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**REGULAR MEETING
OF THE BOARD OF EDUCATION
Maxfield Education Center
32789 W. Ten Mile Rd.
Farmington, MI 48336
Tuesday, October 10, 2023
6:00 PM**

AGENDA

- I. **CALL TO ORDER**
 - A. Roll Call
 - B. Pledge of Allegiance
- II. **APPROVAL OF THE AGENDA**
- III. **RECOGNITIONS**
 - A. Farmington Public Schools' Students Selected as College Board National Recognition Program Awardees and National Merit Semi-Finalists
- IV. **RECESS**
- V. **ITEMS FROM THE PRESIDENT**
 - A. Announcements
- VI. **ITEMS FROM THE SECRETARY**
 - A. Correspondence
- VII. **LEGISLATIVE UPDATE**
- VIII. **DISTRICT UPDATES**
 - A. Superintendent's District Update
 - B. Strategic Planning Update
 - C. Spring Assessment Data Snapshot
- IX. **REPORTS FROM BOARD COMMITTEES**
- X. **DISCUSSION ITEMS**
 - A. 2024/2025 Section 105 Schools of Choice Recommendation
 - B. Review of Recommended Policy Updates (June 2023) from Miller Johnson Policy Service Provider - First Reading
- XI. **PUBLIC COMMENTS**
- XII. **ACTION ITEMS**
 - A. Approval of New IB Science Resource Adoption Recommendation
- XIII. **CONSENT AGENDA**
 - A. Security Infrastructure Upgrade - Phase 2

- B. Approval of Minutes
 - 1. September 26, 2023, Regular Meeting
- XIV. **REPORTS FROM BOARD REPRESENTATIVES**
- XV. **ADJOURNMENT**

**PUBLIC COMMENTS are intended to provide individuals an opportunity to address the Board of Education. In the interest of fairness, the Board requests each speaker to limit his or her comments 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 pre-meetings of the Board of Education are [live-streamed on the District's YouTube Channel](#).

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.

October 10, 2023

Regular Meeting of the Board of Education

III. RECOGNITIONS

A. FARMINGTON PUBLIC SCHOOLS' STUDENTS SELECTED AS COLLEGE BOARD NATIONAL RECOGNITION PROGRAM AWARDEES AND NATIONAL MERIT SEMI-FINALISTS.

Presenter: Dr. Chris Delgado, Superintendent



DATE: September 11, 2023
CONTACT: Courtney O'Hara
248.489.3350
FOR RELEASE: IMMEDIATE

Multiple Farmington Public Schools' students selected as College Board National Recognition Program awardees and National Merit Semi-Finalists

Farmington, MI – Fourteen students at North Farmington High School (NFHS) and 12 students from Farmington High School (FHS) have been recognized by the College Board National Recognition Program and/or named National Merit Semifinalists.

The College Board created the National Recognition Programs to recognize academic achievement among student populations that are often underrepresented at the university level.

The College Board National Recognition Program students have earned their recognition due to their academic achievements in school and outstanding performance on the PSAT/NMSQT, PSAT 10, and/or AP Exams. There is a minimum of a 3.5 GPA and a score in the top 10% of students in Michigan on the PSAT.

Award Key

National African American Recognition Award - NAARA

National Hispanic Recognition Award - NHRA

North Farmington High School Recognition Program Awardees

Adrianna Bohannon, NAARA

Akua Gyamf, NAARA

Brian Rivers, NAARA

Kamille Fells, NAARA

Keira Rhodes, NAARA

Sydney Cole, NAARA

Tyreese Radway, NAARA

Eugenio Camino-Cantu, NHRA

Lana Cerbin Eckhoff, NHRA

Farmington High School Recognition Program Awardees

Ashley Katushabe, NAARA

Brandon Dail, NAARA



DATE: September 11, 2023
CONTACT: Courtney O'Hara
248.489.3350
FOR RELEASE: IMMEDIATE

Naomi Edwards, NAARA
Saniya Gorham, NAARA
Isabel Torres, NHRA
Xavier Chavarria, NHRA

The National Merit Scholarship Corporation has announced the names of more than 16,000 Semifinalists in the 2023 National Merit Scholarship Program. These students will have the chance to continue in the competitions for National Merit Scholarships worth more than \$28 million collectively.

According to the National Merit Scholarship website, to be considered for a Merit Scholarship award, Semifinalists must fulfill several requirements to advance to the Finalist level of the competition. About 95 percent of the Semifinalists are expected to attain Finalist standing, and about half of the Finalists will win a National Merit Scholarship, earning the Merit Scholar title.

North Farmington High School National Merit Semifinalists

Bjorn Brolin-Olson
Shamon Gajraj
Jonathan Manela,
Matthew Rai
Angelina Sun

Farmington High School National Merit Semifinalists

Sanjana Datla
Riya Desai
Grisham Halapeti
Asher M. Hart
Lydia Meissner
Samarth Punjala

Congratulations to all the College Board National Recognition Program and National Merit Scholarship Semifinalists!

To learn more about Farmington Public Schools, visit www.farmington.k12.mi.us.

October 10, 2023

Regular Meeting of the Board of Education

VI. ITEMS FROM THE SECRETARY.

The Board has received communications about the presentation for M-STEP results, a different take on things through competition, an invitation to the Farmington High School's Orchestra Concert on October 30th, Head Start programs, and the Community Dialogue. The Board acknowledges communications and responds when appropriate. A list of correspondents can be found in the Board packet, accessible on the Farmington Public Schools' website.

October 10, 2023

Regular Meeting of the Board of Education

VI. ITEMS FROM THE SECRETARY

A. Correspondence.

Date	From	Topic
09-25-23	Steele, Paul	Lack of Presentation to the Board regarding M-STEP Results
09-28-23	Lubaway, B.	A Different Take on Things -- Competition and Attachments
09-29-23	Blau, C.response to Steele, P.	Lack of Presentation to the Board regarding M-STEP Results
09-29-23	Brown, Andrea	Invitation to Attend the Oct. 30 FHS Orchestra Concert
09-29-23	Office of Head Start	Potential Lapse in Federal Funds for HHS Awards
10-05-23	Office of Head Start	HSES - Non-Competing Continuation Grant Application
10-05-23	Lubaway, B.	Re: Community Dialogue - Discontinue these faux dialogues

October 10, 2023

Regular Meeting of the Board of Education

VIII. DISTRICT UPDATES

A. SUPERINTENDENT'S DISTRICT UPDATE.

Presenter: Chris Delgado, Superintendent

B. STRATEGIC PLANNING UPDATE.

Presenter: Chris Delgado, Superintendent; Kelly Coffin, Assistant Superintendent of Innovation and Strategic Projects

C. SPRING ASSESSMENT SNAPSHOT.

Presenter: Chris Delgado, Superintendent; Kelly Coffin, Assistant Superintendent of Innovation and Strategic Projects; Margaret Hendrickson, Director of Curriculum, Instruction & Assessment

Strategic Plan



Strategic Planning Update

FPS Board of Education Presentation
October 10, 2023

Strategic Plan



What lenses frame our focus and direction?

Equity

Innovation

Personalization

- A strategic plan should give the organization **focus** and a **clear** direction.
- The intent is to get people, processes and programs on the same page, **heading in the same direction**.
- A strategic plan **aligns** people and resources to translate strategy into **focused action plans**.
- The “**Good Intentions**” of the strategic plan are transformed, through the work of the stakeholders, into strong results for students, schools, and the community

Strategic Plan



How We Got Here...



Vision

Together with our diverse community, Farmington Public Schools is committed to provide each and every learner **equitable experiences** to explore and develop their **passions and interests** in order to prepare for their **future**.

Mission

We are all **safe** in this environment to ...
grow, investigate, express, reflect, and innovate.



Connections between District Instructional Anchors

Promise to the Community
(learner outcomes)



What we want students to know and be able to do alongside concepts and skills embedded in our standards.



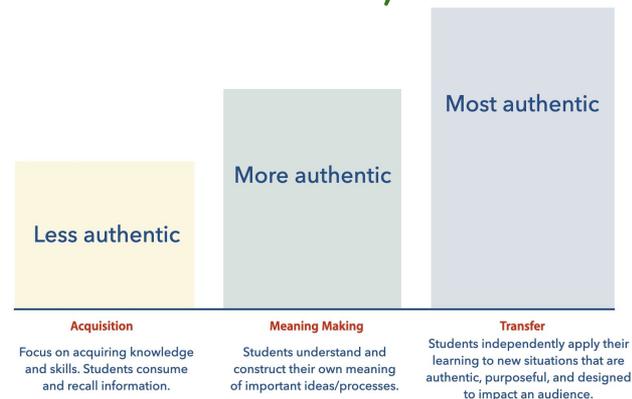
Enduring Instructional Focus
(instructional design)



What we want to think about as we intentionally plan or craft learning experiences.



Learning Framework
(intentional learning decision)



What intentional learning decision are we making

Strategic Plan



The Process

- Stakeholder Feedback gathered in Spring, 2023
- Themes identified from all feedback
- Four Strategic Initiatives Identified
- Leadership Team developed Focus Statements
- Goal Area Committee Leadership Identified & Interest Survey Shared
- Committee Meetings to begin in October, 2023

Strategic Plan



Strategic Initiatives with Focus Statements

- Collaborative Professional Learning that Supports Equity and Innovation
- Culture of Equity and Innovation
- Health and Wellness through Social and Emotional Learning
- Innovation for Teaching and Learning

Strategic Plan



Collaborative Professional Learning that Supports Equity and Innovation

We will become a system that works collaboratively, is constantly learning and adapting, is inclusive of all learners and voices through needs-driven professional learning that builds the capacity of ALL staff in supporting innovative and equitable practices.

Strategic Plan



Culture of Equity and Innovation

We will create sustainable, intentional systems to support equity and innovation through active engagement in creating a culture that expects and allows for equity and innovation without barriers.

Strategic Plan



Health & Wellness through Social and Emotional Learning

We will focus on the physical and emotional well-being of students, staff and families, recognizing the importance of staff caring for themselves as well as expanding their awareness of individual student needs infused into daily practices.

Strategic Plan



Innovation for Teaching and Learning

We will partner with our community to create unique learning experiences within and beyond the classroom; embracing emerging technology, designing authentic, meaningful, and inclusive learning experiences while cultivating a community of continuous growth and improvement

Strategic Plan



Next Steps...

- Invitation to Committee Members
- Goal Committees Begin Meeting in October
- Board Updates on Progress Throughout School Year

Vision

Together with our diverse community, Farmington Public Schools is committed to provide each and every learner **equitable experiences** to explore and develop their **passions and interests** in order to prepare for their **future**.

Mission

We are all **safe** in this environment to ...
grow, investigate, express, reflect, and innovate.

Spring 2023 State Assessment: Data Snapshot

Board of Education Meeting
October 10, 2023

Vision

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Mission

We are all **safe** in this environment to ... **grow, investigate, express, reflect, and innovate**.

Today's Purpose

- Share performance highlights from our spring state assessments.
- Revisit key action steps in literacy and mathematics for 2023-24 school year.

State Assessment Overview: Broad Trends

Our proficiency performance is variable across grade levels and test types.

- Performance is relatively flat as compared to last year with a few exceptions.
- Performance is at or above the county in most areas.
- Literacy and math performance is above the state.
- Literacy continues to be a relative area of strength as compared to mathematics.



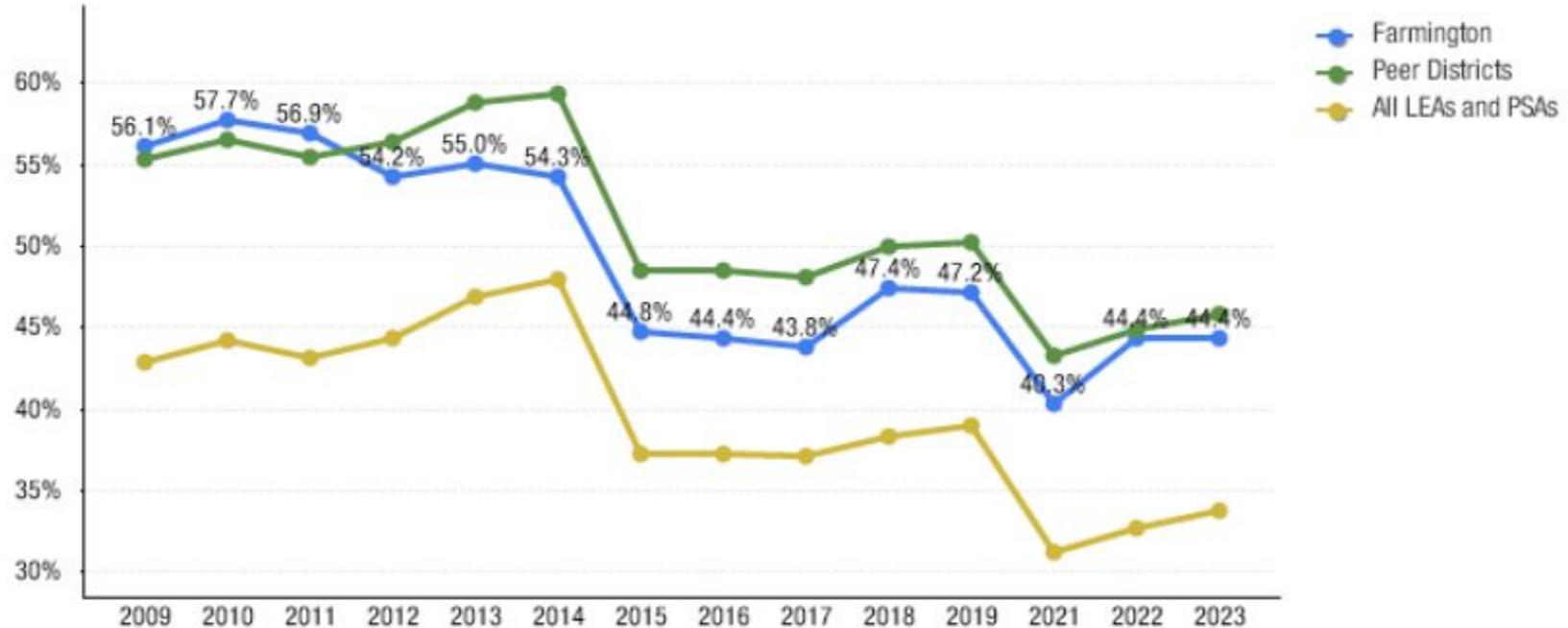
State Assessment Overview: Broad Trends

Opportunity gaps exists between subgroups and all students.

- Students who qualify as **special education** or an **English language** learner show gaps
 - as compared to all FPS students
 - as compared to their County peers
- Students who are **economically disadvantaged** show gaps as compared to all FPS students; but performed at or above their county peers.
- Performance of our **African American** students show a gap as compared to all FPS students; but out-perform their county peers.
- Farmington Online performance was below the district performance depending on grade level/band. (48% ELA, 30% Math - All grade levels combined)

State Assessment Overview: Broad Trends

M-STEP Proficiency (All Subjects; All Grades Combined 3-8)



While we see urgency to increase the proficiency of each and every student, we have closed the performance gap in comparison to our county peers (peer districts) when looking at subjects and grade combined..

Our state assessment performance **confirms** the need for ...

- ❑ a focus on the growth of each and every student through intentional work in building coherence and consistency across Tier 1, 2 and 3 levels of **instructional practices, structures, and systems**

in order to move students into higher levels of proficiency by reducing opportunity gaps for learning.



***Our last year's
NWEA performance
is consistent with
our state
assessment
performance.***



Literacy



Literacy: What we know about the data?

Overall Performance:

- **High School:** 66% of high school students were proficient in literacy
 - 73, 67, and 59 percent proficient in grades 9-11 respectively.
- **Middle School:** 43% of grades 6 & 7 students (M-STEP) and 72% of grade 8 (PSAT) were proficient in literacy
 - 42% and 44% proficient in grades 6 - 7 respectively on M-STEP.
- **Elementary:** 54% of elementary students were proficient in literacy with
 - 47%, 61%, and 56 % in grades 3-5 respectively.

Special Notes:

- Grade 3 in ELA showed an 11% decrease in proficiency compared to 2022.
- Grade 4 in ELA showed a 8% increase in proficiency compared to 2022.

Comparison to State and County:

- **Secondary:** At the county level; Above state
- **Elementary:** At the county level; Above state
 - Grade 4 above the county

Literacy: How are we responding to the data?

- ❑ **Literacy Professional Learning**
 - ❑ EL Skills Block Coaching Cycles (K-2)
 - ❑ LETRS (K-5 and select MS staff)
 - ❑ Striving Readers (Grades 3-5)
 - ❑ Secondary Literacy Instruction (6-12)
- ❑ **Lexia Computer Adaptive Reading Program (K-5)**
- ❑ **Intervention Support**
 - ❑ K-2 Literacy Para Support
 - ❑ Literacy Interventionists Title 1
 - ❑ Middle School Pull Out and Push in Model
 - ❑ Secondary Virtual Mentorship Tutoring (Math and ELA)
- ❑ **High School Seminar (IST/FLEX) time for individualized support**
- ❑ **ELA Targeted Course Offerings (High School)**
- ❑ **Secondary MTSS Coach**



Mathematics



Mathematics: What we know about the data?

Overall Performance:

- **High School:** 42% of high school students were proficient in mathematics
 - 51%, 38%, and 37% percent proficient in grades 9-11 respectively.
- **Middle School:** 40% of grades 6 & 7 students (M-STEP) and 48% of grade 8 (PSAT) were proficient in mathematics
 - 40% and 41% percent proficient in grades 6 - 7 respectively.
- **Elementary:** 49% of elementary students were proficient in mathematics
 - 51%, 55%, 41% in grades 3-5 respectively.

Special Notes:

- Math performance in grades 3-5 stayed consistent compared to 2022.
- 6th grade performance on the M-STEP math assessment increased by 7% as compared to 2022.

Comparison to State and County:

- **Secondary:** At the county level; Above state
- **Elementary:** At the county level; Above state

Mathematics: How are we responding to the data?

- ❑ **Mathematics Professional Learning**
 - ❑ Math Recovery (K-8)
 - ❑ Math Gaming in Elementary Math Instruction (3-6)
 - ❑ Math Coaching Cycles (3-5)
 - ❑ Building Thinking Math Classrooms (Secondary)
 - ❑ Secondary Math Labs
- ❑ **Dreambox Computer Adaptive Reading Program (K-5)**
- ❑ **Tier 3 Intervention Support Model**
 - ❑ Upper Elementary Math Recovery Model
 - ❑ Math Interventionists Title 1
 - ❑ Middle School Literacy Pull Out and Push in Model
 - ❑ Secondary Virtual Mentorship Tutoring (Math and ELA)
- ❑ **High School Seminar (IST/FLEX) time for individualized support**
- ❑ **Math Targeted Course Offerings (High School)**
- ❑ **Secondary MTSS Coach**

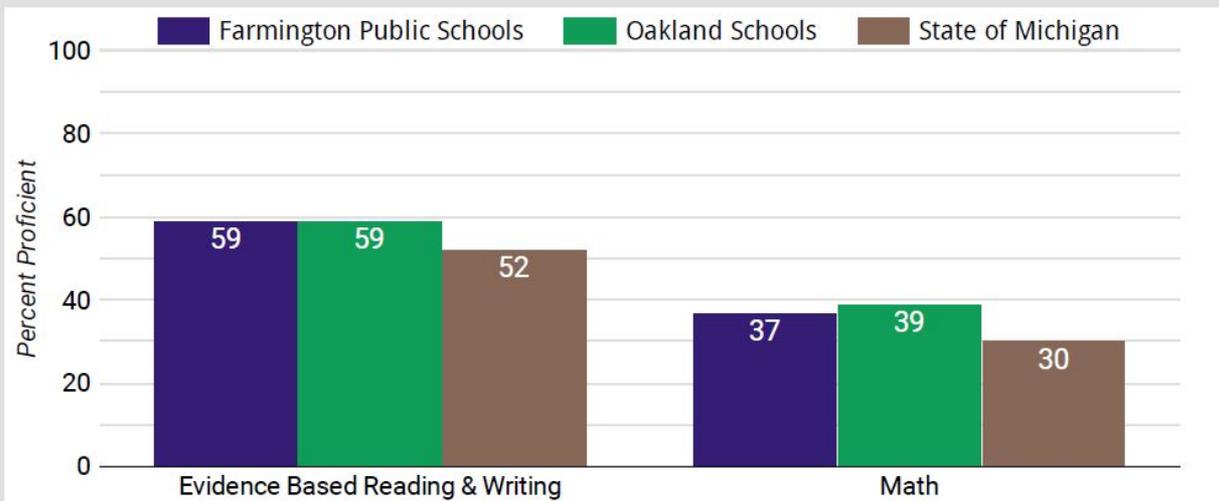


State Assessment Spring 2023 Data Set

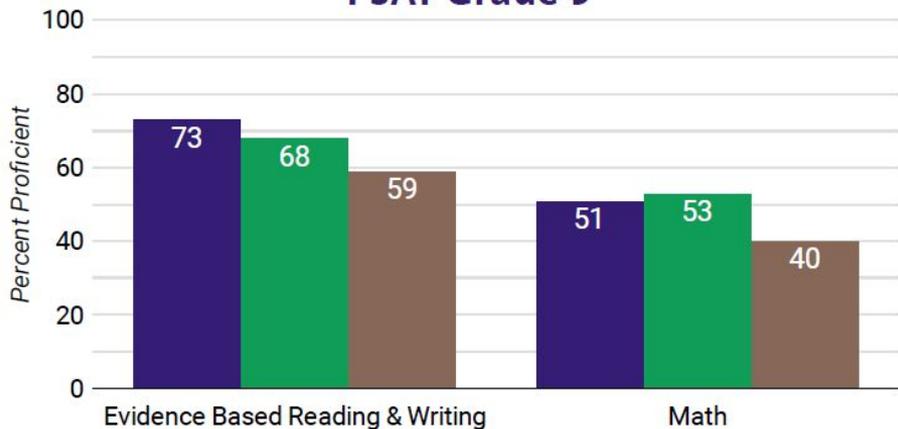


High School: Spring State Testing - Percent Proficient: District, County and State Comparison

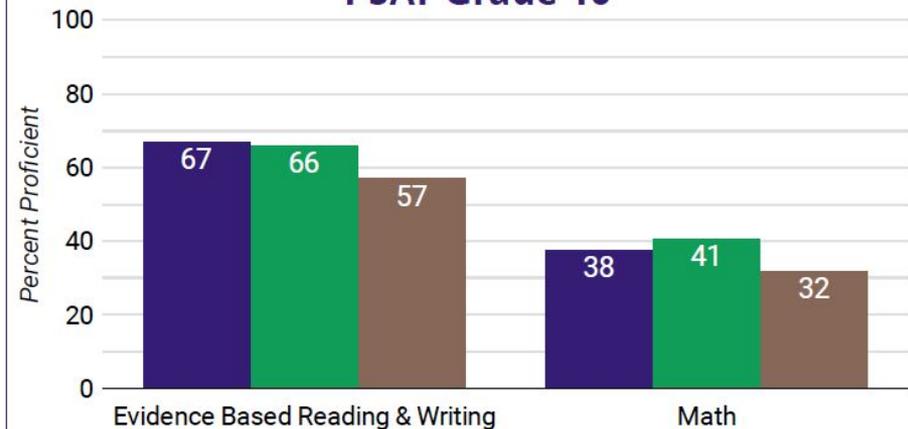
SAT Grade 11



PSAT Grade 9



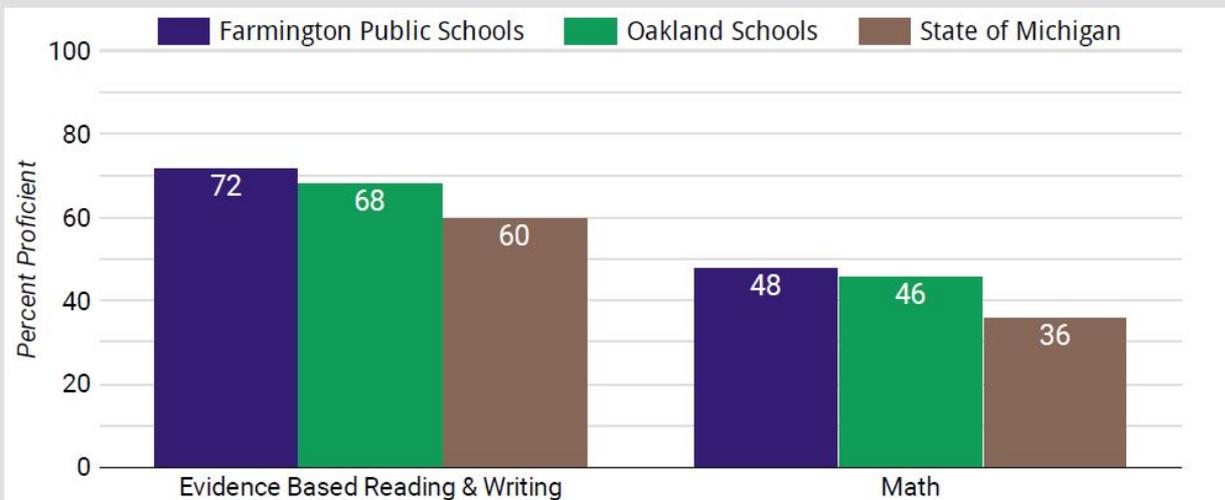
PSAT Grade 10



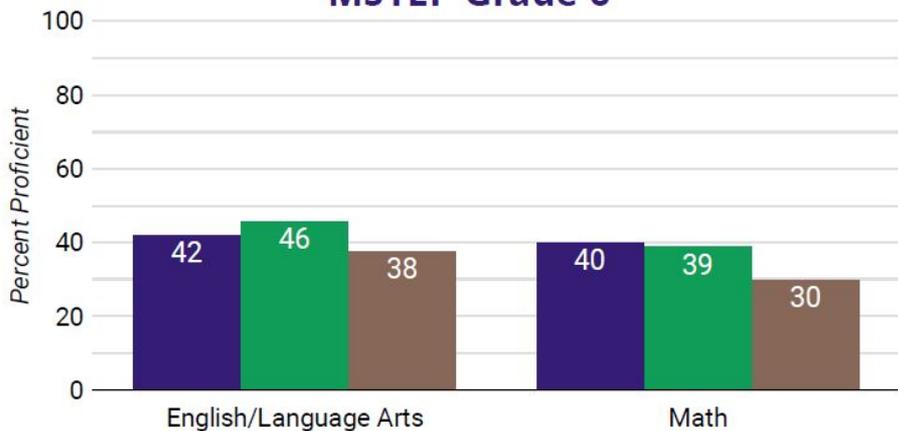
Middle School: Spring State Testing - Percent Proficient: District, County and State Comparison

PSAT Grade 8

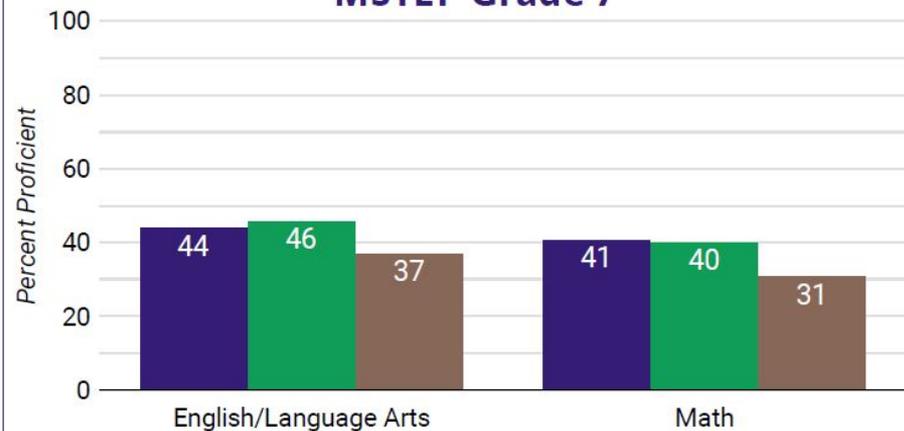
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MSTEP Grade 6

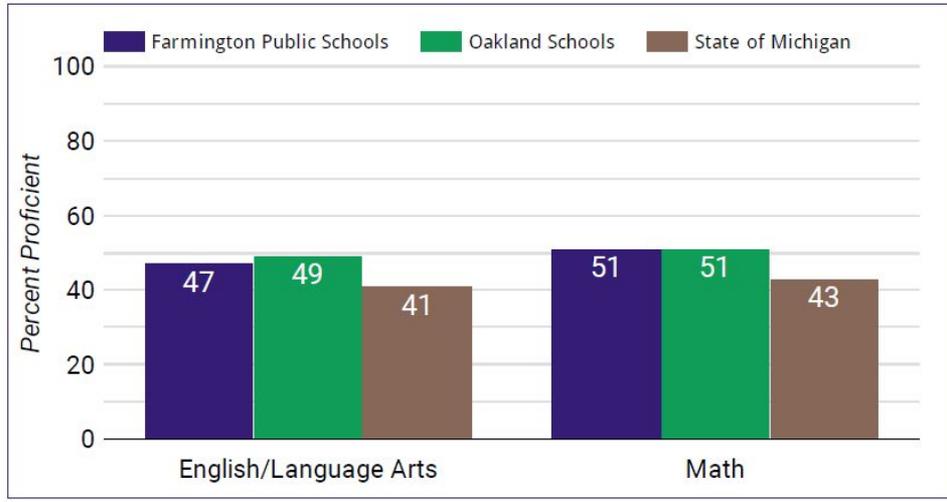


MSTEP Grade 7

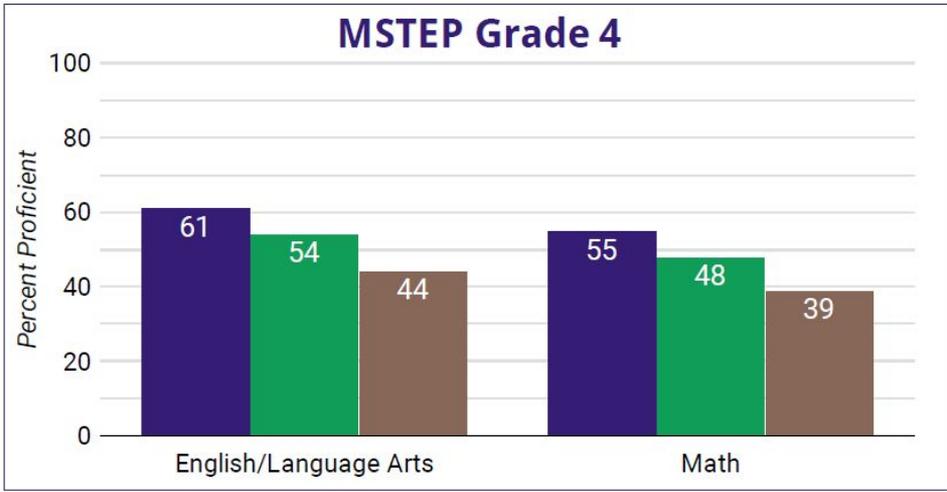


Elementary School: Spring State Testing - Percent Proficient: District, County and State Comparison

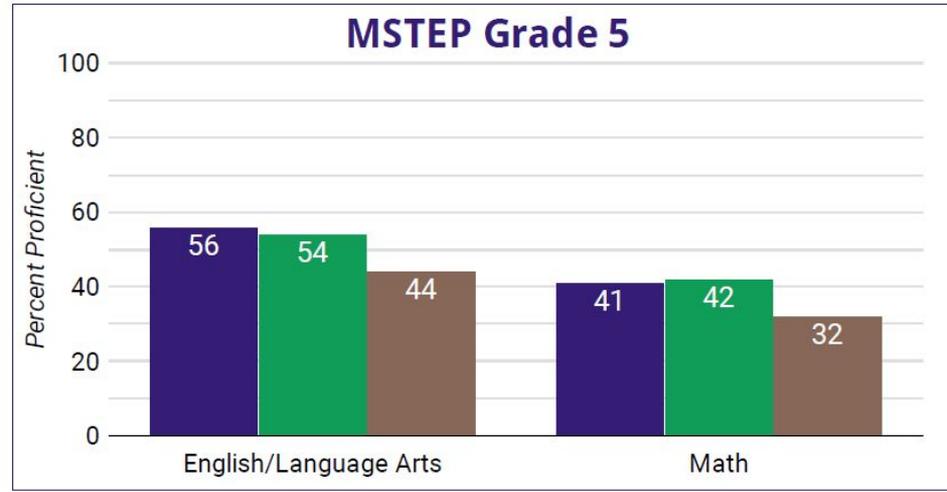
MSTEP Grade 3



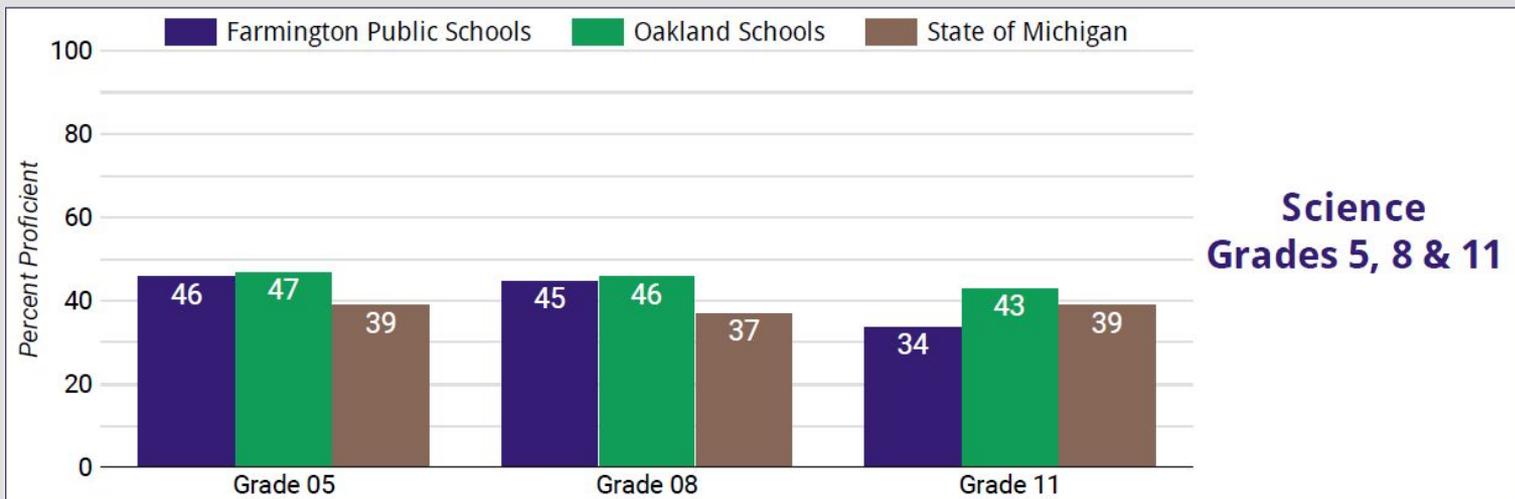
MSTEP Grade 4



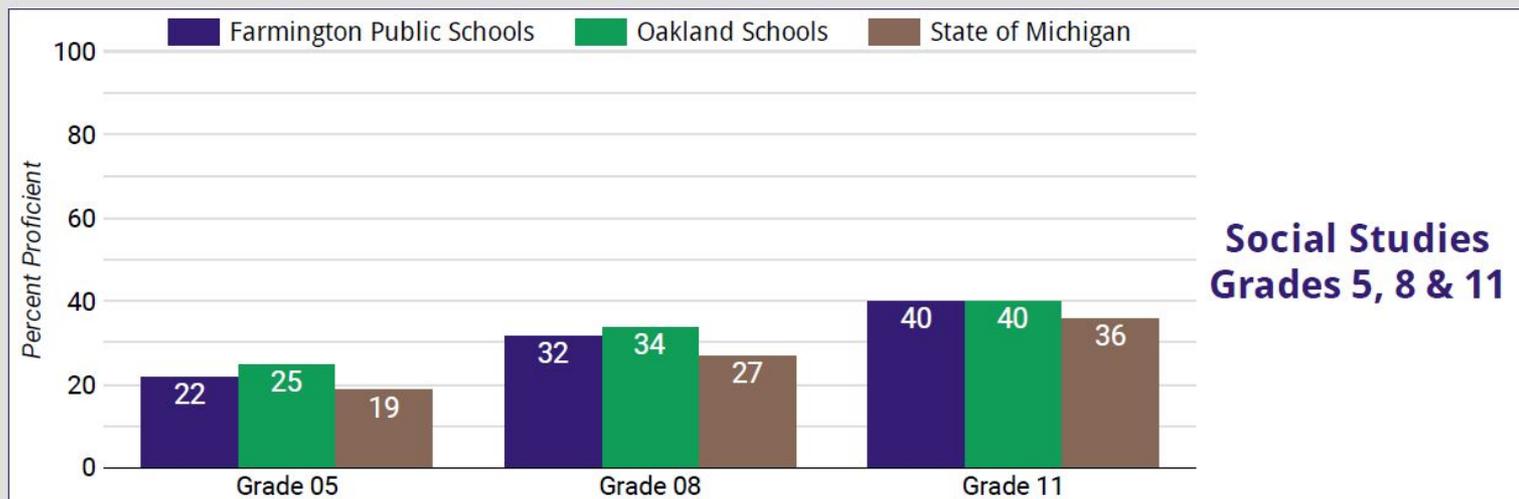
MSTEP Grade 5



Science and Social Studies: Spring State Testing - Percent Proficient: District, County and State Comparison



* M-STEP data includes FOL (remote and virtual learners). FOL performance was below the district performance for all students.



APPENDIX

Responses to Literacy and Math Data
June 2023 Literacy and Mathematics BOE Presentation

Elementary Literacy: How are we responding to the data?

LETRS Training: Teaches skills needed to master the foundational reading and writing instruction

- ❑ Continue to support and expand participation in this state sponsored learning.

Lexia Core 5: Computer adaptive reading program for students in K-5.

- ❑ Continue to use the tool to ensure students are reaching usage expectations; teachers using data for instructional supports

El Skills Block Adoption: Adopted core resource aligned to K-2 literacy standards.

- ❑ Supported implementation and professional learning
- ❑ Shift Literacy Paraprofessional Support Model through use of EL Skills Block resource
- ❑ Use of El Skills Block to support tiered support for 3rd graders.

Grades 3-5 Striving Readers Professional Learning

Secondary Literacy: How are we responding to the data?

Flexible Middle School Literacy Support Model

- ❑ Moving from an intervention elective class model to a push in/pull out small group instruction model that uses
 - ❑ text-based inferencing and text structure strategies
 - ❑ response to text writing experiences
 - ❑ strategies to build content-based knowledge from informational text

Authentic Task Assessment Development and Professional Learning

- ❑ Each high school ELA PLC has set a goal around authentic task development alongside targeted professional learning

ELA Course Offerings (High School)

- ❑ Invest in IST/FLEX time for individualized support
- ❑ Cohorted and specialized course offerings
- ❑ Continue credit recovery options

Secondary MTSS Coach position



Elementary Mathematics: How are we responding to the data?

Math Recovery Training: provides intentional numeracy professional learning.

- ❑ **NEXT** Continue to support and expand cohorts participating in this learning.

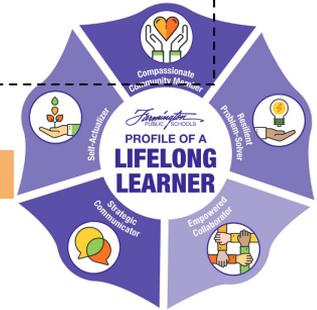
Dreambox: Computer adaptive math program to support students.

- ❑ **NEXT** Continue to use the tool with increased efficacy in student's reaching usage expectations and teachers using data from the tool for instructional supports

NEXT Elementary Math Specialist Positions (at targeted buildings)

- *Models number sense routines as part of core instruction*
- *Provides small group support.*
- *Provides math family engagement opportunities.*
- *Supports data analysis and intervention design at team and building level*

NEXT Grades 3-5 Numeracy Professional Learning



Secondary Mathematics: How are we responding to the data?

Dreambox: Computer adaptive math program to support students.

- ❑ Expand Dreambox to all middle school grades; Continue to use the tool to support student's reaching usage expectations and teachers using data for additional supports.

Flexible Middle School Math Support Model

- ❑ Moving from an intervention elective class model to a push in/pull out model (based on Math Recovery)

Math Professional Learning:

- ❑ Continue coaching support at middle school and high school level
- ❑ Provide Algebra 1 and Geometry teachers professional learning on supporting high demand tasks
- ❑ Secondary professional book study and learning on teaching practices aligned with deep mathematics learning (from the book [Building Thinking Classroom](#))

Math Course Offerings (High School)

- ❑ Invest in IST/FLEX time for individualized support
- ❑ Cohorted and specialized course offerings
- ❑ Continue credit recovery options
- ❑ Pilot an Algebra 1 and CTE blocked course

Secondary MTSS Coach position



October 10, 2023

Regular Meeting of the Board of Education

X. DISCUSSION ITEMS

A. 2024/2025 SECTION 105 SCHOOLS OF CHOICE RECOMMENDATION.

Presenter: Chris Delgado, Superintendent; Kelly Coffin, Assistant Superintendent of Innovation and Strategic Projects

B. REVIEW OF RECOMMENDED POLICY UPDATES (JUNE 2023) FROM MILLER JOHNSON POLICY SERVICE PROVIDER - FIRST READING.

Presenter: Donald Walker, Jr., Board Trustee



MEMORANDUM ON SCHOOLS OF CHOICE PROGRAM 2023-24 SCHOOL YEAR

TO: Board of Education
Superintendent, Dr. Christopher J. Delgado

FROM: Dr. Kelly Coffin, Assistant Superintendent for Innovation & Strategic Initiatives

SUBJECT: Schools of Choice Recommendations: 2024-2025 School Year

DATE: October 10, 2023

Section 105 Oakland County Schools of Choice Program 2024-2025 SY

The Farmington Public School District will be participating in the Section 105 Oakland County Schools of Choice program for the 2024-2025 school year:

Introduction and Background:

Our Intra-District Transfer (Internal) process provides resident families with a choice of a school building within the district that is not their home school. Requests for Intra-District (Internal) Transfers are the first placements to be made.

The District also accepts applications from employees who wish to have their non-resident children attend school within our district. "Employee" is defined as being "regular" part time or full time and excludes substitutes, non-faculty coaches and contract services. This enrollment option is termed PA-227 Non Resident Children of School District Employees (NRCSE) and is placed second. Employees can apply at any time and their children are placed in schools with open seats in the applicable grade level, except Farmington STEAM Academy. Any building or grade level that has been closed to Intra-District (Internal) Transfer would be closed to PA 227 Non Resident Employees as well.

Lastly, the Section 105 Limited Schools of Choice program was established by the State of Michigan to provide additional options to families regarding the education of their children. Under this program, if a family feels that their child(ren) will benefit by attending a participating school district outside of their home district; and, further, if there is space, then the family should be allowed this choice according to State guidelines. Section 105 is derived from a section within the State School Aid Act that specifically describes the School of Choice program and its process. Under Section 105, a pupil may transfer from one local school district to another local district within the same county or Intermediate School District (ISD). This choice option is the last option to be placed. Any building or grade level that has been closed to Intra-District (Internal) Transfer would be closed to Section 105 Limited Schools of Choice.

Proposed Timelines:

Intra-District (Internal Transfers) and Out of District (Section 105 In County) Schools of Choice:

The timeframe for Intra-District (internal transfers) and Out of District schools of choice will be from **January 8th - February 16th, 2024.**

Intra-District Schools of Choice (Internal Transfers)
January 8th - January 26th 2024

Section 105 applications will be open to students in grades **K-9th grade students only** for the 2024-2025 School Year.

Section 105 Schools of Choice (Oakland County ISD Residents)
January 29th - February 16th 2024

Section 105 School of Choice

- After placement of Intra-District and PA227 students, remaining kindergarten through ninth grade spaces, not to exceed 2024-2025 staffing levels/ratios, to be opened for Section 105.
 - 20 seats open at each level, Kindergarten through 8th grade.
 - 40 seats open at ninth grade only.
- Grades 10 - 12 would be closed to Section 105 School of Choice.

Participating Schools:

<u>Elementary:</u>	<u>Middle School</u>	<u>High School</u>
Beechview	East	Farmington High
Lanigan	Power	North Farmington High
Gill	Warner	
Longacre		
Kenbrook		
Wood Creek		



TO: MJ Policy Service Clients

FROM: MJ School Policy Services

DATE: June 14, 2023

RE: Policy Manual Update – June 2023

Thank you for choosing MJ School Policy Services for your school policy needs. This memo contains recommended updates/modifications to all MJ School Policy Services policy manuals and administrative regulations manuals. Proposed revisions are presented by section, with a specific update number for ease of reference, along with a narrative providing the basis for the contemplated modification.

You will note that several of the updates contained in this round reference client requests. Also referenced is the fact that many of the items requested are already found in the law. While our approach to drafting has always been geared towards avoidance of restating the law, we recognize the host of challenges that districts face today. Even the most obvious and mundane administrative functions are being questioned by some, hence the desire for more prescriptive policy. We have attempted to thoughtfully balance that reality with our stated desire to keep policy and administrative regulation nimble, streamlined, and user friendly.

As each district policy manual and administrative regulations manual is unique and modified consistent with school district priority and prerogative, recommended modifications may already be contained in your completed manuals. If you have any questions regarding the suggested revisions outlined herein and how they may/may not fit with your existing manuals, please contact us at Policy@MillerJohnson.com.

INTRODUCTION – 0000 Series

There are no recommended updates for this section.

BYLAWS – 1000 Series

There are no recommended updates for this section.

STUDENTS – 2000 Series

Update 15.01 (Policy 2001)

*Some clients have raised questions regarding home-schooled students and the parameters associated with supporting these students. While the topic of home-schooled students is addressed in the law, to eliminate any confusion associated with this area of district operations, the policy below has been crafted to add to the **Resident Students** section of Policy 2001.*

~~**Home Schooled Students.** The Board will attempt to accommodate students who are home schooled and have a desire to take non-essential elective classes in the School District in a manner consistent with the law. The Superintendent may develop administrative regulations as needed for the implementation of this policy. MCL 380.1561; MCL 388.1766b.~~

Commented [1]: Our current policy, 2001, is consistent with Michigan law, encompassing this information. This additional language is not needed.

Update 15.03 (Policy 2006 Health and Safety)

*We have recently received renewed interest from a number of clients who asked to include language regarding the use of Opioid Antagonists in both policy and administrative regulation. This topic has endured some legal twists and turns in the past few years; however, if you plan to have and use opioid antagonists, we believe it vital to have a policy and accompanying administrative regulation in place. We have combined the opioid antagonist language with the existing **Epi-Pen policy and regulation** in Policy 2006 and 2006-AR.*

Policy:

~~**Epinephrine Auto-Injectors (Epi-Pens) and Opioid Antagonists**~~ The School District will

acquire or purchase and maintain at least two functioning epinephrine auto-injectors (epi pens) **and at least one functioning opioid antagonist** for and at each school building it operates. Properly trained School District personnel or authorized contractors will administer **an opioid antagonist to any individual on school grounds who is believed to be having an opioid-related overdose**, an epi-pen injection to any individual on school grounds who is believed to be having an anaphylactic reaction, or to any student who has a prescription on file at the school. The District will notify the parent of any student to whom the District administers an epi-pen injection **or opioid antagonist** on school grounds or at a school-related activity.

In the case of a believed opioid related overdose for a student, the School District will also encourage the parent(s) or legal guardian(s) to seek treatment for the student from a substance use disorder services program licensed under part 62 of the Public Health Code, 1978 PA 368. The School District will also call 911 when a student is believed to be having an opioid related overdose.

The purpose of this policy is to comply with sections 1178 and 1179 of the Revised School Code. This policy is not intended, and should not be construed, to create or grant any rights or remedies to any person. The Superintendent will promulgate administrative regulations

for implementing this policy consistent with the requirements of the Revised School Code, which regulations will incorporate, by reference, the Michigan Department of Education's Medication Administration Guidelines.

Commented [2]: The Opioid Antagonist language is already included in our current policy 2006.

Update 15.04 (Policy 2006 Health & Safety)

Due to some confusion on the applicability of the **Physical Examinations and Screenings** policy (2007), we are adding a slight proviso at the end to eliminate any lingering ambiguity.

Physical Examinations and Screenings

Annual notice will be given to parents of any health or physical examinations or screenings. Parents will be given the opportunity to opt-out their students from all physical examinations and screenings. **This policy is not intended to apply to physical examinations required for sports participation.**

Commented [3]: It is recommended to add the redlined sentence to policy 2006.

CURRICULUM AND INSTRUCTION – 3000 Series

Update 15.06 (Policy 3003)

Some clients have faced situations which necessitated guidance on homebound instruction for students. While homebound instruction is provided for in the law, some clients have asked for a specific policy to eliminate stakeholder concerns. The recommended addition is contemplated for Policy 3003, **Instruction**.

Homebound Instruction

The School District will provide homebound and

hospitalized instruction to qualified students in a manner that is consistent with federal/state law and other applicable guidance. The Superintendent may develop administrative regulations as needed to implement this policy.

Commented [4]: It is recommended to add the redlined Homebound Instruction section to policy 3003.

PERSONNEL – 4000 Series

Update 15.07 (Policy 4002)

Two recent federal legislative changes brought additional clarity to the prohibition of discriminating against employee or prospective employees on the basis of pregnancy. To ensure compliance with these recent acts, the **Discrimination and Harassment** policy within the

Personnel section has been supplemented as noted below.

Discrimination and Harassment

The Board is committed to maintaining a

learning/working environment in which all individuals are treated with dignity and respect, free from illegal discrimination and harassment. There will be no tolerance for discrimination or harassment in employment on the basis of race, color, national origin, religion, sex, marital status, pregnancy status, genetic information, disability, age, or any other illegal grounds. See, also, Policy [8007].

Commented [5]: These additional words are already covered by our existing policy. Keep current policy 4002 as is.

Update 15.09 (Policy 4004)

To bring clarity to the issue of superintendent evaluation, we have drafted a small addition to the Evaluations, Discipline and Discharge, Resignations policy, located at 4004.

Performance Evaluations

All teachers and administrators can improve their performance

and should strive for excellence in order to provide the best possible education for the students of the School District. To that end, the School District will use a rigorous, transparent, and fair evaluation system for all teachers and administrators. This system will comply with Michigan law and include annual year-end evaluations for all teachers and administrators, unless otherwise permitted by Michigan law.

The evaluation system is intended to be used to improve the performance of all teachers and administrators and encourage professional growth. The system is also intended to result in the separation from employment of those teachers and administrators who, after notice and an opportunity to improve, are found to continue to be ineffective. The Superintendent will develop and implement any legally-compliant administrative regulations necessary to put this policy into effect.

The evaluation of the Superintendent shall be conducted in a manner consistent with state law and/or her/his employment contract. In accordance with state law, Board members must receive training in the evaluation framework for the Superintendent. Board members are expected to complete such training before participating in an annual performance evaluation of the Superintendent. If such training is not obtained in advance of participation, the Board member(s) shall be recused from the evaluation of the Superintendent.

Commented [6]: It is recommended to add this redlined section to Policy 4004.

Update 15.10 (Policy 4005)

While covered in the law and deeply engrained in all educators, several clients have asked for a specific policy statement on mandatory reporting that captures the spirit of the Child Protection Law. We recommend adding the following in Policy 4005, **Other Matters of Employment**.

Mandatory Reporting

Each professional staff member employed by the School

District and all other persons employed by the School District who are mandatory reporters under the law and/or who have reasonable cause to suspect child abuse or neglect shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a student by other than accidental means, in a manner consistent with the law.

Commented [7]: It is recommended to add this redlined Mandatory Reporting section to Policy 4005.

BUSINESS – 5000 Series

Update 15.11 (Policy 5003)

*To ensure that there is an adequate and appropriate level of compliance related to state and federal grants, some clients have asked for additional policy language to ensure accountability by school administration on the issue. The recommended change below aims to accomplish that objective by amending **Purchasing**, Policy 5003.*

State/Federal Grants and Awards

The Superintendent will promulgate legally-compliant

administrative regulations concerning expenditures of funds received through state/federal grants and awards. **The Superintendent shall establish and maintain effective internal control over financial grants and awards that provide reasonable assurance that the program and funds are managed in compliance with applicable statutes, regulations, and the terms and conditions of the awards.**

Commented [8]: It is recommended to add the redlined verbiage to Policy 5003.

Update 15.12 (Policy 5006)

*Recognizing that most districts have a process to be followed in the event of student injury, some clients have asked for a specific policy statement to establish the expectation that such forms are completed with fidelity. The recommended addition accomplishes that objective by amending **Risk Management**, Policy 5006.*

The Board seeks to minimize risk in all School District operations. This requires planning that takes into account the safety of students, employees and the public, the protection of School District property, and avoidance of financial loss or liability.

The Superintendent is responsible for establishing a risk management program. The program will include means for identifying, eliminating, reducing, or transferring risk, and

may provide for the purchase of insurance, if necessary.

~~In the event of an injury to students, staff, or any visitor to school grounds, a School District provided form shall be completed by the appropriate staff member in a manner dictated by the Superintendent.~~

Commented [CS9]: Delete:
~~In the event of an injury to students, staff, or any visitor to school grounds, a School District provided form shall be completed by the appropriate staff member in a manner dictated by the Superintendent.~~

Update 15.13 (Policy 5013)

Several clients have asked for an express policy statement regarding the permissible use of electronic signatures. This new stand-alone policy should be titled, "Use of Electronic Signatures" and inserted at the end of the 5000 series, likely Policy 5013 for many.

Unless a provision of law specifically prohibits the use of an electronic record for the specified purpose, the Board of Education authorizes the acceptance and distribution/transmission of electronic records and electronic signatures to and from District staff and other persons, as well as between District staff members. The Board further authorizes District staff to create, generate, send, communicate, receive, store, process, use, and rely upon electronic records and electronic signatures.

Commented [10]: It is recommended to add this redlined section to policy 5013.

FACILITIES AND OPERATIONS – 6000 Series

Update 15.14 (Policy 6002/)

In order to address the myriad threat situations which have arisen in recent years, we have significantly revised Policy 6002, **Safety and Security** and the associated administrative regulation to provide districts with more concrete guidance/steps for responding to such situations.

Policy:

Generally.

~~School District facilities and grounds will be kept safe, and secure. Such facilities and grounds should also be maintained as~~ clean, and attractive. The Superintendent will develop and implement a maintenance program for the safe and efficient operation of the School District. The program will provide for the regular inspection and periodic maintenance of all School District facilities and be compliant with all applicable safety, health, and environmental requirements.

Commented [CS11]:
Delete: Generally.

The School District will undertake reasonable cooperative efforts with law enforcement agencies. The Superintendent and building administrators have the responsibility and authority to

Commented [CS12]: Change to
School District facilities and grounds will be kept safe, secure, clean, and attractive.

determine when the presence or assistance of law enforcement officers is necessary on School District premises and School-related functions.

Threat Assessment.

The Superintendent will develop a threat assessment protocol aimed at addressing situations which may pose a threat to the health, safety, and welfare of the school community. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe school environment, protect and support potential victims, and provide assistance, as appropriate, to the school community to the student being assessed.

SCHOOL AND COMMUNITY RELATIONS – 7000 Series

Update 15.16 (Policy 7008)

Several clients have inquired about policy language specifically to help address the issue of visitors to school grounds. As such, we have crafted a new stand-alone policy to be added in the 7000 series, likely 7008 for most, entitled “School Visitors.”

In order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the schools, it is necessary to establish visitor guidelines.

The Superintendent or building principal has the authority to prohibit the entry of any person to a school of this District or to expel any person when there is reason to believe the presence of such person would be detrimental to the good order of the school. If such an individual refuses to leave the school grounds or creates a disturbance, the principal is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual. The Superintendent may develop administrative regulations as needed for the implementation of this policy.

Commented [CS13]: Change to
Threat Assessment.
The Superintendent will take appropriate preventive or corrective measures to maintain a safe school environment, protect and support potential victims, and provide assistance, as appropriate, to the school community.

Commented [14]: It is recommended to add this redlined section to our policy 7008

Update 15.17 (Policy 7009)

Several clients have inquired about policy language specifically to define the parameters of district engagement with outside agencies. As such, we have crafted a new stand-alone policy to be added in the 7000 series, likely 7009 for most, entitled “Engagement with Outside Organizations.”

Any request from civic institutions, charitable organizations, or outside groups which involve such activities as contests, exhibits, sales of products to and by students, sending promotional materials home with students, graduation prizes, fund raising, and free teaching materials must be carefully reviewed to ensure that such activities promote student interests without advancing the special interests of any particular group. The Superintendent may develop administrative regulations as needed for the implementation of this policy.

Commented [15]: It is recommended to add the redlined Engagement with Outside Organizations section to Policy 7009.

GENERAL POLICIES – 8000 Series

Update 15.18 (Policy 8002/

The issue of service animals continues to pop up every school year and with increasing regularity. While this topic is covered entirely by the Americans with Disabilities Act (ADA) and existing Policy 8002, several clients have asked for a more specific statement on service animals. The recommendation below offers both policy language and an accompanying administrative regulation.

Policy:

In accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504), and Title II of the Americans with Disabilities Act (ADA), the School District will ensure that no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination. The School District does not discriminate in admission or access to, participation in, or treatment of students with disabilities in its programs and activities. Similarly, the School District does not discriminate against any job applicant or employee with a disability in any term or condition of employment or in the recruitment process.

The District has developed guidelines for providing a free appropriate public education (FAPE) to students under Section 504 and the ADA, which may be accessed by clicking on the following link: [\[insert link\]](#).

The Superintendent appoints: [\[insert name and position\]](#) to serve as the School District’s

Compliance Officer for employment issues arising under Section 504 and the ADA; and, [insert name and position] to serve as the School District's Compliance Officer for FAPE and other accessibility issues arising under Section 504 and the ADA. The Superintendent will develop a complaint procedure for the processing and early disposition of alleged violations of the policy.

As it relates to the presence of service animals on School District property, such service animals will be permitted to the extent required or permitted by law. For any requests to have non-service animals on school grounds, the Superintendent shall develop administrative regulations for the review and approval of such requests.

Commented [16]: It is recommended to add this redlined section to Policy 8002.

Update 15.19 (Policy 8008/

*As has been widely publicized, the Michigan Legislature passed, and Governor Whitmer signed, an amendment to the Elliott Larsen Civil Rights Act, which expands protections for LGBTQ individuals. While the amendment does not take effect until 2024, modification of Policy 8007, **Discrimination and Harassment**, is recommended now. The addition of "pregnancy status" was addressed in the Series 4000 updates above.*

Policy:

The Board of Education is committed to maintaining a learning/working environment in which all individuals are treated with dignity and respect, free from discrimination and harassment based on a legally prohibited characteristic. There will be no tolerance for discrimination or harassment on the basis of race, color, national origin, religion, sex

(including sexual orientation and gender identity/**expression**), marital status, **pregnancy status**, genetic information, disability, age, or any other basis prohibited by law. The Superintendent will develop administrative regulations to implement this policy. The Superintendent designates [insert name and position, (which position must include the term "Title IX Coordinator")] to supervise the implementation of this policy and its implementing regulations.

Commented [17]: It is recommended to add the redlined verbiage to Policy 8008.

Update 15.20 (Policy 8010)

*In response to a barrage of issues associated with public interaction/engagement on school district social media, we have revised Policy 8010, **Digital Communications** to include a new "Public Use" section.*

Students and Staff

Commented [18]: It is recommended to add the title "Students and Staff" to Policy 8010.

Digital communication (including social networking) that occurs on District premises or involves the use of School District equipment is governed by the Acceptable Use Policy and this Policy. This Policy also applies to digital communication that occurs off District premises and/or using non-District equipment.

Digital communication (including social networking) provides educational and other opportunities for staff and students. The Board of Education expects that staff and students who engage in digital communication will do so in a reasonable and appropriate manner. Specifically, digital communication between staff and students, or to which students reasonably may be exposed, should be professional and of the same content, tone and demeanor as in-school communication between staff and students. Similarly, digital communication between staff and parents, community members, and other adults, or to which staff members, parents, and community members reasonably may be exposed, should be professional.

Public Use

~~The District's social media, to the extent it is open to the public for use, collectively constitutes a limited public forum. All comments and postings on District social media are subject to monitoring and, where permitted, removal by the District.~~

~~Public posts or comments on District social media must address District business or support school related interests and, where applicable, the particular District business under discussion. The District reserves the right to remove comments or postings by members of the public when the District determines that the content (including links to such content) falls under includes any of the following prohibited categories:~~

- ~~Off-topic (e.g., a post unrelated to District business, a comment to a District related post that is unrelated to the post, spam, content that is incoherent or contains a virus, etc.)~~
- ~~Abusive (e.g., threatening, harassing, discriminatory against protected classes, personal attacks, etc.)~~
- ~~Illegal (e.g., defamation, promotion of violence/destruction or illegal activities, etc.)~~
- ~~Obscenity, vulgarity, profanity, or sexually explicit or pornographic~~
- ~~Campaigning, whether in support of or opposition to political campaigns, candidates, or ballot measures~~
- ~~Content that may compromise the safety or security of the District, its community, or members of the public~~
- ~~Content that contains personal identifying information or sensitive personal information (e.g., doxing)~~
- ~~Commercial information (e.g., solicitation, advertisement, product/service endorsement, etc.)~~
- ~~Copyrighted, trademarked, or otherwise legally-protected content the posting~~

Commented [19]: Add the title "Public Use"

Commented [CS20]: Delete:
~~The District's social media, to the extent it is open to the public for use, collectively constitutes a limited public forum.~~

Commented [CS21]: Change to
~~Public posts or comments on District social media must address District business or support school related interests.~~

Commented [CS22]: Change to
~~The District reserves the right to remove comments or postings by members of the public when the District determines that the content (including links to such content) includes any of the following prohibited categories:~~

of which violates another's ownership interest

Users who repeatedly or egregiously violate the content-related guidelines in this policy may be banned from posting and/or commenting on the District's social media (e.g., multiple off-topic posts or a single instance of posting a link to a pornographic video).

The "Public Use" portion of this policy must be displayed to users or made available by hyperlink.

As always, if you have any questions regarding the proposed updates, please don't hesitate to contact us by emailing Policy@MillerJohnson.com. Thank you and have a great summer!

Commented [CS23]: Delete:

The "Public Use" portion of this policy must be displayed to users or made available by hyperlink.

October 10, 2023

Regular Meeting of the Board of Education

XII. ACTION ITEMS

A. REVIEW OF NEW TEXTBOOK ADOPTION RECOMMENDATION - IBDP BIOLOGY, CHEMISTRY, AND PHYSICS.

Presenter: Margaret Henrickson, Director of Curriculum, Instruction and Assessment

This item was presented in detail at the September 26, 2023, Board of Education regular meeting.

MOTION: I move that the Board of Education approve the New Textbook Adoption Recommendation - IBDP Biology, Chemistry, and Physics, as presented.

New Textbook Adoption

Board of Education Presentation
September 26, 2023

Instructional Services



Courses:

- IBDP Higher Level Biology
- IBDP Higher Level Chemistry
- IBDP Higher Level Physics

--Kevin Miesner, Hannah
Henderson, Grace
Munoz-Smith--



IBDP Biology, Chemistry, & Physics Textbook Proposal

Course Description:

DP science courses promote concept-based teaching and learning to foster critical thinking. The DP science courses are built on:

- approaches to learning
- nature of science
- skills in the study of biology, chemistry, and physics.

Students will become familiar with traditional experimentation, as well as the application of technology. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge.

Students will:

- ❑ develop conceptual understanding that allows connections to be made between different areas of the subject, and subjects
- ❑ acquire and apply a scientific body of knowledge, methods, tools and techniques
- ❑ develop the ability to analyse, evaluate and synthesize scientific information and claims
- ❑ develop the ability to approach unfamiliar situations with creativity and resilience
- ❑ design and model solutions to local and global problems in a scientific context
- ❑ develop an appreciation of the possibilities and limitations of science
- ❑ develop technology skills
- ❑ develop the ability to communicate and collaborate effectively
- ❑ develop awareness of the ethical, environmental, economic, cultural and social impact of science.



IBDP Biology, Chemistry, & Physics Textbook Proposal

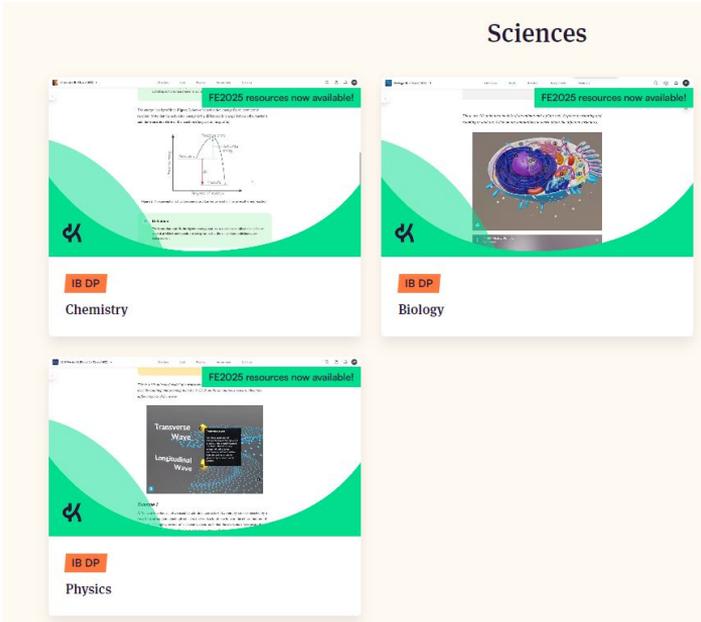
Why a New Textbook?

- The IB Diploma Programme curricula are revised every seven years. IBDP Biology, IBDP Chemistry, and IBDP Physics have a new curriculum for first teaching Fall 2023, with first testing Spring 2025.
- The existing textbooks are written specifically for the old curriculum and therefore are not aligned with the new curriculum.
 - The new “textbooks” are written in cooperation with the IBO to be aligned with the new curriculum and IBO’s approaches to learning.
- As college-level courses that students can earn credit to bypass college science courses, it is important that the students learn to interact with a textbook and self-study to some extent.

IBDP Biology, Chemistry, & Physics Textbook Proposal

Kognity is a website rather than a printed textbook:

<https://kognity.com/products/ibdp/>



- Kognity is **collaborating closely with the IB** to develop new DP Biology, Chemistry and Physics subject resources, ready for the autumn 2023 curriculum updates.
- Built in formative assessments as well as a tool for the teacher to create and assign their own.
- Built in interface for tracking student progress through the assigned text.
- Various built in tools for accommodating individual student needs - printable, audio reader, student controls font size.
- Includes IA and IB Exam preparation support for students.
- Includes professional development webinars.



Kognity USA, Inc.
263 Shuman Blvd, Suite 145
Naperville IL, 60563

Kognity's Teaching & Learning Platform - Quote

Subscriber Details

Subscriber: Farmington High School
Address: 32000 Shiawassee St Farmington Hills 48336 MI UNITED STATES, Farmington Hills, Michigan, United States, 48334
Contact Name: Kevin Miesner
Email: kevin.miesner@fpsk12.net

Quote details

Kognity Contact: Alexander Van De Sompele
Quote Valid Until: October 31st, 2023

We are happy to provide the following non-binding quote for your order or renewal. **For your actual subscription to match this quote, you will need to enter into a binding Subscription Agreement by accepting an offer in an order or renewal confirmation prior to the quote expiration date.** All prices below are in USD and, unless otherwise set out, exclusive of any taxes, which if applicable will be added to the invoice.

Service Deal Description	Start Date	End Date	Quantity	Price Per Unit	Total Price
Department Access (Sciences) - IBDP	Oct 2, 2023	Oct 1, 2024	36	45	1,620

Total Price: \$ 1620.00

October 10, 2023

Regular Meeting of the Board of Education

XIII. CONSENT AGENDA. I move that the Board of Education approve the October 10, 2023, Consent Agenda as follows:

- A. Security Infrastructure Upgrade - Phase 2
- B. Approval of Minutes
 - 1. September 26, 2023, Regular Meeting

appropriate. A list of correspondents and topics is available in the Board packet on the Farmington Public Schools website.

- 5. LEGISLATIVE UPDATE.** Secretary Rich reported legislation was introduced to Codify Free Meals for all students. Putting the program into the School Code will help ensure that it is funded each year by the Legislature.

The Senate Education Committee approved House Bill 4752, which amends the Public School Employees Retirement Act to address the current requirement that a retiree must wait nine months after retirement before being able to substitute in a district without penalty to their pension. Under the bill, a retiree would only have to wait six months before returning to work in a district without penalty to their retirement. However, a retiree would be allowed to work in those six months as long as they did not make more than \$15,100 per calendar year. It also states that a retiree could not serve as a superintendent for the first six months after retirement. These provisions will sunset in five years.

The House Education Committee heard testimony in support of House Bills 4241-4242, which would require each school building to have a panic alarm system in place and create an appropriation to fund them.

- 6. SUPERINTENDENT'S DISTRICT UPDATE.**

Presenter: Chris Delgado, Superintendent

Dr. Delgado spoke on upcoming fall events, homecoming, musical concerts, Hispanic Heritage Month, a student's International Baccalaureate (IB) research project, "Social Media is a Threat to Minorities on the Basis of Upholding Negative Stereotypes and Attitudes," FAAPN tutoring kick-off, and the Michigan Association of Superintendents and Administrators Fall Conference.

- 7. REPORTS FROM BOARD COMMITTEES.**

Policy Committee. Chair Donald Walker reported the committee members reviewed the policy updates presented by Miller Johnson, the District's policy service provider. They compared each update with our current policy manual and discussed the recommended changes that will be presented at an upcoming board meeting,

- 8. REVIEW OF NEW TEXTBOOK ADOPTION RECOMMENDATION - IBDP BIOLOGY, CHEMISTRY, AND PHYSICS.**

Presenter: Margaret Henrickson, Director of Curriculum, Instruction, and Assessment; Kevin Miesner, Hannah Henderson, and Grace Munoz-Smith

The presenters discussed the new textbook adoption recommendation for the International Baccalaureate Diploma Program IBDP Biology, Chemistry, and Physics science courses. A course description, what students will learn, and why the text was needed were discussed.

Kognity has collaborated closely with the IB to develop new DP Biology, Chemistry, and Physics subject resources, ready for the autumn 2023 curriculum updates. Resources include built-in formative assessments as well as a tool for the teacher to create and assign their own; a built-in interface for tracking student progress through the assigned text; various built-in tools for accommodating individual student needs - printable, audio reader, the student controls the font size; IA and IB Exam preparation support for students; and professional development webinars.

Board members' questions were asked and answered.

9. PUBLIC COMMENTS. Public comments were shared.

10. APPROVAL OF THE CITY OF FARMINGTON HILLS RIGHT OF WAY AND EASEMENT DEED REQUIREMENTS FOR VISIONS UNLIMITED.

Presenter: Jon Barth, Director of Facilities Management and Transportation

This item was presented in detail at the September 12, 2023, Board of Education regular meeting.

MOTION: It was moved by Weems and supported by Walker that the Board of Education approve the City of Farmington Hills right of way and easement deed requirements for Visions Unlimited, located at 30415 Shiawassee Road.

ROLL CALL VOTE: **Ayes:** Fox, Rich, Smith, Walker, Weems, Blau
Nays: None

MOTION PASSED 6-0.

11. MASB DELEGATE ASSEMBLY DESIGNATES.

Presenter: Cheryl Blau, Board President

MOTION: It was moved by Walker and supported by Rich that the Board of Education certify Terri Weems to serve as delegate and Cheryl Blau as alternate at the November 9, 2023, MASB Delegate Assembly.

VOICE VOTE: **Ayes:** Fox, Rich, Smith, Walker, Weems, Blau
Nays: None

MOTION PASSED 6-0.

12. EXPENDITURES.

MOTION: It was moved by Weems and supported by Rich that the Board of Education approve the expenditures as outlined in the expenditure printout dated September 26, 2023, as follows:

General Fund	\$ 15,013,167
General Fund - Athletics	81,445
Debt Fund	-
Capital Projects – Technology and Other Projects	-
Capital Projects – 2018 Bond Fund	134,500
Capital Projects – 2020 Bond Fund	1,932,813
Capital Projects – 2023 Bond Fund	-
Nutrition Services Fund	473,349
Benefit Stabilization Fund	2,152,097
TOTAL	\$ 19,787,371

ROLL CALL VOTE: **Ayes:** Fox, Rich, Smith, Walker, Weems, Blau
Nays: None

MOTION PASSED 6-0.

15. CONSENT AGENDA. It was moved by Walker and supported by Rich that the Board of Education approve the September 26, 2023, Consent Agenda as follows:

- A. Approval of Minutes
 - 1. September 12, 2023, Regular Meeting
- B. Personnel Items

September 2023 BOARD NOTES PERSONNEL ITEMS				
New hires	Position	Building	Effective Date	Added Wk of
AAbed, Siham	Noon Supervisor	Hillside Elementary School	8/28/2023	8/28
Ajjarapu, Kiranmai	Noon Aide	Hillside Elementary School	9/7/2023	9/4
Akaraz, Ani	Guest Teacher	District	8/28/2023	
Alam, Samira	Paraprofessional	Wood Creek Elementary School	9/25/2023	9/11
Alladi, Vejaya Lakshmi	Paraprofessional	Kenbrook Elementary School	9/19/2023	9/11
Anbumani, Gayathri	Noon Aide	Longacre Elementary School	9/8/2023	9/4
Ansel, Aidan	Paraprofessional	Hillside Elementary School	9/12/2023	9/11
Bates, Jennifer	Guest Teacher	District	9/5/2023	8/14
Batwo, Amber	Teacher	Farmington Early Childhood Center	8/28/2023	8/28

Bonds-Kendall, Carrie	Paraprofessional	Warner Middle School	8/21/2023	8/14
Bonekowski, Mark	Cook	North Farmington High School	8/28/2023	8/28
Brown, Amber	Paraprofessional	East Middle School	9/18/2023	9/11
Calka, Matthew	Paraprofessional	North Farmington High School	8/21/2023	8/14
Campbell, Jenelle	Teacher	Farmington Steam Academy	9/6/2023	9/4
Casaroll, Kelly	Paraprofessional	Longacre/Lanigan Elementary Schools	8/28/2023	9/4
Chonko, Amanda	Paraprofessional	Wood Creek Elementary School	10/11/2023	9/18
Closser, Jaylin	Paraprofessional	Warner Middle School	9/18/2023	9/18
Cooper, Audrey	Paraprofessional	Kenbrook Elementary School	9/18/2023	9/11
David, Helen	Noon Supervisor	Forest Elementary School	8/28/2023	8/28
Dawkins, Donovan	Bus Driver	Transportation	9/8/2023	8/28
Degen, Michelle	Kitchen Helper/Cashier	Farmington Steam Academy	8/28/2023	8/21
Dixon, Kourtney	Noon Supervisor	Beechview Elementary School	8/28/2023	8/21
Domanik, Christina	Kitchen Helper/Cashier	Gill Elementary School	8/28/2023	8/28
Egyed, Sharon	Noon Supervisor	Gill Elementary School	8/28/2023	8/21
Gandhari, Swapna	Paraprofessional	Longacre Elementary School	9/25/2023	9/11
Gearhart, Tiffani	Re-hired Psychologist	Farmington/North Farmington	8/21/2023	8/14
Gebs, Elizabeth	Noon Supervisor	East Middle School	8/28/2023	8/28
Genautis, Jonathan	Teacher	Warner Middle School	8/21/2023	8/14
Gill, Aaliyah	Paraprofessional	Beechview Elementary School	8/21/2023	8/14
Goers, Norma	Guest Secretary Rehire/Retiree	District	8/21/2023	8/21
Gold-Sloan, Brenda	Guest Teacher/Rehire/Retiree	District	8/21/2023	8/21

Haddad, Reem	Kitchen Helper/Cashier	Power Middle School	8/28/2023	8/2/
Hall, Nichole	Paraprofessional	Beechview Elementary School	8/21/2023	8/21
Hamlin, Semia	Secretary	Warner Middle School	9/20/2023	9/11
Harb, Viktoria	Paraprofessional	Beechview Elementary School	9/5/2023	8/21
Herath, Nilanthi	Noon Aide	East Middle School	8/29/2023	8/28
Hodge, Phyllis	Kitchen Helper/Cashier	Forest Elementary School	8/28/2023	8/28
Jackson, Gina	Noon Aide	Power Middle School	9/25/2023	9/18
Janks, Andrea	Teacher	Hillside Elementary School	8/21/2023	8/14
Kelley, Natalie	Kitchen Helper/Cashier	Warner Middle School	8/28/2023	8/21
Kingsbury, Brianna	Math Specialist	TBD	8/22/2023	8/21
Kalosky, Joan	Kitchen Helper/Cashier	Farmington High School	9/22/2023	9/18
Kraning, Madison	Paraprofessional	Hillside Elementary School	8/21/2023	8/14
Lossia, Nidhal	Rehired Noon Aide	Wood Creek Elementary School	9/19/2023	9/18
Lund, Richard	Teacher	Farmington High School	8/22/2023	8/21
Mahendiran, Keerthi	Paraprofessional	Kenbrook Elementary School	9/18/2023	9/4
Martin, Gino	Bus Driver	Transporation	8/7/2023	8/28
McConnell, Megan	Noon Aide	Forest Elementary School	8/28/2023	8/28
McGraw, McKenna	Office Clerk	Farmington Central	9/20/2023	9/11
Mendoza, Vilma	Teacher	Lanigan Elementary School	8/22/2023	8/21
Mills-Wilson, Roxanne	Bus Driver	Transporation	9/5/2023	9/4
Novotny, Colleen	Noon Supervisor	Forest Elementary School	8/28/2023	8/28
OReilly, Nissa	Noon Supervisor	Farmington Steam Academy	9/20/2023	9/18
Palani, Sarala	Noon Aide	Longacre Elementary School	9/5/2023	8/28
Pandit, Bhisma	Kitchen Helper/Cashier	Kenbrook Elementary School	8/28/2023	8/28
Perry, Aaron	Noon Supervisor	Gill Elementary School	8/28/2023	8/21

Perryman, Pamela	Noon Supervisor	Wood Creek Elementary School	9/19/2023	9/18
Post, Nicole	Kitchen Helper/Cashier	Beechview Elementary School	8/28/2023	8/28
Raza, Hanan	Adult ESL Day Teacher	Farmington Central High School	9/14/2023	9/18
Ray, Sibani	Noon Aide	Hillside Elementary School	9/7/2023	9/4
Richards, Kelsey	Teacher	Forest Elementary School	8/22/2023	8/21
Richardson, Kathryn	Clerk	Central Office	9/5/2023	8/28
Roberts, Lekresha	Noon Supervisor	Wood Creek Elementary School	9/19/2023	9/18
Robinson, JaNee	Noon Aide	Power Middle School	9/12/2023	9/11
Romero, Imelda	Bilingual Teacher	Farmington Steam Academy	9/18/2023	9/11
Sahoo, Mamatamayee	Noon Aide	Gill Elementary School	8/28/2023	8/21
Seymore, Joseph	ESL Day Teacher	Farmington Central High School	9/21/2023	9/18
Sham, Umme	Noon Supervisor	Longacre Elementary School	9/5/2023	8/28
Sharpe, Ayesha	Paraprofessional	Forest Elementary School	8/21/2023	8/21
Sheckell, Phyllis	Paraprofessional	Farmington High School	9/1/2023	5/5
Steffke, Matthias	Teacher	Hillside, Lanigan, Online	8/21/2023	8/14
Stockton, Linda	Rehired /Retired Secretary	District	10/2/2023	9/11
Strong, Vashon	Counselor	Farmington Central High School	10/2/2023	9/18
Taila, Nariman	Kitchen Helper/Cashier	Wood Creek Elementary School	8/28/2023	8/28
Thomas, Kimberly	Noon Aide	East Middle School	9/12/2023	9/4
Thompson, Ayanna	Paraprofessional	Wood Creek Elementary School	9/5/2023	8/28
Thompson, Shirley	Kitchen Helper/Cashier	Hillside Elementary School	8/28/2023	8/28
Tremblay, Heidi	Paraprofessional	Longacre Elementary School	8/21/2023	8/14
Tyler, Maureen	Kitchen Helper/Cashier	Lanigan Elementary School	8/28/2023	8/28

Vaiyaburi, Manimegalai	Paraprofessional	Longacre Elementary School	8/28/2023	8/21
Webster, Donalda	Teacher	Power/Farmington Central Schools	8/28/2023	8/21
Whitfield, Kylie	Teacher	Longacre & WoodCreek Elementary Schools	8/21/2023	8/14
Wisniewski, David	Teacher	Visions Unlimited	8/21/2023	8/21
Wren, Kirt	Paraprofessional	Power Middle School	8/21/2023	8/21
Yarabarla, Sujatha	Noon Aide Supervisor	Gill Elementary School	8/28/2023	8/21

VOICE VOTE:

Ayes: Fox, Rich, Smith, Walker, Weems, Blau

Nays: None

MOTION PASSES 6-0.

- 16. REPORTS FROM BOARD REPRESENTATIVES.** None.
- 17. ADJOURNMENT.** The Board of Education's September 26, 2023, regular meeting adjourned at 6:39 p.m.

Zach T. Rich
Farmington Board of Education
Board Secretary