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**REGULAR MEETING
OF THE BOARD OF EDUCATION**

Maxfield Education Center

32789 W. Ten Mile Rd.

Farmington, MI 48336

Tuesday, April 8, 2025

6:00 PM

AGENDA

- I. **CALL TO ORDER**
 - A. Roll Call
 - B. Pledge of Allegiance
- II. **RECOGNITIONS**
 - A. Winter Sports Athletic Recognition
- III. **RECESS**
- IV. **REPORT FROM STUDENT ROUND TABLE**
- V. **ITEMS FROM THE PRESIDENT**
 - A. Approval of the Agenda
 - B. Announcements
- VI. **PUBLIC COMMENTS**
- VII. **ITEMS FROM THE SECRETARY**
 - A. Correspondence
- VIII. **LEGISLATIVE UPDATE**
- IX. **DISTRICT UPDATES**
- X. **REPORTS FROM BOARD COMMITTEES**
 - A. Policy Committee
- XI. **DISCUSSION ITEMS**
 - A. Review of 2025-26 Budget Parameters and Assumptions
 - B. Secondary Math Adoption
 - C. Marching Band Purchase
 - D. Review of Recommended Policy Updates (March 2025) from Miller Johnson (Policy Service Provider) - First Reading
- XII. **PUBLIC COMMENTS**
- XIII. **ACTION ITEMS**
 - A. AP - U.S. History Textbook Adoption
- XIV. **CONSENT AGENDA**

A. Approval of Minutes

1. March 11, 2025 Finance & Facility Committee
2. March 11, 2025 Regular Meeting
3. March 13, 2025 Policy/Board Governance Committee
4. March 15, 2025 Board Retreat

XV. **REPORTS FROM BOARD REPRESENTATIVES**

XVI. **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.

April 8, 2025

Regular Meeting of the Board of Education

II. RECOGNITIONS

A. Winter Sports Athletic Recognition

Presenter: Allyson Robinson, Director of School Safety & Athletics



High School Athletic Recognition

Winter 2025

Farmington High School- Boys Basketball

Daniel Beard: All-League
Myles Smith: All-League
Anthony Bailey: All-League
Randy Rice: All-League Honorable Mention

Team: District Champions



Farmington High School Girls Basketball

A group photograph of the Farmington High School girls' basketball team and their coaches. The team is posed on a wooden gymnasium floor in front of a basketball hoop. The players are wearing white jerseys with "FALCONS" and their numbers. Coaches are wearing dark blue shirts. The photo is taken from a low angle, showing the players' legs and the court floor.

Kate Martin: All-League
Edimari King: All-League
Sydney Nogas: All-League

Team: OAA Gold League Champions

Farmington High School Boys Swim and Dive

A swimmer is captured in mid-stroke in a swimming pool. The swimmer is wearing a black cap and a white swim cap with "FARMINGTON BOYS" printed on it. The pool has multiple lanes separated by yellow and black lane lines. The background shows a pool deck with some equipment and a person standing.

Luke Morden, Josh Luo, Jack Tomlinson, Paul DeMartini:
State Meet Champions (200 Free Relay)

Josh Luo: *All-State (3 Events)*

Paul DeMartini: *All-State (4 Events)*

Luke Morden: *All-State (4 Events)*

Jack Tomlinson: *All-State (3 Events)*

Zachary Kipf: *All-State (1 Event)*

Team: *2nd in County, 4th in States*

Farmington High Co-Ed Wrestling



Jacob McKimmons: *All-League, All-County, State Qualifier*

Malachi Loewen: *All-League, All-County*

Sam Ingesouliau: *All-League*

Philip Bowden: *All-County*

North Farmington High School Boys Basketball



Rob Smith: All-League

Connor Brown: All-League

North Farmington High School-Girls Basketball



Hailey Webley: All-League

North Farmington High School Co-Ed Wrestling



Artero Wilson III: League Champion, All-County, Individual All-State
Lorelei Shrum: Individual All-State, Academic All-State
Daniel Kelly: League Champion
Dominic Diego: League Champion
Zach Kalski: All-League

Farmington United Gymnastics

Leah Hodge: *All State 4 Events / State Champ All-Around + Uneven Bars*

Elena Anzivino: *All State 3 events - including all around*

Aubrey Woodman: *All State: State Champ uneven bars-Division II*

Ayla Hougard: *All State: Uneven Bars*

Isabella Thibodeau: *All State: Uneven Bars*

Sophia Yee: *All State: Uneven Bars*

Team: *Regional Champions / State Meet 3rd place*

Farmington United Hockey

A group photograph of the Farmington United Hockey team. The team consists of approximately 20 players and two coaches. They are arranged in two rows on an ice rink. The front row is kneeling, and the back row is standing. All players are wearing white jerseys with blue accents and the Farmington United logo. Two players in the front row are wearing goalie gear. The background is a plain, light-colored wall.

Niko Lott: *Academic All-State*

Brendan Erickson: *All-OAA*

Curtis Kent: *All-OAA*

Owen Sims: *All-OAA*

Brady Brink: *2nd Team All-State*

Team: *Academic All-State*

April 8, 2025

Regular Meeting of the Board of Education

VII. ITEMS FROM THE SECRETARY

The Board has received communications regarding:

- Reading Snapshots: Below Grade Level Example & Beyond Basics Community Efforts
- Former FPS Student: Snowboarding Success Update
- April FPS IB News

The Board acknowledges communications and responds when appropriate. A list of correspondent(s) can be found in the Board packet, accessible on the Farmington Public Schools' website.

April 8, 2025

Regular Meeting of the Board of Education

VII. ITEMS FROM THE SECRETARY

A. Correspondence

3.16.25	E. Greenstein	A couple of Snapshots on reading 1) Example of below grade level reading. 2) Example Beyond Basics Community efforts
3.27.25	K. Rice	Flyinbrian Brian Rice Sponsor Update 3/27/25
4.2.25	T. Russell	April 2025 FPS IB News and Views Newsletter

April 8, 2025

Regular Meeting of the Board of Education

XI. DISCUSSION ITEMS

A. Review of 2025-26 Budget Parameters and Assumptions

Presenter: Jennifer Kaminski, Assistant Superintendent, Business Services

B. Secondary Math Adoption

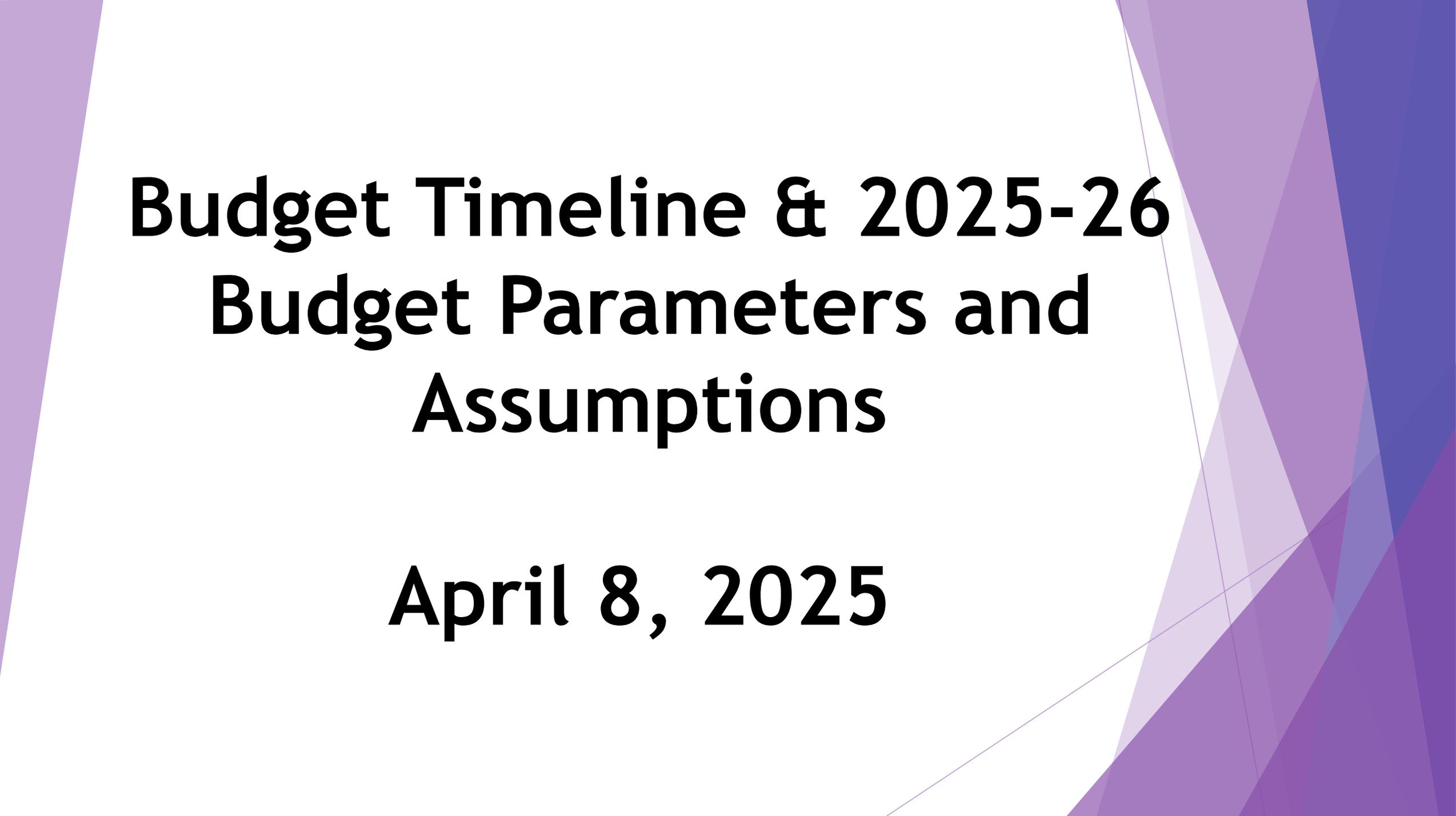
Presenters: Colleen Stamm, K-12 Math and Science Coordinator, and Carrie Heaney, Secondary Math Coach

C. Marching Band Purchase

Presenter: Colleen Stamm, K-12 Math and Science Coordinator

D. Review of Recommended Policy Updates (March 2025) from Miller Johnson (Policy Service Provider) - First Reading

Presenter: Terri Weems, President and David Turner, Secretary of the FPS Board of Education



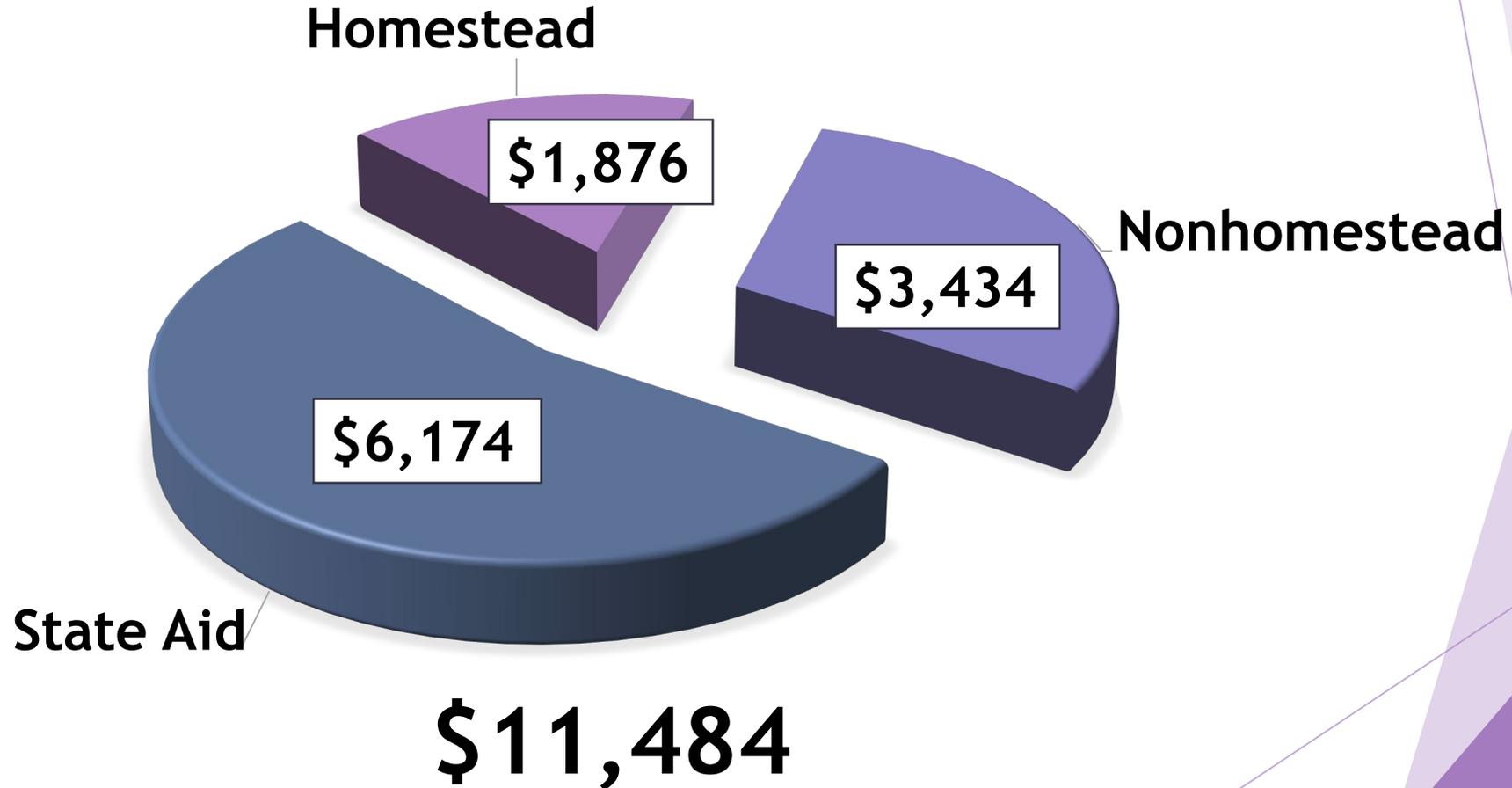
Budget Timeline & 2025-26 Budget Parameters and Assumptions

April 8, 2025

2025-26 Budget Timeline

- ▶ 3/11/25 Board approval of resolution to conduct public hearing on budget
- ▶ 4/8/25 Board of Education review of timeline/assumptions/parameters
- ▶ 5/29/25 Board Document to Board of Education for 6/3/25 Board meeting
- ▶ 6/3/25 Board study session on proposed budget
- ▶ 6/3/25 Review budget and conduct Public Budget Hearing
- ▶ 6/17/25 Adopt the 2025/26 budget
- ▶ 6/17/25 Set tax levy

2024-25 Foundation Allowance



FPS - Sources of Revenue

- ▶ **Foundation Allowance - 58.8%**

- ▶ Current Year F/A = \$11,484

- ▶ F/A made up of local property taxes (47%) and state funds (53%)

- ▶ **Other State and Local Revenue - 30.2%**

- ▶ State Categorical - Special Ed, At-Risk, Adult Ed, Voc Ed, MPSERS Retirement, Early Literacy, Bilingual, Grant Funds

- ▶ Other Local - preschool tuition, interest revenue, Medicaid fee-for-service

- ▶ **Interdistrict Revenue - 7.6%**

- ▶ County special education and vocational millages - through Oakland Schools

FPS - Sources of Revenue

- ▶ **Federal Revenue - 3.4%**
- ▶ **Federal Revenue - Recurring Grants**
 - ▶ Headstart
 - ▶ IDEA Special Education
 - ▶ Title I, II, III, IV
 - ▶ Adult Ed

FPS - Expenditures

▶ Salaries and Benefits - 82%

- ▶ Benefits include Retirement, FICA, Health, Dental, Vision, Long-term Disability, and Life insurance

▶ Purchased Services - 11%

- ▶ Custodial Services
- ▶ Utilities - Water and Phone
- ▶ Repairs and Maintenance
- ▶ Sub costs - EduStaff
- ▶ Conferences and contracted services
- ▶ Software license fees

FPS - Expenditures

▶ **Supplies - 5%**

- ▶ Teaching supplies
- ▶ Textbooks
- ▶ Utilities - Natural Gas and Electricity
- ▶ Fuel, tires, batteries

▶ **Other - 2%**

- ▶ Building and site improvements
- ▶ Special Ed tuition payments to other Districts
- ▶ Dual enrollment, grad alliance, virtual classes
- ▶ Operating transfers to Capital Projects Funds
- ▶ Dues, Bank/P-card Fees, Tax write-offs and Miscellaneous

2025-26 Budget Development Factors

▶ Key Assumptions

- ▶ Maintain high quality instruction and programming

- ▶ Literacy

- ▶ EL Skills Block (K-2 Foundational Skills)

- ▶ Wit & Wisdom (K-5 ELA)

2025-26 Budget Development Factors

▶ Key Assumptions

- ▶ Maintain high quality instruction and programming

- ▶ Math

- ▶ Illustrative Math (M.S. and H.S.)

- ▶ Everyday Math (K-5)

2025-26 Budget Development Factors

▶ Key Assumptions

- ▶ Maintain high quality instruction and programming
 - ▶ Technology Suite of Tools
 - ▶ Professional Development
 - ▶ Instructional Coaching

2025-26 Budget Development Factors

▶ Key Assumptions

- ▶ Continued Strategic Partnerships for Innovation
 - ▶ NewTech Network (Middle School)
 - ▶ Urban Learning (K-12)
 - ▶ Michigan Education Workforce Initiative (MEWI) and Arizona State University (ASU)

2024-25 Budget Development Factors

▶ Key Assumptions

- ▶ Governor's School Aid Budget
- ▶ House - 75% budget allocation
- ▶ Enrollment Projections
- ▶ Consider inflation impact
- ▶ Maintain a fund balance that falls within the board policy of 10-15%

Revenue Parameters & Assumptions

- ▶ Enrollment - flat
- ▶ Foundation Allowance - \$200 pp increase
- ▶ Categorical Funding
 - ▶ Special Education - \$500,000 increase

Revenue Parameters & Assumptions

- ▶ **Federal Revenue**
 - ▶ Flat for grants received annually
- ▶ **Interdistrict Revenue**
 - ▶ PA-18 County Special Education - \$500,000 increase
- ▶ **Nutrition Services indirect costs**

Expenditure Parameters & Assumptions

- ▶ Wages and benefits will be budgeted at negotiated levels
- ▶ Replacement savings - 10 teacher retirements
- ▶ MPERS retirement rate - 1.45 percentage point decrease
 - ▶ Should have been 5.75

Expenditure Parameters & Assumptions

- ▶ Fringe benefits - 10% increase
- ▶ Utility and contracted custodial costs - 3% increase
- ▶ Transfer to Technology/Other Projects Fund - \$300,000
- ▶ Transfer to Bus Purchase/Maintenance Fund - \$600,000

Current Unknowns

- ▶ What will the funding be for 2025-26?
 - ▶ House budget bill - incomplete
 - ▶ Senate budget bill - unknown
- ▶ Governor's Budget Assumptions
- ▶ When will the School Aid budget be approved?
- ▶ Enrollment
- ▶ Staffing
- ▶ Federal and State Economies

The background features abstract, overlapping geometric shapes in various shades of purple and blue, primarily on the right side of the frame. The central area is white.

Questions?

BUDGET DEVELOPMENT TIMELINE AND PARAMETERS

2025/26

2025/26 Budget Development Timeline

3/11/25	Board approval of resolution to conduct public hearing on budget
4/8/25	Board of Education Review of timeline/assumptions/parameters
5/29/25	Budget Document to Board of Education for 6/3/25 Board meeting
6/3/25	Board study session on proposed budget
6/3/25	Conduct budget and truth in budgeting hearing
6/17/25	Adopt the 2025/26 budget
6/17/25	Set tax levy

2025/26 Budget Parameters

Budget parameters are developed by the Business Office and reviewed by Central Office Cabinet. These parameters are then presented to and discussed with the Finance and Facilities Committee Meeting and then presented to the Board of Education at a regular public meeting. Input received at the Committee meeting or Board meeting is incorporated.

These parameters become the basis for the ensuing year's budget development. A concerted effort will be made to maintain the integrity of the District's instructional programs, staff development opportunities, and co-curricular activities. Attention will also be given to the continuing school improvement efforts needed to meet the requirements for District Accreditation and student achievement needs.

While the current Governor continues to focus on providing additional and stable funding for public education in Michigan, school districts around the state continue to experience a decline in pupil count, which directly impacts a district's operating budget. We will continue to closely monitor our revenues as well as operating costs to maintain financial stability. The proactive budget process is intended to allow the District to prioritize its expenditures and align these with the anticipated revenue sources. The process is ongoing with a multi-year approach to meeting the budget challenges. The goal of each year's budget process is to maintain a fund balance that at least falls within the board policy of 10-15 percent, if not higher.

The parameters for 2025/26 are as follows:

1. Student enrollment will be forecast using Plante Moran CRESA updated projections. Plante Moran CRESA estimates enrollment to decrease by 25 students. Incoming classes have been larger than our graduating classes for the last few years. The Young Fives (Kindergarten) program continues to attract students into the district since it was introduced two years ago. We are also seeing stable out-of-district school of choice preliminary numbers. No increase or decrease in enrollment has been factored into the 2025/26 budget based upon these outside enrollment projections, school of choice applicants and the difference between exiting 12th graders and preliminary projections for incoming Young Fives and Kindergartners.

2. The economy in Michigan continues to be stable despite the record high inflation over the last few years. Gretchen Whitmer, Michigan's Governor, presented her Omnibus budget on February 5, 2025 and proposed funding increases for K-12 Education. Her proposal continues moving Michigan towards a weighted funding formula. The foundation allowance increase was proposed at \$392 per pupil, which is a 4.1% increase in the base foundation. There were also funding increases proposed for At-Risk, English Learners, Special Education, Career and Technical Education and School Readiness Preschool programs. The budget also includes a proposal for mentoring grants to support and retain new teachers, school counselors and administrators and improve their instructional practices. The House presented a partial budget, only allocating 75% of the estimated revenue in the School Aid Fund. It only addressed major items, such as the foundation allowance, setting it at \$10,025 per pupil. It left off almost all categorical funding such as At-Risk, CTE and free breakfast and lunch for all students. Neither budget can be relied upon at this time, however there is adequate revenue coming into the State Aid Fund based upon the January CREC. We are currently estimating an increase of \$200 until the Senate and House present their budget proposals. For 2025/26, \$11,684 per pupil is used which includes a \$200 increase. After the Senate version and a full House version are released, we will consider whether any adjustment to the increased per pupil foundation allowance for 2025/26 is necessary.
3. We anticipate that many of the categorical funding areas, such as adult education, early childhood and retirement funding, will continue at their current levels. Increases were proposed by the Governor for At-risk, special education and retirement funding. A \$500,000 increase in special education funding is included to reflect higher costs in the current year. As mentioned above, the Governor has proposed increases for several other categoricals, however we will wait to see the House and Senate proposals before including any increases in funding.
4. Revenues from the nutrition services program will continue to cover direct program expenditures and the maximum amount of dollars will be budgeted to be transferred back to the general fund to support a portion of the indirect costs. Indirect costs are those costs not directly attributable to one cost objective. An example would be human resources, business services and custodial costs. These functions support the nutrition services program but the costs are not specifically identifiable to charge them to the fund. Currently the Nutrition Services Fund transfers approximately \$348,000 or 14.98% of total expenditures, excluding food costs, capital outlay and contract costs greater than \$25,000.
5. Federal grants which are received on an annual basis are expected to remain at the same level and are budgeted so that proceeds equal the budgeted expenditures. We will continue to closely monitor federal grants as several positions are paid through these funds. Should a portion of these funds be eliminated or not continued by the Federal Government, we would need to determine an alternate source of revenue to maintain these positions.
6. Revenues for PA-18, which is the funding received from Oakland Schools for the county-wide millage to help support special education costs, is projected to increase approximately \$500,000 to reflect higher special education costs overall as well as increased taxable values at the county level.
7. Wage costs will be budgeted at negotiated levels. At the current time, the District has a two-year contract, expiring 6/30/26, with its paraprofessional and secretarial staff and a three-year contract, expiring 6/30/27, with its bus drivers. A two-year contract, expiring 8/22/25 is in place with its teachers, and two-year contracts, expiring 6/30/25, are in place with its school administrators and maintenance and cafeteria staff. Negotiations are currently in process and estimates will be incorporated into the forecast for fiscal planning purposes only. Social security and Medicare costs will be budgeted as 7.65% of negotiated wages.
8. Reductions in wages and benefits for replacement savings for 10 teacher retirements has been included based upon the known the retirements at the present time.
9. The projected MPSERS retirement rate will be at **29.91%** of wages, a decrease of 1.45 percentage points over 2024/25 rate paid by the District directly, with an additional 15.02% for the Unfunded Actuarial Accrued Liability (UAAL) liability for a total rate of **44.93%**. In 2024/25, the

Legislature proposed that the 3% Health Care Fund amount employees were paying for the OPEB plan was no longer necessary and that the retirement rate Districts paid into the system could be reduced by 5.75 percentage points going forward. If there was any need to fund the 3% for the health care liability, the District would be required to pay it. As noted above, the rate only decreased by 1.45 percentage points, therefore eliminating a planned reduction in retirement costs of approximately \$3.6 million. A retirement rate of **45.0%** will be used for the 2025/26 budget.

10. Based upon current claims cost data, we are estimating claims to continue to rise and therefore current illustrative rates will most likely need to be adjusted again in 2025/26. Employees continue to contribute between 20 – 30% of the illustrative rate for the plan cost. The Insurance Advisory Committee continues to monitor health insurance costs. For many years, there were positive results in the Benefit Stabilization fund, however an increase in claims costs has been occurring now for the last few years. A 10% increase in benefit costs has been included in the General Fund for 2025/26. Any claims overages that may occur in the current year would be absorbed by the Benefit Stabilization Fund.
11. Revenues from tuition based preschool education will cover direct program costs, as well a portion of indirect program costs. In a typical year, preschool education covers approximately 4.0% of its indirect costs. With the Free Pre-K for All (Great Start Readiness Program) initiative approved by the Legislature and Governor in 2024/25, significantly more preschool funds are coming from the State as all preschoolers qualify for the program versus it being income based. The balance of preschool revenues comes from Headstart, a federally funded program.
12. Special education programs, in collaboration with other school districts, will continue to align staffing similar to the center program design model of the ISD. Other school districts will be billed for their proportionate share of students educated within the programs. Approximately \$331,000 will be budgeted for 2025/26 based upon the 2024/25 estimated revenue.
13. The Capital Projects Technology Fund had a fund balance of \$1,994,562 at June 30, 2024. This fund has been used in the past to keep equipment in the District's network operations center up-to-date and for the purchase of staff and student computers, printers and other ancillary technology equipment needs. In the 2024/25 budget, \$300,000 is being transferred into this fund from the General Fund for future technology needs. An additional \$300,000 will be budgeted to be transferred into this fund from the General Fund in 2025/26.
14. Expenditures for bus purchases and maintenance (large capital projects) were made from the Bus Purchases/Maintenance Fund prior to the 2015 and 2020 Building & Site Funds (bond funds). The Bus Purchases/Maintenance Fund had a fund balance of \$4,040,132 at June 30, 2024. In the 2024/25 budget, \$600,000 is being transferred into this fund from the General Fund for bus replacements and future capital needs. An additional \$600,000 will be budgeted to be transferred into this fund from the General Fund in 2025/26.
15. The District will continue to explore and implement cost savings and cost containment measures. The District has several initiatives in place to do this such as the Green Team and the Energy Savings Program.
16. Other costs and revenues are anticipated to remain flat with the exception of utilities and contracted custodial costs which are estimated to increase approximately 3% over 2024/25 estimates.
17. To provide transparency, financial and budget reports are made available to the public on the District's website. Financial reports will continue to be prepared in accordance with the International Association of School Business Officials Certificate of Excellence in Financial Reporting, the highest standard of excellence.



Secondary Math Instructional Resource Adoption

Board of Education Presentation
April 8, 2025

Colleen Stamm; K-12 Math and Science Coordinator
Carrie Heaney; Secondary Math Coach



New Secondary Instructional Resource for

1. Middle School Math Grades 6-8
2. High School Math Courses: Algebra 1, Geometry, and Algebra 2





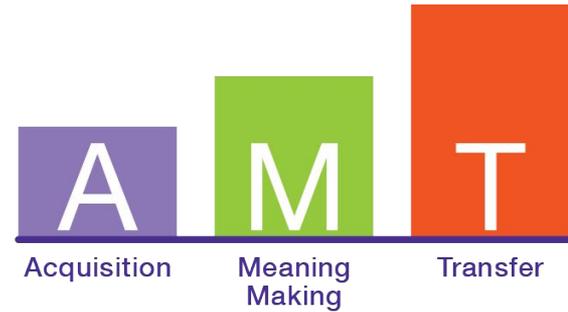
Secondary Math Proposal

Current Challenge: Current instructional resources are not meeting the teaching and learning needs of the adults and students.

Action Step: Preview and recommend a new resource that will:

- Provide a consistent problem-based instructional approach [instructional equity].
- Build strong understanding of key mathematical concepts and procedures.
- Align with our instructional focus areas and learning framework.

Learning Framework



Instructional Focus Areas





Secondary Math Proposal

We recommend:

Illustrative Math v.360
©2024, 2025



Publisher - Imagine Learning

Resource Highlights

- **Problem-based learning** approach
- Encourages collaboration among students
- Supports for unfinished learning and special populations
- Integrates Math Language Routines
- Multiple assessment opportunities
- Opportunities for innovation with tasks
- Technology component for students and teachers

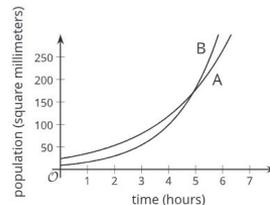
Secondary Math Proposal

Task Types

- Problem Based Instruction
- Authentic Problems
- Card Sorts
- Info Gap routines
- Notice and Wonder
- Poll the Class
- Which Three Go Together?

To study the growth of bacteria in different conditions, a scientist measures the area, in square millimeters, occupied by two populations.

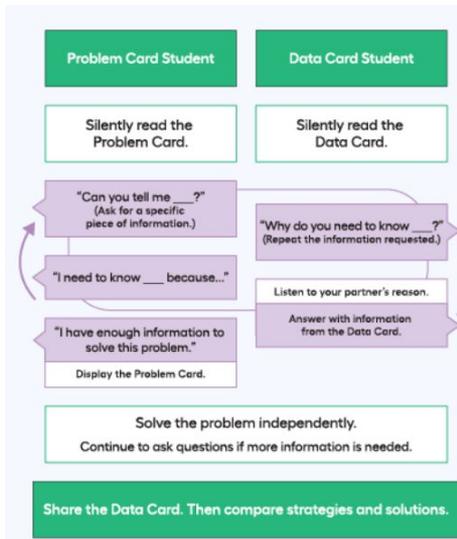
The growth of Population A, in square millimeters, can be modeled by $f(h) = 24 \cdot e^{(0.4h)}$ where h is the number of hours since the experiment began. The growth of Population B can be modeled by $g(h) = 9 \cdot e^{(0.6h)}$. Here are the graphs representing the two populations.



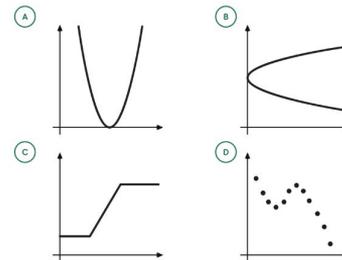
1. In this situation, what does the point of intersection of the two graphs tell us?

Card Sort: The Same But Different $1 + 2$	Card Sort: The Same But Different $1 - (-2)$	Card Sort: The Same But Different $(1)(4)$
Card Sort: The Same But Different $1 - 2$	Card Sort: The Same But Different $1 + -2$	Card Sort: The Same But Different $-1 \cdot 4$
Card Sort: The Same But Different $-10 + 7$	Card Sort: The Same But Different $-10 - -7$	Card Sort: The Same But Different $8 \div 4$
Card Sort: The Same But Different $-10 + (-7)$	Card Sort: The Same But Different $-10 - 7$	Card Sort: The Same But Different $8 \div (-4)$
Card Sort: The Same But Different $-15 \div -6$	Card Sort: The Same But Different $15 \cdot \frac{1}{6}$	Card Sort: The Same But Different $15 \div (-6)$

©2015-2017 The Math Learning Center



Which three go together? Why do they go together?





Secondary Math Textbook Proposal

Student Feedback on Illustrative Mathematics

How did learning math with this textbook make you feel?

Middle School

- “The book itself was easy to understand and the methods and meanings page was extremely helpful for whenever I didn't understand a problem. I'm not all out thrilled at the idea of doing math which is why it doesn't get a 5- isn't the books faults math just isn't my cup of tea- but the book made the lessons digestible and I decently enjoyed the actual content we were learning.”
- “The textbook is helpful because the lesson summary helped me a lot”

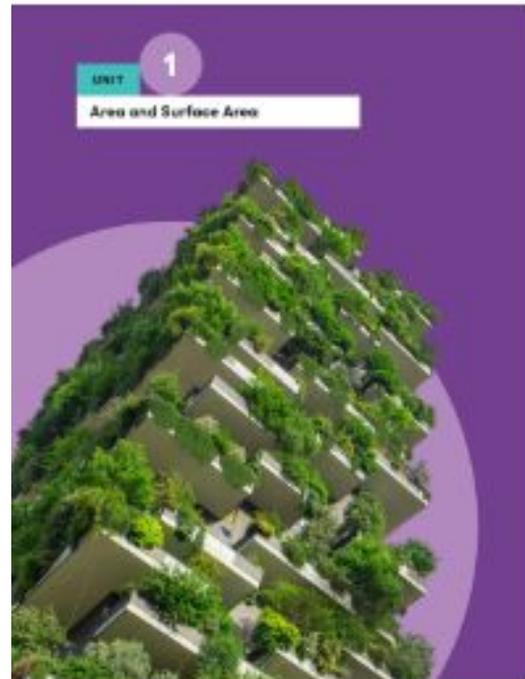
High School

- “It did not challenge to the point where it made it undoable, but it also taught me more math skills.”
- “At first it was hard to understand because it was different but soon enough it became easy and fun to learn from it.”

Purchase Includes

The purchase includes:

- Teacher editions
- Student consumable workbooks for 5 years (Algebra 2 - 4 years)
- Access to digital text/resources/tools for teachers and students for 5 years
- Material kits for lessons - consumable and nonconsumable
- Professional learning materials and facilitated sessions





Thank you to the Preview teachers!

Middle School

- *East*
 - *Kelly McMullen*
 - *Sylvia Oatley*
- *Power*
 - *Jackie Meier*
 - *Gina Szymczak*
- *Warner*
 - *Amy Fountain*
 - *Valerie Lamb*
 - *Shelly Marougi*
 - *Elena Winberry*
 - *Angi Szalai - admin*

High School

- *Farmington*
 - *Valerie Blankenship*
 - *Emily Burkett*
 - *Melissa Chapman*
 - *Megan King*
 - *Gabe Renaud*
 - *Erin Samouelian*
 - *Jamie Smith*
 - *Diane Webster*
- *North*
 - *Julia Lederer*
 - *Christine Sweet*



Price Quote

100 S. Mill Ave
 Suite 1700
 Tempe, AZ 85281
 877-725-4257

Date 3/3/2025
Quote No. Q-123966
Acct. No. 12216241
Total 975,618.00
Pricing Expires 08/27/2025

Farmington Public School District
 32500 Shiawassee
 Farmington MI 48336-2363
 United States

5 Year Student Consumables Adoption Quote, paid up front: Discounted \$103,320. Annual shipping available at no additional cost. i.e. lock in cost of print materials today, and we will ship annually for convenience.

Payment Term	Contract Start	Contract End
Net 30	8/1/2025	7/31/2030

Site	Description	Comments	End Date	Qty	Amount
Farmington Public School District	Imagine IM Student Single User License - Grade 6		07/31/2030	815	69,275.00
	Imagine IM Student Print - Grade 6		07/31/2030	4,075	123,880.00
	Imagine IM Student Single User License - Grade 7		07/31/2030	740	62,900.00
	Imagine IM Student Print - Grade 7		07/31/2030	3,700	112,480.00
	Imagine IM Student Single User License - Grade 8		07/31/2030	770	65,450.00
	Imagine IM Student Print - Grade 8		07/31/2030	3,850	117,040.00
	Imagine IM Student Single User License - Algebra I - Available Fall 2025		07/31/2030	780	66,300.00
	Imagine IM Student Single User License - Geometry - Available Fall 2025		07/31/2030	585	49,725.00
	Imagine IM Student Print - Algebra I - Available Fall 2025		07/31/2030	3,900	118,560.00
	Imagine IM Student Print - Geometry - Available Fall 2025		07/31/2030	2,925	88,920.00
	PD - IL Onsite Day - Imagine IM		07/31/2030	9	45,000.00
	Shipping and Handling (ILC)	Shipping and Handling fee covers all physical materials listed above for the duration of the term.	07/31/2030	1	56,088.00

Subtotal 975,618.00
Tax Total 0.00
Total 975,618.00

Imagine Learning will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Imagine Learning will invoice the customer for the additional usage.

If annual payment plan requested, the additional discount of print will not be available, and if print prices increase, you will be subject to increased cost.

**Farmington Public School
District**

Signature: _____
Print Name: _____
Title: _____
Date: _____

Imagine Learning Representative

Andy Leonard
Account Executive -
andy.leonard@imaginelearning.com
imaginethefutureoflearning.com

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to AR@imaginelearning.com or fax to 480-423-0213.



Marching Band Purchase: Rain Jackets

*FPS Board of Education Presentation
April 8, 2025*





Marching Band Background

- Farmington has a long standing music program that includes Marching Band.
- Marching Band is supported by two band directors with each band having its own style and community.
- Marching Band students start their band experience in middle school and many commit themselves to their craft throughout high school.
- Marching Band perform as part of FPS athletic events as well as competitively.
- We have about 200 number of students who participate across both comprehensive high schools including students in grade 8-12.



Proposal: Purchase new rain jackets for marching band for Farmington High School and North Farmington High School.

Rationale: Current jackets are showing wear due to use and age and are past their life span.

Vendor: Francis Enterprises [Regional rep for Stanbury Uniforms]
(consortium pricing)

North Farmington HS



Farmington HS





Rain Jacket Specifications

1. **School logos in school colors** are on on the back with a smaller logo on the front.
2. Raincoats are able to **go over uniforms** to protect both the player and the uniform from the elements
3. Raincoats are also **insulated**.
4. Raincoats also offer **protection to some instruments** from wetness.
5. Coats are made with machine washable heavy duty nylon. The insulation is true Thinsulate material that stands up overtime.
6. **Hoods are full printed fabric** rather than vinyl heat transferred letters or logos which can peel and become brittle over time.
7. Coats last between **20-25 years**.



Costs for Marching Band Rain Jacket purchase.

1. North Farmington High School: **\$17,835.00**
2. Farmington High School: **\$22,338.00**
3. Total Price (not including shipping and handling): **\$40,173.**

MILLER JOHNSON

School Policy Services

TO: MJ Policy Service Clients

FROM: MJ School Policy Services

DATE: March 5, 2025

RE: Policy Manual and Administrative Regulations Update – March 2025

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 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.

We appreciate your patience as these updates have been compiled. We are aware that there have been a number of topics addressed in recent Executive Orders, Dear Colleague Letters, legislative action, court cases, and more. Distilling all of this information into actionable revisions is a tall order. Thank you for placing your faith in us to help you navigate these tumultuous waters. To that end, we recognize this is a challenging time from a governance standpoint. Rest assured, we will continue to stay on top of all the developments and will send updates as appropriate and needed.

PLEASE NOTE: All updates are numbered individually (i.e., Update 19.01). Additions to the language in policy or AR are shown in red. Deletions are shown in ~~blue~~. Areas highlighted in yellow require additional information from you, to complete the update.

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.

If you are behind on policy updates and need support getting your manuals into compliance, PLEASE reach out to our office for support.

POLICY UPDATES

INTRODUCTION – 0000 Series

There are no recommended policy updates for this section.

BYLAWS – 1000 Series

There are no recommended policy updates for this section.

STUDENTS – 2000 Series

Update 19.01 (Policy 2006 – Behavior)

A number of states and some school districts have taken action to ban cell phones during the school day. We are aware that such a proposal is under consideration in Michigan – though, as of this memo, it has not been adopted. For districts that want to consider such a prohibition, we provide below an updated version of the “Personal Electronic Devices” policy that has been a staple of our baseline Policy Manual for some time.

Personal Electronic Devices The School District reserves the right to prohibit the possession or use of personal electronic devices on School District property or at School District-related functions. For purposes of this Policy, “personal electronic device” means a privately owned device that is used for audio, video, or text communications, including cell phones, personal laptops, smartwatches and other wireless device connections.

Away-for-the-Day Requirements. Students are not permitted to use personal electronic devices only as follows: during the school day unless required by law. Personal electronic devices must be turned off and kept out of sight in lockers or cubbies.

- ~~• Before and after the regular school day.~~
- ~~• During the student’s scheduled lunch time.~~
- ~~• As directed by a teacher or other professional staff member for educational purposes.~~

~~Students may possess personal electronic devices on their person but the devices must be powered off and kept out of sight in backpacks/purses or lockers except during the times, above.~~

The Superintendent may develop administrative regulations ~~to further control student possession and use of personal electronic devices~~ consistent with this policy.



Recording and Broadcast. Students may not use personal electronic devices to broadcast or record audio, images, or video of any student, staff member, or other person in the school or while attending school-related activity, unless the student has received permission from the person(s) to be broadcasted or recorded. This prohibition does not apply to curricular or extra-curricular activities for which personal recording is generally permitted (e.g., athletic events, arts performances, etc.).

CURRICULUM AND INSTRUCTION – 3000 Series

There are no recommended policy updates for this section.

PERSONNEL – 4000 Series

There are no recommended policy updates for this section.

BUSINESS – 5000 Series

Update 19.02 (*NEW* Policy 5014 – Supplement, Not Supplant (Perkins V))

On January 16, 2025, MDE issued a memorandum stating that it will require every Perkins V Grant Region to establish and adopt a policy regarding the supplement, not supplant requirement under Perkins V. Each region must have the board policy adopted by August 1, 2025. The region is considered to be the fiscal agent of the Perkins funding, which is generally the Intermediate School District (ISD). Therefore, this policy is directed towards the ISD to determine if they need to adopt such a policy for the region, not the local school district.

General. The [ISD/School District] is committed to adhering to the fiscal requirements set forth by the U.S. Department of Education’s Perkins grant funds, as administered by the Michigan Department of Education’s Office of Career and Technical Education (MDE-OCTE). Pursuant to the Perkins V law (20 U.S. Code § 2301), the [ISD/School District] will ensure that Perkins funds are used to supplement, not supplant, non-federal funds.

Definitions. For purposes of this policy, “supplement” means “to add to or enhance existing non-federal funds” and “supplant” means to replace or take the place of non-federal funds with federal funds.

Use of Funds. Perkins funds will be used to provide additional services, programs, or activities that are above and beyond what is already provided with non-federal funds.

Prohibited Uses. Prohibited uses will be assumed when a region uses Perkins funds to provide services that the region is required to make available under a state or local law; or a region uses Perkins funds to provide services that the region provided with non-federal funds in the prior year; or a region uses Perkins funds to provide services to CTE students, and the same services were provided to non-CTE students using non-federal funds.

MILLER JOHNSON

School Policy Services

Rebuttable Presumption These presumptions are rebuttable if a [ISD/School District] can demonstrate that it would not have provided the services in question with non-federal funds had the Perkins funds not been available.

Monitoring and Compliance The [ISD/School District] will establish procedures to monitor the use of Perkins funds to ensure compliance with this policy. The [ISD/School District] will participate in the required technical review, assistance, and compliance monitoring conducted by MDE-OCTE.

FACILITIES AND OPERATIONS – 6000 Series

Update 19.03 (Policy 6002 – Safety and Security)

The Governor recently signed legislation that enhanced classroom safety for students and educators by establishing a behavior threat assessment and management team. This team will monitor students' concerning behaviors, implement supportive measures to mitigate potential threats, and provide students with the tools they need to thrive. The District must implement the noted provision by October 1, 2026.

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.

The School District will undertake reasonable cooperative efforts with law enforcement agencies. The Superintendent and building administrators have the responsibility and authority to determine when the presence or assistance of law enforcement officers is necessary on School District premises and School-related functions.

Behavior Threat Assessment and Management Team ~~Suicide Intervention~~

The Superintendent will develop a **behavior** threat assessment and **management team, including duties ~~suicide intervention protocol~~** aimed at addressing situations which may pose a threat to the health, safety, and welfare of themselves or the school community **pursuant to MCL 380.1308e**. The goal of the **behavior** threat assessment and **management team ~~suicide intervention 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 any student or staff member being assessed.

Update 19.04 (Policy 6003 – Firearms and Other Weapons)

The Governor recently signed legislation aimed to protect students from gun violence by mandating that information on the safe storage of firearms, developed by the Michigan Department of Health and Human Services by July 1, 2025, be distributed to parents of students by Districts beginning October 1, 2025, and every October 1 thereafter.

Generally To the full extent permitted by law, the District prohibits firearms and other weapons on District premises and at District-related functions, without prior, written approval from the District's Superintendent. District employees and students who violate this policy are subject to discipline, including permanent expulsion or discharge. Others who violate this policy are subject to being banned from District premises and District-related functions. The District reserves the rights to report to police authorities any person who violates this policy.

Safe Storage of Firearms Beginning October 1, 2025, and every October 1 thereafter, the District shall distribute (by electronic or mail) information regarding the safe storage of firearms, developed by the Michigan Department of Health and Human Services, to the parent or legal guardian of each student enrolled in the District. By not later than October 1, 2025, the District shall post links to the Michigan Department of Education's webpages describing the English, Spanish, and Arabic versions of the informational notice on the website of the District.

Update 19.05 (Policy 6004 – School Crisis, Response, and Closure)

The Governor recently signed legislation that requires a standardized response terminology to be used by schools in response to emergency situations, developed by the Department of State Police by July 1, 2026. The District must implement the standardized response terminology beginning with the 2026-2027 school year.

The Board strives to provide a safe learning environment for students, staff, and other members of the school community. The Superintendent will develop a school crisis response plan to be implemented in the event of an emergency. Beginning with the 2026-2027 school year, the District shall adopt and implement the standardized response terminology developed by the department of state police, in collaboration with the school safety and mental health commission.

The Superintendent is authorized to close schools in the case of inclement weather or other emergencies when it is unsafe for students to travel to or attend school.

SCHOOL AND COMMUNITY RELATIONS – 7000 Series

There are no recommended policy updates for this section.

MILLER JOHNSON

School Policy Services

GENERAL POLICIES – 8000 Series

Update 19.06 (Policy 8002 – Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504))

We have seen a dramatic increase in districts seeking policy statements on therapy dogs. Such animals are different, of course, from service animals, which are expressly addressed by the ADA (please note that in prior updates, we provided both policy language and an administrative regulation related to service animals). For those districts utilizing therapy dogs at school, the following policy update (and accompanying administrative regulation note in Update 19.10) is recommended for adoption.

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.

Service Animals are allowed on School District property 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. Emotional support animals are not considered Service Animals for purposes of this policy. This policy applies to employees, students, volunteers, and visitors.

[The District permits the use of Therapy Animals in a manner consistent with the administrative regulations developed by the Superintendent.](#)

April 8, 2025

Regular Meeting of the Board of Education

XIII. ACTION ITEMS

A. AP - U.S. History Textbook Adoption

Presenters: Margaret Hendrickson, Director Curriculum, Instruction and Assessment and Christine Fifield, Secondary Literacy and SS Coordinator

This item was presented in detail at the Regular Board of Education meeting held on March 11, 2025.

MOTION: I move that the Board of Education approve the recommended textbook adoption for AP U.S. History, as presented. The textbook cost is \$15,636.50 per school for both Farmington High School and North Farmington High School.

ROLL CALL VOTE

April 8, 2025

Regular Meeting of the Board of Education

XIV. CONSENT AGENDA. I move that the Board of Education approve the April 8, 2025, Consent Agenda, as follows:

A. Approval of Minutes

1. March 11, 2025 Regular Meeting
2. March 11, 2025 Finance & Facility Committee Meeting
3. March 13, 2025 Policy/Board Governance Committee Meeting
4. March 15, 2025 Board Retreat