represent student populations

People & Skills

Disciplined approach to building capacity across the organization around equity and innovation

Past Challenges

- Not Taking Time to Develop the “Why”
- Too Many Initiatives
- Time
- “One and Done” Trainings

Potential Key Performance Indicators

- Clearly communicated goals reflect shared ownership and accountability across the district
- Formal and informal leadership opportunities exist across the learning community
- Access to equitable learning experiences reflects increased student growth and achievement

Upcoming & Ongoing Work

- District Leadership Team to finalize Key Performance Indicators
- Final Key Performance Indicators will be shared with FPS Board of Education
- Monitoring Plan to be developed by District Network Team
- Monthly Progress Updates on Strategic Plan

What questions do you have?

Farmington Public Schools Strategic Framework 2020-2021



District Mission & Vision

The vision of Farmington Public Schools is high achievement by all students, where learning is our most important work.

Overarching District Priority Areas

Equity & Innovation

Strategic Plan -- Focus Areas:

- Leadership & Organization
 - Culture & Values
 - Processes & Tools
 - People & Skills

Board of Education Priorities

- Foster development of 21st century skills
- Assess program impact on student academic achievement
- Foster a positive District culture & climate that incorporates equity & inclusion
- Recruit, hire, develop, & retain high quality staff that reflects diversity
- Ensure equitable practices

Superintendent Goals

- Ensure Effective Implementation of District Strategic Plan
- Ensure Equitable Practices
- Establish Effective Practices & Responsibilities for Board/Superintendent Collaboration
- Fiscal Responsibility & Long-Term Planning

Key Performance Indicators

September 22, 2020

Regular Meeting of the Board of Education

VII. DISCUSSION ITEMS

A. METRICS AND SCENARIOS FOR IN-PERSON PHASE-IN PLAN.

Presenter: Kelly Coffin, assistant superintendent-innovation and strategic initiatives

B. SUPERINTENDENT'S 2020/2021 EVALUATION GOALS.

Presenter: Robert Herrera, superintendent

Phase-In Face-to-Face Instruction

Update 9.18.20

Health & Safety:

Criteria for Phase-In of Face-to-Face Instruction: (Developed in consultation with local health officials)

- <4% positive testing rate (currently 5.1%)
- 30 - 35 COVID-19 cases per million (53.6 cases per million as of 9/3)
- 14 days of decrease or flattening of cases in the Farmington community (99 cases in FPS community-- up 1 case from 8/23 to 9/3; trending down in county as of 9/10)
- Infection rate at 1.0 or less (currently 1.01)
- Work with county health department to determine risk level by building to inform in-person instruction (new guidance)

In addition to the above criteria, we also need processes in place to mitigate risks and control exposures

We will prioritize phase-in face-to-face instruction for the following groups:

- Students with significant needs including students in our SXI, ASD and MoCI programs
- Students in grades Kindergarten through 5th grade
- Students with IEPs, 504s, at-risk as identified through 31a, and other at-risk populations

Face-to-Face Instruction Planning Update:

We are currently planning for a November 9, 2020 start date for returning to in-person instruction based on the above priorities.

The following **in-person instructional opportunities** are occurring now and/or are scheduled to begin soon:

- Students with significant needs including SXI, MoCI and ASD classrooms
 - Initial classes for some students began September 8th
 - Second group began on September 14th
 - Working to bring in preschool students with disabilities (ECSE) September 28th
 - Another group of classes for students with significant disabilities will begin on October 5th
- Early Childhood Programs
 - Students will return on September 30th

- Half day programming
- Limited class sizes
- Cohorting

Current Plans for In-Person K-5 Instruction:

- Students will be offered in-person instruction 5 days per week
 - Students will attend either AM or PM sessions face-to-face
- Remote option will be offered to families who choose this option
- Students will be provided asynchronous instruction when they are not in person
 - Asynchronous activities are independent tasks extending from in-person instruction.
- Teachers will remain with their current homerooms to the extent possible
 - Some buildings have teams in place so students will continue to work with a teacher on the grade level team
- Staff and students will be required to wear facial coverings at all times
 - Personal Protective Equipment (PPE) is available for all students and staff
- Classrooms will be set up to honor social distancing
 - Each student will have an individual desk that will be social distanced 6' from other students
 - Teachers may request plexiglass barriers for small groups and/or other needs to support a safe teaching & learning environment
- Specials classes will be offered to all students
- The district will continue to offer Y-Care to families
- Transportation will be provided
- The Canvas Learning Management System will still be the core tool used for instructional support for both in-person and remote learning

Next Steps:

- Information shared at Tuesday's Board of Education Meeting
- Parent survey sent on September 23rd
- Communication to staff in Friday's FPS Focus
- Continue planning with Elementary Work Group
 - Transportation, Facilities, Food Services, HR and Other Departments
- Secondary work group will continue planning for 6th - 12th graders

IX. ACTION ITEMS

A. RECOMMENDATION FOR APPROVAL OF THE ASSURANCES RELATED TO THE EXTENDED CONTINUITY OF LEARNING PLAN.

Presenter: Kelly Coffin, assistant superintendent-innovation and strategic initiatives and Margaret Hendrickson, director-curriculum, instruction, and assessment

MOTION: I move that the Board of Education approve the nine assurances, as presented.

B. RECOMMENDATION FOR APPROVAL OF ACTING SUPERINTENDENT.

Presenters: Robert Herrera, superintendent

MOTION: I move that the Board of Education approve Kathy Smith, Assistant Superintendent for Talent Development, to act as superintendent in the case of a short-term absence, per administrative regulation 4007-AR.

COVID Extended Continuity of Learning Plan

FPS Board of Education
September 22, 2020



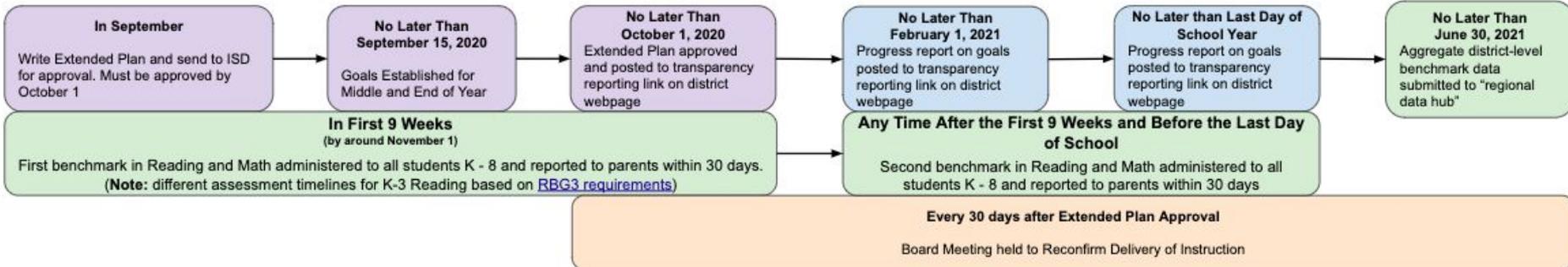
COVID Extended Learning Plan Timeline

Extended Learning Plan Timeline



Reporting Timeline and Information for Extended COVID-19 Learning Plan Implementation

[Please Read This First](#)



Extended COVID-19 Learning Plan

- Educational goals that will be included in plan must be established by September 15, 2020
- Must be approved by ISD and posted to transparency reporting link on district webpage by October 1, 2020
- Must contain *achievement* or *growth* goals that will be measured by benchmark testing in reading and math for the middle of the year and the end of the year

Recommended: [Plan Template](#)

Benchmark Testing

- Reading and math must be administered to all students K - 8 two times throughout the year
- Results must be reported to parents within 30 days
- First benchmark: first 9 weeks. Second benchmark: any time outside of the first 9 weeks
- Approved Providers and Assessments:
 - NWEA - MAP
 - Curriculum Associates - iReady
 - Renaissance Learning - STAR
 - Data Recognition Corp. - Smarter Balanced and MDE K-2 Early Literacy Assessments (free option)
 - "Local Benchmark Assessments"
- Approved Assessment Providers:** Data submitted to regional data hub by June 30, 2021
- Local Benchmark Assessments:** Do not submit data, but additional reporting required to CEPI

Progress Reports

- Two required: By February 1, 2021 and "before the last day of the 20/21 school year"
- Must be posted to transparency reporting link on the district webpage
- Must report progress on benchmark assessments using *achievement* or *growth* for K-8 in reading and math in the aggregate and for all subgroups

Recommended: [Progress Report Template](#)

Reconfirmation Meeting

- Held every 30 days with school board after approval of the Extended Plan
- Reconfirm how instruction is going to be delivered during the 20/21 school year
- Solicit public comment on how instruction is going to be delivered
- Publicly announce weekly 2-way interaction rates at the meeting and post to transparency reporting link

Recommended: [Reconfirmation Meeting Template](#)

Extended COVID Continuity of Learning Plan

Extended COVID-10 Continuity of Learning Plan outlines assurances

1. Post the plan on website
2. Report on progress towards performance goals (math and reading)
3. Administration of benchmark assessments
4. Equitable technology access & Exposure to grade level and course curriculum expectations
5. Consult with local health department officials to determine guidelines for returning to in-person instruction
6. Prioritization of K-5 students upon return to in-person instruction
7. Instructional delivery plan/model
8. Equitable access to instruction for students with disability
9. Gather data on 2-way student interactions



Extended COVID Continuity of Learning Plan

Extended COVID-10 Continuity of Learning Plan outlines key requirements related to creation of performance goals and monitoring progress towards those goals while elaborating on existing features of our **Moving Forward Learning Plan**.

Reinforcement

- Instructional delivery model and plans
- Curriculum exposure
- Equitable Technology Access
- Equitable Access to Instruction for Students with Disabilities (and English Learners).

New

- Student Engagement Monitoring
- Performance Goal Setting (Monitoring Growth or Achievement)



Review of Extended Learning Plan Performance Goals and Benchmark

Goals

Goal 1: Students will meet or exceed adequate growth from Fall to Winter and Fall to Spring as measured by the benchmark assessment in the area of **literacy**.

Goal 2: Students will meet or exceed adequate growth from Fall to Winter and Fall to Spring as measured by the benchmark assessment in the area of **mathematics**.

*Adequate growth will be determined by expected and normative growth expectations set by the benchmark assessment.

Benchmark Assessments

1. EasyCBM Reading and Math - Grade K
2. NWEA MAP Growth Reading - Grades 1-9
3. NWEA MAP Growth Math - Grades 1-8

Reporting

1. Reports to families within 30 days of assessment
2. BOE presentations in Winter and Spring
3. District, Building and Grade Level Aggregate including subgroups
4. M-STEP Projections as available
5. Historical comparisons as available



Extended Learning Plan: Instructional Delivery and Content Exposure

Reviews: Moving Learning Forward Plan Elements

3 Instructional Approaches

- Learning at a Distance (Full Remote)
- Hybrid (or other Modified In-Person Structure)
- In-Person (Full) with Adapted Routines and Structure

Phase-in Planning to Face-to-Face Instruction

Curriculum Refinement

- Priority Standards and Learning Targets
- Strategic Pacing
- Standards Based Planning

Continued Programming for Special Education and English Language Learners

FPS Instructional Framework	
Standards-Based Planning	<ul style="list-style-type: none">● Making learning targets visible and accessible to the learner.
Conditions for Learning	<ul style="list-style-type: none">● Establishing and maintaining effective relationships.● Providing effective feedback for all learners.
Standards-Based Instruction	<ul style="list-style-type: none">● Developing complex and engaging tasks that provide an opportunity for student's voice, choice, and interaction.
Professional Responsibility	<ul style="list-style-type: none">● Promoting teacher leadership and collaboration● Maintaining expertise in content and pedagogy



Extended Learning Plan: Instructional Delivery and Content Exposure

Monitoring student learning will:

- focus on learning and engagement.
- utilizes formative and summative assessments.
- include feedback that is supportive of engagement and moving learning forward.
- be aligned to the unit's standards and learning targets.
- utilize a combination of curriculum embedded and as well a teacher-developed assessments.
- involve PLCs discussing their observations of student learning to inform instructional planning.

Grade Level and Course Progress Monitoring

- Continuation of Secondary and Elementary Grading Practices

FPS Instructional Framework	
Standards-Based Planning	<ul style="list-style-type: none">● Making learning targets visible and accessible to the learner.
Conditions for Learning	<ul style="list-style-type: none">● Establishing and maintaining effective relationships.● Providing effective feedback for all learners.
Standards-Based Instruction	<ul style="list-style-type: none">● Developing complex and engaging tasks that provide an opportunity for student's voice, choice, and interaction.
Professional Responsibility	<ul style="list-style-type: none">● Promoting teacher leadership and collaboration● Maintaining expertise in content and pedagogy



Extended Learning Plan: Equitable Technology Access

Building principals provided information on internet and device access for students.

- All of the elementary buildings except for one reported all students (100%) have access to internet services. The one building reported 95% of students having access and is working with families to get hotspots.
- All middle school buildings reported that students have access to the internet or they are working with one or two families to support getting access through their internet provider or through hotspots for their homes.
- All high school buildings report 100% internet access for their students.

of Devices Distributed:

- 3800 (spring)
- 2400 (fall)

of Hot Spots Distributed:

- 97



Extended Learning Plan: Two-Way Interactions

As a requirement of PA 149, districts are required to track two 2-way interactions each week between students and his or her teacher. The district has worked with Oakland Schools to develop a tracking system and teachers are recording this data in MiSTAR. The district is required to report out weekly interaction data each month when the Board of Education meets to re-confirm instructional delivery.

Currently, Farmington Public Schools has the following interaction rates:

- Week of 8/31/20: 99%
- Week of 9/7/20: 99.4%
- Week of 9/14/20: 99.5%





Farmington Public Schools Extended COVID-19 Learning Plan as Described in [Public Act 149](#), Section 98a

[September 3rd Clarification](#)

September 22, 2020

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.



Farmington Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 32500 Shiawassee St. | Farmington, MI 48336

District/PSA Code Number: 63200

District/PSA Website Address: <https://www.farmington.k12.mi.us/fps>

District/PSA Contact and Title: Dr. Robert Hererra

District/PSA Contact Email Address: robert.hererra@fpsk12.net

Name of Intermediate School District/PSA: Oakland Schools

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than **October 1, 2020**.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than **February 1, 2021**, for goals its expected would be achieved by the middle of the school year and not later **than the last day of school** of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

7. The District/PSA assures that
 - instruction will be delivered as described in this plan and approved by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the District/PSA will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.

8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

President of the Board of Education

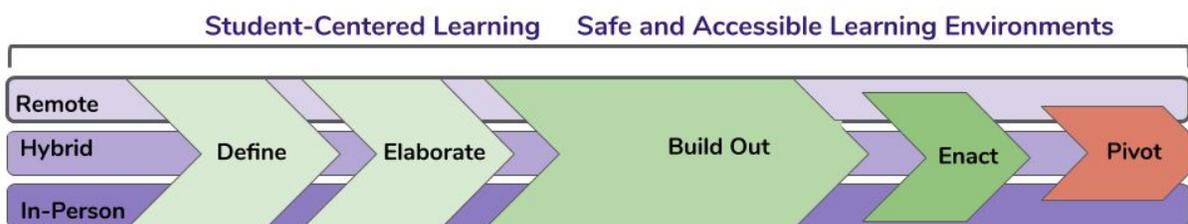
Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

Farmington Public Schools engaged in intentional planning as part of our Spring Continuity of Learning Plan. As it became clear that the 2020-21 school year would require planning for multiple possible instructional approaches, learnings from our emergency Continuity of Learning Plan informed our **Moving Learning Forward Preparedness** plan that was approved by the FPS Board of Education on August 11, 2020. As part of this plan Farmington Public Schools defined and built out three **instructional approaches** for possible enactment during the 2020-21 school year: **Learning at a Distance*** (full remote), **Hybrid**, and **Daily In-Person Instruction**. The three instructional approaches were then aligned to the MI Safe Schools Return to School Roadmap and matched to the 6 phases of the MI Safe Start economic plan as each were released.



**Learning at a Distance approach reflects an intentional remote learning plan to ensure increased expectations for teaching and learning as compared to Spring's emergency Continuity of Learning Plan (CLP).*

The Learning at a Distance (our fully remote approach) was originally targeted for enactment in the event our region was in phase 1-3. As a hybrid model was being planned for phase 4, it was clear that specific challenges were emerging that informed our recommendation to start the school year with fully remote learning. These included:

- Ability to social distance: Can we provide optimal opportunities for students and staff to social distance throughout the school day?
- Managing stability of our workforce: Can we accommodate staff absences and keep some consistency for our students and families?
- Mitigating and monitoring risk: Can we mitigate the risk for our students and staff while also controlling the conditions that allow for monitoring, tracing and tracking exposure (for example, our ability to cohort students safely)?
- Maintaining Instructional Integrity: How can we maintain instructional integrity in the context of adapted routines and structures to mitigate risk?
- Availability of activities: We recognize that students and families would like some level of "normalcy" for the child in a face-to-face setting. Can we offer opportunities such as recess and lunch safely?

The Farmington Public School Board of Education approved a Learning at a Distance (full remote) for our fall start on August 11, 2020 with an expectation that we would develop a phase-in plan to Face-to-Face instruction prior to going fully hybrid. A phase-in plan would provide time to

- ensure appropriate adapted routines and structures could be in place to mitigate risk as we increase the number of students and staff in our buildings during time in which there is still community spread of the COVID 10.
- put plans in place to support other challenges to returning to in-person instruction.

Following the development and approval of our **Moving Forward Learning Preparedness Plan**, we would then be required to prepare an **Extended COVID-19 Learning Plan** as part of House Bill 5913 that was signed into law as Public Act 149 by Governor Whitmer. This plan includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. While our **Moving Forward Learning Preparedness Plan** does address many of these items, our **Extended COVID-10 Learning Plan** outlines key requirements related to benchmark assessments and progress monitoring towards specific performance goals while elaborating on existing features of our initial plan..

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Farmington Public School developed two goals. One in the area of reading. One in the area of mathematics.

Goal 1: Students will meet or exceed adequate growth from Fall to Winter and Fall to Spring as measured by the benchmark assessment in the area of literacy.

Goal 2: Students will meet or exceed adequate growth from Fall to Winter and Fall to Spring as measured by the benchmark assessment in the area of mathematics.

Adequate growth will be determined by expected and normative growth expectations set by the benchmark assessment.

The benchmark assessment will be administered in the fall, winter, and spring to support monitoring of progress. Data will be compared to historical data and disaggregated by subgroups.

Kindergarten students will be assessed using EasyCBM in math and reading. Students in grades 1-8 will be assessed using NWEA in math and reading. Grade 9 students will be assessed using NWEA in reading only.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Farmington Public Schools has been committed to **ENHANCING** the core instruction of the classroom in an effort to **ENGAGE ALL** learners and **EMPOWER** them by building equitable learning environments. This has not changed, as we return to school this fall. To this end, FPS will focus on the following instructional framework in order to create a consistent **teaching and learning** focus regardless of where and when teaching and learning occurs. This framework has been mapped to the National Standards for Quality Online Learning to ensure the framework is applicable to a remote learning approach..

FPS Instructional Framework		National Standards for Quality Online Learning
Standards-Based Planning	<ul style="list-style-type: none"> • Making learning targets visible and accessible to the learner. 	<ul style="list-style-type: none"> • The online teacher creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated standards-based learning goals.
Conditions for Learning	<ul style="list-style-type: none"> • Establishing and maintaining effective relationships. • Providing effective feedback for all learners. 	<ul style="list-style-type: none"> • The online teacher uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interactions, and monitor and motivate learner engagement. • The online teacher helps learners reach content mastery through instruction and quality feedback using various formats.
Standards-Based Instruction	<ul style="list-style-type: none"> • Developing complex and engaging tasks that provide an opportunity for student's voice, choice, and interaction. 	<ul style="list-style-type: none"> • The online teacher uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interactions. • The online teacher is able to incorporate subject-specific and developmentally appropriate digital learning resources into online learning modules.
Professional Responsibility	<ul style="list-style-type: none"> • Promoting teacher leadership and collaboration • Maintaining expertise in content and pedagogy 	<ul style="list-style-type: none"> • The online teacher is a reflective practitioner. • The online teacher continuously pursues knowledge and skills related to online learning and pedagogy.

Farmington Public Schools is a diverse learning community. As a result, an overarching lens through which the instructional framework will be enacted is one of equity. To this end, we will consistently ask the following questions:

- How do we provide rigorous instruction while ensuring instruction is accessible and adjusted to meet the needs of a diverse set of learners?
- In what ways are students placed at the center of instruction --supporting agency, choice, and voice?

- How are different perspectives given a position within the curriculum and dialogue?

Per Farmington Public Schools' **Moving Forward Learning Preparedness plan that was BOE approved on August 11, 2020**, three instructional approaches were defined and built out in order to offer continuity of learning in the event that the region moves between phases during the school year.

The **Learning at a Distance** approach (full remote) engages students in synchronous and asynchronous learning. Elementary and secondary schedules are developed to support engagement in live meets for full group and small group instruction. Elementary students receive instruction in math, science, social studies, and literacy as well as art, music, and PE. Secondary students receive instruction in all 6 of their classes within their schedule. Teaching and learning is supported by a learning management system, Canvas. *Learning at a Distance is implemented when the region is in Phase 1-3 and is an option for Phase 4.*

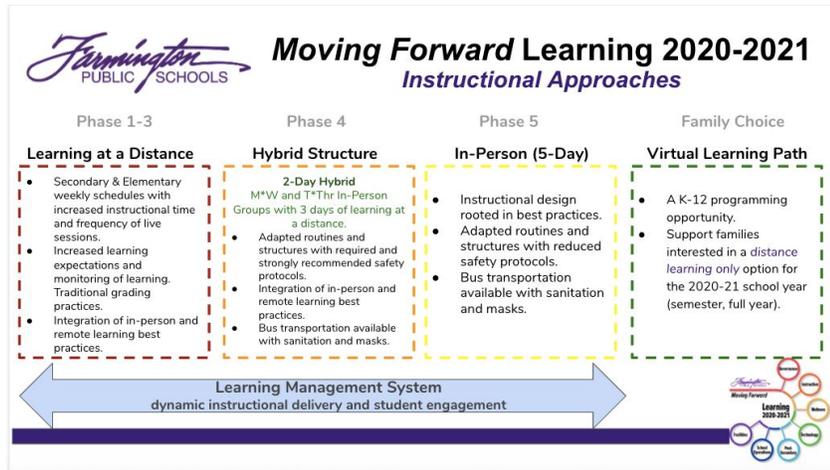
The **Hybrid** structure entails breaking students into two groups (Group A and Group B). Group A and Group B attend in-person instruction on different days with remote instruction on the off days.

- Student Group A attends in-person instruction on Monday and Wednesday.
- Student Group B attends in-person instruction on Tuesday and Thursday.
- Off days are remote learning days.
- Friday is remote learning for both groups.

Adapted routines and structures are put into place to support social distancing, wearing of facial coverings, managing hygiene etc. A **Hybrid** approach is a possible option for Phase 4 as feasible.

**Additional Modified In-Person Structures under consideration*

The **Daily In-Person Instruction** approach allows students to return to face-to-face instruction with appropriate adapted routines and structures in the event the region is in Phase 5. Adapted routines and structures will be removed as the region moves to Phase 6.



For families, interested in a virtual-only for a semester/trimester or a full year, the FPS Virtual Learning Path is an option. The **Virtual Learning Path** provides a virtual learning only option for families **who do not** want to participate in face-to-face instruction as part of the District’s Moving Learning Forward plan. A student stays in this virtual learning option **regardless** of potential building or district opening and closing to in-person instruction.

FPS will start the school year with Learning at a Distance through October 30th per the BOE approval on August 11, 2020. Farmington Public Schools is developing a Phase-In Plan for returning to Face-to-Face instruction prior to engaging in a full hybrid model for all K-12 students. The goal is to have all students back for Face-to-Face instruction in Phase 5.

There are several considerations when planning for a phase in approach to face-to-face instruction including:

- Social distancing: Can we provide optimal opportunities for students and staff to social distance throughout the school day?
- Stability of our workforce: Can we accommodate staff absences and keep some consistency for our students and families?
- Mitigation and monitoring risk: Can we mitigate the risk for our students and staff while also controlling the conditions that allow for monitoring, tracing and tracking exposure (for example, our ability to cohort students safely)?
- Instructional Integrity: How can we maintain instructional integrity in the context of adapted routines and structures to mitigate risk?
- Availability of activities: We recognize that students and families would like some level of “normalcy” for the child in a face-to-face setting. Can we offer opportunities such as recess and lunch safely?

The district is planning to phase in face-to-face instruction with certain populations. While we recognize we cannot guarantee a risk-free environment, we want to ensure that the conditions above (social distancing, contact tracing, and cohorting) are in place to reduce the risk of exposure to COVID-19 to the greatest extent possible.

The criteria we would be looking at in order to begin phasing-in face-to-face instruction for a significant number of students, prior to our region moving to Phase 5 where we would provide face-to-face instruction for all students, was presented.

Criteria for Phase-In of Face-to-Face Instruction: (Developed in consultation with local health officials)

- <4% positive testing rate
- 30 - 35 COVID-19 cases per million
- 14 days of decrease or flattening of cases in the Farmington community
- Ability to mitigate risks and control exposures

Priority Areas for Phase-In Planning:

- Kindergarten - 5th grade per Extended COVID-19 Learning Plan
- Students with significant learning needs (IEPs, 504s, 31A/At-Risk, etc)
- Families comfortable with face-to-face instruction

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

FPS engaged in a curriculum refinement process prior to the start of the 2020-21 school for ELA, Math, Science and Social Studies. The goal of this work was to ensure that students had access to grade level or course standards while also taking into account prior grade level gaps that may have occurred during Spring's Continuity of Learning instruction. This work was guided by the following principles:

- Provide a **viable** and **credible** curriculum to ensure students are prepared for the next grade level/course regardless of whether we are in a remote, hybrid, or face-to-face learning environment.
- Clarify standards priority in order to support teachers with **strategic pacing** and maximize instructional time for what is important.
- Account for potential prior grade level/course standards so that **instructional supports and scaffolds** can be put into place providing learners greater access to grade level content.

FPS defined critical components of these principles:

Viable: Curriculum is

- ✓ manageable with the time teachers have to teach it, and learners have to learn it.

Credible: Curriculum that is

- ✓ indicative of the rigor necessary to ensure learners are prepared for the next grade level.
- ✓ aligned to priority standards for the content area.

Strategic Pacing: Teacher decisions to

- ✓ slow down and speed up instructional pacing in response to student learning.
- ✓ collapse or expand lessons in response to student learning.
- ✓ adapt lessons in response to student learning.

Instructional Supports and Scaffold: Teacher designed instructional elements such as

- ✓ pre-assessment tasks that gain knowledge of a learner's prior grade level understanding of a standard.
- ✓ integration of mini-lessons or units into instructional pacing that aligns with prior grade level standards.
- ✓ adaptations of instructional tasks to activate or build knowledge of prior grade level standards.

To this end, priority standards at each level were reviewed and revised as needed. Priority standards connect to concepts that are most critical to moving into the next grade or course and are a central core idea in the discipline . Decisions were also made as to what prior grade level priority standards should be integrated or used as scaffolds to the current grade level content in order to respond to prior grade level learning gaps. Focusing on a defined set of standards and associated learning targets will maximize student access and time to learn, creating an appropriate pace for the learning work. Curriculum documents were produced during this process to support staff in making sense of the refined curriculum and priority standards, scope and sequence, learning targets, and instructional pacing guidance.

The refined curriculum will be a valuable tool to teachers as they collaboratively plan within their PLCs. Teachers will engage in lesson design that starts first with the essential standard and its associated **learning targets**. Teachers then consider the match between task design and what students are expected to know and be able to do, placing students and the learning at the center of each lesson's design. Learning plans will be built with a **learning cycle** in mind. Learning cycles asks one to consider how content understanding will grow over time and how students move to independence with and application of content. Elements of gradual release and student-centered exploration will provide a foundation for learning plan design.

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Learning plans will be aligned to the curriculum and will make learning targets visible to students. These learning targets provide a self-reflection tool for students and provide a clear focus for designing learning experience and assessment opportunities. Teachers provide ways for students to share their thinking and learning using a variety of possible artifacts (curriculum embedded and teacher designed). Teachers provide feedback on student learning in a variety of ways. Key artifacts are assessed for mastery of learning and used to mark report card goals in elementary and use as part of letter grade reporting at the secondary. The following expectations regarding monitoring student learning are a part of this plan. Monitoring student learning will:

- focus on learning and engagement.
- utilizes formative and summative assessments.
- include feedback that is supportive of engagement and moving learning forward.
- be aligned to the unit's standards and learning targets.
- utilize a combination of curriculum embedded and as well a teacher-developed assessments.
- involve PLCs discussing their observations of student learning to inform instructional planning.

Elementary students will receive report card markings each trimester in all subject areas: Math, Science, Social Studies, Reading, Writing, PE, Art, and Music. Students are marked with the following codes: P+ = High Achievement in Grade Level; P - Proficient; Expected Grade Level; D = Developing Toward Grade Level; N = Not Demonstrating Expected Performance; M = Modified Curriculum. The report cards are made available to families at the end of each trimester.

Secondary students will receive formative and summative grades representing their progress toward meeting the course's expectations. These grades are visible within MI Star for parent and student access throughout each semester. Progress reports and overall grades are reported out midway and at the end of each semester.

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Per Farmington Public Schools' Preparedness plan that was BOE approved on August 11, 2020, a plan to attend to equitable access to technology was put into place. Farmington Public Schools has an "In Home Device" program that provides parents/students an opportunity to receive a device. Devices were first made available in the Spring as part of the Continuity of Learning Plan. The program is extended into the 2020-21 school year.

In addition to device distribution, Farmington Public School has made hot spots available to families in need. We also advertise low cost internet access provided by local service providers. Farmington is also currently installing outside wifi access points in strategic buildings in the district to support accessibility to reliable internet. We are continuously monitoring access to internet services at the building level to identify needs as they arise.

Farmington Publics schools also launched as part of our Spring Continuity of Learning Plan technology support for families. This support aids families in the event they have a problem with their district provided device or login issues to their FPS accounts and is extended into the 2020-21 school year

Farmington Publics schools also launched as part of the our Spring Continuity of Learning Plan an MTSS process by which student engagement is monitored. This MTSS process is designed to monitor student engagement, in the event the teacher's communication with a student or family does not result in increased participation in the learning. If during this process access to a device or internet access is the problem, families are invited to participate in our "In Home Device" program. If needed, transportation services have been used to deliver devices to homes. This MTSS process will continue into the 2020-21 school year.

Canvas, FPS's learning management system, will be used to support a common K-12 digital classroom environment. An LMS was deemed to be an important tool to better support teaching and learning as compared to Google Classroom which was used during Spring's Continuity of Learning. The adoption of an LMS will provide greater accessibility by providing more streamlined communication and executive functioning tools to help learners manage and engage in their learning.

Canvas serves multiple purposes:

- A space for teachers to establish an online presence, develop instructional content, provide effective feedback, and collaborate with their Professional Learning Teams (PLT).
- A digital classroom in which students access instructional content, manage and submit their work, and engage with their larger class.
- An opportunity for meaningful partnerships for learning between teachers, students, and parents
- A communication tool for teachers, parents, and students.

Teachers, students, and parents will have different access and abilities within the Canvas platform. Students will have a single dashboard to access all of their classes. Parents will have a single dashboard to access all of their FPS students. Parents are observers to the classes and can follow along via computer or from the Canvas Parent Apps that are downloaded from your devices' store e.i. Google Store or the Apple App Store.

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

The following students supports will be in place:

- The FPS Multi-Tiered Systems of Support (MTSS) processes and procedures are still a critical part of our teaching and learning model in order to provide Tier 1, 2, and 3 instructional support.
- Students will be given equitable access to special education programs and services according to their IEP (virtually and/or in person). If IEPs cannot be implemented (virtually or in person), a Contingency Learning Plan will be developed.
- Special Education Services are also continuing under this plan to support engagement in the core Learning at a Distance plan by collaborating with general education teachers and providing supplementary aids and services such as accommodations and modifications as needed.
- The special education staff will address the IEP goals and objectives of students to the greatest extent practicable. They will work closely with parents to support the individualized needs of their students.
- All ancillary services will be provided according to the IEP.
- When safety requirements can be met, FPS will consider consolidating programming for select SE students for in-person instruction in a central location to minimize transportation routes and ensure building administration is in place for supervision. Social distancing, facial coverings and other safety protocols will be in place.
- Staff will address 504 plans to ensure supports are provided to meet individual needs.
- 504 and IEP plans will continue to be reviewed annually.
- Students can still be referred to Child Find.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**
 - 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

1. The District will provide the following supports to students classified as English Language Learners:

Models

- **Pull-out -**
 - **Synchronous** - small group instruction, support services, intervention support, one-on one support.
 - **Asynchronous** - Recorded lessons/ videos provided by general education teacher and/or ELL staff and made available for students to review material. Students have access and are provided digital curriculum materials and on their own time respond through emails, discussion boards, or other collaborative online documents (Google Slides, Flipgrid, Canvas).
- **Push-in -**
 - **Virtual** -real time language supporting a general classroom in a breakout session/ small group or in the general classroom
 - **Co-teaching** -Classroom or content teachers and ELL staff collaborate, plan and develop lessons designed with accommodations and scaffolding assignments.
- **Sheltered/ Newcomers Program**
 - ELL staff leads the sheltered providing feedback, support, scaffolding and accommodations. Staff creates a virtual classroom space to provide information related to on-line learning and support. Posting information regarding assignments, due dates and reminders.
 - ELL staff classes in the Newcomer Program according to the school schedule and content.
- **Virtual Office Hours**
 - ELL staff hold mutually agreed upon time for scheduled weekly meetings/or set up Office Hours as needed based on the students' needs.
 - ELL staff to support student learning, monitor independent work on assignments, provide feedback and support to students, provide one-on-one support when needed. Schedule Q&A sessions, additional tutoring sessions to help students understand and complete assignments.
 - Contact families to provide important information, interpretation, assistance with online learning experience, Q&A sessions, addressing parental concerns, etc.
- **Home Language Surveys - Family Interviews per Temporary Guidelines from the Michigan Department of Education (MDE)**
 - ELL staff (teachers and paras) are conducting Family Interviews to identify new

ELL students according to the Temporary Guidelines as set by the MDE while the district is in Remote Learning. Once these are completed, decisions for support will be made and implemented to support students.

2. Continued access to programs:

Additional Plan Elements	Description
<i>Early Childhood Programs</i>	<ul style="list-style-type: none"> • Early childhood education programs anticipate to run in person child care programming, with lower class sizes in classroom cohorts, and will continue to monitor guidance as it relates to Great Start Readiness, Head Start, and licensing.
<i>Advanced Placement and IB</i>	<ul style="list-style-type: none"> • AP and IB teachers will utilize the Learning at a Distance instructional plan. • They will continue to address the necessary curriculum targets to support student performance on the required assessments.
<i>Dual Enrollment</i>	<ul style="list-style-type: none"> • Students can still continue with their dual enrollment courses. • Students engage in the learning as defined by the college/university offering the credit.
<i>Work Based Learning Experience</i>	<ul style="list-style-type: none"> • Students enrolled in work based learning experiences can continue to accrue hours.
<i>Performance Based Courses</i>	<ul style="list-style-type: none"> • Performance based courses are reviewing their curriculum targets and making necessary adjustments that include shifting the sequence of learning modules, adapting instructional tasks, and shifting course focus.
<i>CTE Adaptations</i>	<ul style="list-style-type: none"> • CTE teachers are reviewing their curriculum targets and making necessary adjustments that include shifting the sequence of learning modules, adapting instructional tasks, and in some cases utilizing online CTE supplements.
<i>OSTC</i>	<ul style="list-style-type: none"> • Students participate in OSTC as allowable by OSTC.
<i>Visions</i>	<ul style="list-style-type: none"> • Teachers will continue to utilize the Unique Learning System curriculum to meet the goals of the Essential Elements standards. • Staff are exploring the use of Pear Deck to provide interactive, engaging instructional content. • Staff will explore virtual job sites as they become available. • Ancillary services will be provided according to the IEP.

Extended COVID-19 Learning Plan

Goal Reporting

Required by February 1, 2021 and End of 20/21 School Year

Date:

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	Students will meet or exceed their winter growth projection as measured by the benchmark assessment.
End of the Year Reading Goal	Students will meet or exceed their spring growth projection as measured by the benchmark assessment.
Middle of the Year Mathematics Goal	Students will meet or exceed their winter growth projection as measured by the benchmark assessment.
End of the Year Mathematics Goal	Students will meet or exceed their spring growth projection as measured by the benchmark assessment.

Achievement or Growth on Benchmark Assessment

Grades 1-9: Report percent of students who meet/exceed expected growth on benchmark assessment

Grades K: Report percent of students at or above expected levels

Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
All Students						
Econ. Disadvantaged						
Special Education						
English Learner						
Female						
Male						
Race/Ethnicity 1						
Race/Ethnicity 2						
Race/Ethnicity 3						
Race/Ethnicity 4						

A School District employee may appeal a decision arising under or relating to the 4000 series Board policies and administrative procedures. Such an appeal must be submitted to the School District's Director of Human Resources, in writing, no later than 10 calendar days after the employee becomes aware of the grounds for appeal. Such appeals will be promptly investigated and resolved, to the extent possible.

Succession planning is an organized, proactive process designed to ensure that the right people will be in place to sustain and promote the culture and goals of the District into the future.

Procedures The Succession Planning Committee will prepare for and manage a planned or unplanned change of leadership of the Superintendent. The Succession Planning Committee will include the Superintendent, Board President, Board Vice President and immediate past Board President. If the immediate past Board President is no longer a member of the Board, the Board Secretary will sit on the Committee.

Annually, the Succession Planning Committee will:

- Review the District's mission, vision and goals which will become the basis for determining the key leadership competencies and qualifications necessary to further the District's progress and review and update the Succession Plan. Changes to the plan require Board approval.
- Consult with the incumbent Superintendent regarding her/his career plans to provide for an informed Succession Plan.
- Review the District's emergency/short-term transition plan which shall include:
- The Superintendent's recommendation for an Acting Superintendent who would replace him/her in the case of a temporary absence and a timeline for appointment;
- By the end of September, the Board will authorize the Acting Superintendent to function as Superintendent in the event of the Superintendent's absence through the end of the current school year. If an absence occurs and overlaps two fiscal years, the Board shall reaffirm their approval before the end of the current fiscal year.

Succession Plan Process: Emergency/Short-Term Change in Leadership

- The absence status will be communicated to all stakeholders.
- The Superintendent will review her/his roles and duties with Acting Superintendent.
- The Acting Superintendent shall consult with the Superintendent, if available, on major decisions and continue to implement the annual goals of the Superintendent and District; and
- If the short-term absence is determined to be long-term or permanent, then the Board will decide the process for appointing an Interim Superintendent.

Succession Plan process, Permanent Leadership Change Upon announcement of the resignation or vacancy of the Superintendent, the Board will put the Succession Plan into effect. The Succession

Planning Committee will make recommendations to the Board regarding the specific procedures to be used and the process for filling the vacancy.

Minimally, this plan will include:

- Communication Plan outlining the selection process:
 1. Announcement of the Superintendent's resignation or vacancy will be shared with both staff and
 2. Community. Following Board approval, a statement of the Succession Plan and process for filling the vacancy will be announced. (See Attachment A)
 3. Information will be communicated through the following channels: email communications, newspapers, website, parent newsletters, and public meetings.
 4. The official spokesperson representing the District in all media contacts and external inquiries will be the Director of School and Community Relations working in conjunction with the Board President and Succession Planning Committee.
- The process for identifying executive search consulting services. If the Board determines it is necessary, it may choose to retain an executive search firm and issue a request for proposal;
- A timeline and schedule of recruitment selection activities including opportunities for input from key stakeholders;
- A transition time period between the outgoing Superintendent and the incoming Superintendent;
- Negotiation of the Superintendent's contract; and
- Appointment of the new Superintendent and assistance in the transition during his/her first year of employment.

Attachment A Succession Plan

Process: Timeline for Permanent Change in Leadership.

- Announce resignation or vacancy to staff and community
- Announce transition plan, which may include appointment of an Acting Superintendent
- Board decision on search process
- Process begins with announcements of search process
- If deemed necessary, the Acting Superintendent shall take over the responsibilities of the superintendency until such time it becomes necessary to appoint an Interim Superintendent.
- Board President and Director of School and Community Relations manage communications
- Superintendent search begins
 - Preparation
 - Timeline

- Staff and community input
 - Recruitment
 - Solicitation of applications
 - Board leadership and support
 - Screening of applicants
 - Visitations
- Communication
 - Press release(s) on search process
 - Communication(s) to staff
- Culminate Superintendent search process
- Negotiate contract
- Appoint new Superintendent
- Outgoing or Acting Superintendent consults with newly appointed Superintendent to assist in the transition

The Board president, vice president, and immediate past president shall serve as a Transition Committee to support the new Superintendent during the first year of his/her superintendency to provide feedback, guidance and support.

X. ITEMS FROM THE TREASURER

A. Expenditures.

MOTION: I move that the Board of Education approve the expenditures as outlined in the expenditure printout dated September 22, 2020, as follows:

General Fund	\$10,233,679
General Fund - Athletics	\$46,383
Debt Fund	\$2,299
Capital Projects – 2018 Bond Fund	\$1,257,082
Capital Projects – 2020 Bond Fund	\$2,028
Nutrition Services Fund	\$299,114
Benefit Stabilization Fund	\$1,953,613
TOTAL	\$13,794,198

September 22, 2020

Regular Meeting of the Board of Education

XI. CONSENT AGENDA. I move that the Board of Education approve the September 22, 2020 Consent Agenda, as follows:

- A. Approval of Minutes
 - 1. September 8, 2020 Regular Meeting
- B. Personnel Items

LEAVES OF ABSENCES

Beissel, April
Teacher
Farmington STEAM
Effective: 8/24/2020

Glandon, Jessica
Counselor
Warner Middle
Effective: 8/24/2020

Masih, Lura
Speech Pathologist
Power, Longacre, FHS
Effective: 9/14/2020

Poskie, Katherine
Teacher
Lanigan Elementary
Effective: 8/24/2020

NEW HIRES

Comiskey, Autumn
Office Clerk
Beechview Elementary
Effective: 8/31/2020

Davis, Patricia
ESL Teacher
Farmington Central High
Effective: 9/21/2020

Emerson, Ian
Teacher
NFHS/Warner Middle
Effective: 8/24/2020

Franks, Cooper
Teacher
Farmington STEAM
Effective: 8/24/2020

Gall, Anna
Teacher
Wood Creek Elementary
Effective: 9/14/2020

Goodrum, Mantrell
Teacher
North Farmington High
Effective: 10/5/2020

Hakim, Miranda
Speech Pathologist
Power, Longacre, FHS
Effective: 9/14/2020

Katz, Jennifer
Teacher
EMS, Farmington STEAM
Effective: 10/1/2020

LaCroix, Kathryn
Teacher
Hillside Elementary
Effective: 9/21/2020

Lengel, Nadia
Teacher
Farmington STEAM
Effective: 8/31/2020

Nowak, Melanie
Career Coordinator
District
Effective: 8/24/2020

Patton, Kristen
Teacher
Farmington High
Effective: 8/24/2020

Randolph, Nicole
Secretary
Farmington High
Effective: 9/8/2020

Trotta, Kevin
Teacher
Lanigan Elementary
Effective: 8/28/2020

van Grinsven, Rebecca
Teacher
Wood Creek Elementary
Effective: 9/15/2020

Watkins, Rebekah
Teacher
Gill Elementary
Effective: 8/26/2020

RESIGNATIONS

Curtis, Susannah
Paraprofessional
Hillside Elementary
Effective: 8/10/2020

Dowhan, Karen
Office Clerk
Lanigan Elementary
Effective: 8/27/2020

Duhani, Marina
ECC Paraprofessional
Farmington Early Childhood
Effective: 8/21/2020

Gipson, Alyssa
Teacher
FHS/NFHS
Effective: 8/28/2020

Griffin, Kayla
Paraprofessional
Wood Creek Elementary
Effective: 8/31/2020

Lee, Rebecca
Teacher
Farmington High
Effective: 9/24/2020

Merritt, Danielee
Paraprofessional
Wood Creek Elementary
Effective: 8/28/2020

Romero, Imelda
Teacher
EMS, Farmington STEAM
Effective: 9/11/2020

Sanders, Bonnie
Kitchen Helper
Warner Middle
Effective: 8/15/2020

Scott, Curtessa
Kitchen Helper
Farmington High
Effective: 8/13/2020

Steiner, Susannah
Teacher
North Farmington High
Effective: 8/20/2020

Tucker, Jason
Master Electrician
Facilities Management
Effective: 9/15/2020

RETIREMENTS

Calvert, Karen
Teacher
Hillside Elementary
Effective: 9/1/2020

Finley, Irene
Kitchen Helper
Farmington High
Effective: 7/1/2020

Johnson, Eric
Teacher
Farmington High
Effective: 9/1/2020

McInerney, Angela
Teacher
Wood Creek Elementary
Effective: 9/1/2020

Szmatula, Marsha
Kitchen Helper
Power Middle
Effective: 9/1/2020

6. **PUBLIC COMMENTS.** Public comments were read aloud. No action taken.

7. **CANVAS UPDATE.**

Presenters: Kelly Coffin, assistant superintendent-innovation and strategic initiatives and Margaret Hendrickson, director-curriculum, instruction and assessment

Dr. Coffin and Mrs. Hendrickson provided the Board with an update on the new Learning Management System (Canvas). Rhonda Henry (Longacre principal) and Denise White (3rd grade Hillside teacher) provided their perspectives on system use.

Board member questions were answered.

8. **REPORTS FROM BOARD COMMITTEES.**

Academic Excellence/Strategic Planning/Communications Committee: Chair Cummings reported that the committee and central office staff met August 27 and September 3 to receive updates and discuss: extended continuity of learning plan, October 30 metrics, middle school athletics, high school sports spectators, SEL update, and HS PE requirement. Further discussion of the HS PE requirement and standards based grading were moved to a future meeting. Communications related to the ECLP to the BOE/staff/community were also discussed. Additional future agenda items are the NWEA and strategic plan.

Finance/Facilities Committee: Chair Weems reported that the committee and central office staff met August 19 to receive updates and discuss: March 2020 bond update, GRBS custodial services update, HVAC audit update, building re-entry plan for teachers, and state budget update and unknowns.

9. **EXTENDED COVID-19 LEARNING PLAN TIMELINE AND INFORMATION.**

Presenters: Kelly Coffin, assistant superintendent-innovation and strategic initiatives and Margaret Hendrickson, director-curriculum, instruction and assessment

Dr. Coffin and Mrs. Hendrickson presented information regarding the extended continuity of learning plan, which must be sent to the ISD for approval by October 1, 2020. There are two primary areas that are required in the ECLP that are different from the original Preparedness Plan: student goals and assessment of progress. Educational goals that will be included in plan must be established by September 15, 2020. The goals for the District are: **Goal 1:** Students will meet or exceed expected growth from Fall to Winter and Fall to Spring as measured by the benchmark assessment in the area of **literacy**, and **Goal 2:** Students will meet or exceed expected growth from Fall to Winter and Fall to Spring as measured by the benchmark assessment in the area of **mathematics**. The benchmark assessments utilized to determine growth will be NWEA Growth Grades 1-9 (Reading only in Grade 9) and Easy CBM Grade K.

Board member questions were answered.

10. **RECOMMENDATION FOR APPROVAL OF ASSISTANT SUPERINTENDENT FOR DIVERSITY, EQUITY AND INCLUSION.**

Presenter: Jeff Danziger, director-human resources

MOTION: It was moved by Mukamal and supported by Cimmings that the Board of Education approve the appointment of Dr. Bobbie Hayes Goodrum as the Assistant Superintendent for Diversity, Equity, and Inclusion.

Board members congratulated Dr. Hayes Goodrum.

ROLL CALL VOTE: **Ayes:** Rich, Smith, Weems, Johnson, Cummings, Mukamal
 Nays: None

MOTION PASSED 6-0.

Dr. Hayes Goodrum thanked the Board and expressed thoughts on her new position.

11. RECOMMENDATION TO APPROVE OCSBA PROPOSAL TO AMEND THE BYLAWS.

Presenter: Zach Rich, policy/board governance committee chair

MOTION: It was moved by Cummings and supported by Mukamal that the Board of Education approve the OCSBA proposal to amend the bylaws, as presented.

Board discussion occurred.

ROLL CALL VOTE: **Ayes:** Smith, Weems, Johnson, Cummings, Mukamal
 Nays: Rich

MOTION PASSED 5-1.

12. RECOMMENDATION TO APPROVE POLICY UPDATES.

Presenter: Zach Rich, policy/board governance committee chair

MOTION: It was moved by Rich and supported by Weems that the Board of Education approve the policy updates for policies 1001, 1002, 2002, 2006, 2007, 4002, 5003, and the addition of a stormwater discharge policy, as presented.

ROLL CALL VOTE: **Ayes:** Rich, Smith, Weems, Johnson, Cummings, Mukamal
 Nays: None

MOTION PASSED 6-0.

18. CONSENT AGENDA. It was moved by Mukamal and supported by Cummings that the Board of Education approve the Consent Agenda dated September 8, 2020.

- A. Approval of Minutes
 - 1. August 11, 2020 Regular Meeting
 - 2. August 17, 2020 Board Workshop

ROLL CALL VOTE: **Ayes:** Rich, Smith, Johnson, Cummings, Mukamal, Weems
 Nays: None

MOTION PASSED 6-0.

19. SUPERINTENDENT'S ANNOUNCEMENTS.

Dr. Herrera stated his gratitude to the Board and all District staff for their hard work preparing for the start of this unusual school year and providing the best remote learning experience possible.

He recognized instructional support staff and those currently redeployed who have been pitching in where needed.

20. RECOMMENDATIONS FOR FUTURE ADGENDA ITEMS. Public comment process, process for answering questions submitted by Board members.

21. GOOD AND WELFARE. Board members spoke on the following topics:

Gratitude to central office/teachers/staff/administrators for a smooth start to remote learning; staff appreciation from Buddy's Pizza and Silver Dairy; news articles regarding students/staff; thank you to families for hanging in; welcome to non-traditional first week of school; coming together begins with the BOE.

22. ADJOURNMENT. It was moved by Weems and supported by Cummings to adjourn the Board of Education September 8, 2020 regular meeting at 8:45 pm.

ROLL CALL VOTE: **Ayes:** Rich, Smith, Johnson, Cummings, Mukamal, Weems
 Nays: None

MOTION PASSED 6-0.

Angie F. Smith
Farmington Board of Education
Secretary