Farmington PUBLIC SCHOOLS

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REGULAR MEETING
OF THE BOARD OF EDUCATION
Maxfield Education Center
32789 W. Ten Mile Rd.
Farmington, MI 48336
Tuesday, February 10, 2026
6:00 PM

AGENDA

I. **CALL TO ORDER**
   - A. Roll Call
   - B. Pledge of Allegiance

II. **ITEMS FROM THE PRESIDENT**
   - A. Approval of the Agenda
   - B. Announcements

III. **PUBLIC COMMENTS**

IV. **ITEMS FROM THE SECRETARY**
   - A. Correspondence

V. **LEGISLATIVE UPDATE**

VI. **DISTRICT UPDATES**
   - A. Superintendent's District Update
     1. State of the District
   - B. Investing in Innovative Teaching and Learning Environments

VII. **REPORTS FROM BOARD COMMITTEES**
   - A. February 4, 2026 - Finance/Facility Committee Meeting

VIII. **DISCUSSION ITEMS**
   - A. Regional Enhancement Millage
   - B. Review of Custodial Bid Recommendation

IX. **PUBLIC COMMENTS**

X. **ACTION ITEMS**
   - A. Approval of the First Budget Amendment (2025–2026)

XI. **CONSENT AGENDA**
   - A. Approval of Minutes
     1. January 20, 2026, Special Meeting
     2. January 20, 2026, Closed Session
     3. January 20, 2026, Regular Meeting

4. February 4, 2026, Finance/Facility Committee Meeting
5. February 4, 2026, Special Meeting
6. February 4, 2026, Closed Session Meeting

XII. **REPORTS FROM BOARD REPRESENTATIVES**

XIII. **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.

II. ITEMS FROM THE PRESIDENT

II.A. Approval of the Agenda

MOTION: I move that the Board of Education approve the February 10, 2026, Regular Meeting Agenda, as presented.

II.B. Announcements

III. PRESIDENT'S STATEMENT BEFORE PUBLIC COMMENTS (1).

During the Public Comment portion of our Board meeting, members of the community are welcome to address the Board. Each community member will have up to [????] minutes to speak. A timer on the screen will display the [????]-minute countdown for each speaker so comments are contained within the time allowed. Please address your comments to the Board and speak directly into the microphone on the podium. If your comment is related to a student or staff member, please use caution in stating names of individuals where protection of privacy would be appropriate.

The Board will respectfully listen to comments, but generally the Board does not respond to public comment. In some cases, it might be appropriate for someone to follow up with you to address concerns.

IV. ITEMS FROM THE SECRETARY

The Board received communications regarding:

- Office of Head Start Notifications
- Emails regarding district protocols related to ICE presence at school.
- FHS IB CASTLE Newsletter - February 2026 Edition.
- IB (International Baccalaureate) Testimonials Requests.

The Board acknowledges all communications and responds as appropriate. A list of correspondence is included in the Board packet, which is available on the Farmington Public Schools website.

IV. ITEMS FROM THE SECRETARY

IV.A. CORRESPONDENCE

01.19.26	Re: Protocols in the Event of ICE Presence at School
01.19.26	Re: Protocols in the Event of ICE Presence at School
01.19.26	Re: Protocols in the Event of ICE Presence at School
01.28.26	Update on the DRS NOFO Timeline for 2025
02.01.26	FHS IB CASTLE News - February Edition
02.02.26	Notice of Federal Funding Lapse
02.03.26	IB Testimonials - Urgent! Response needed

VI. DISTRICT UPDATES

VI.A. SUPERINTENDENT'S DISTRICT UPDATE

Presenter: Dr. Kelly M. Coffin, Superintendent, FPS

VI.A.1. State of the District

VI.B. INVESTING IN INNOVATIVE TEACHING AND LEARNING ENVIRONMENTS

Presenter: Rhonda Henry, Assistant Superintendent, FPS

State of the District

2025-26 School Year

SUCCESS **STARTS** HERE.

Farmington PUBLIC SCHOOLS

Who We Are.
Who We Serve.

Our North Star

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

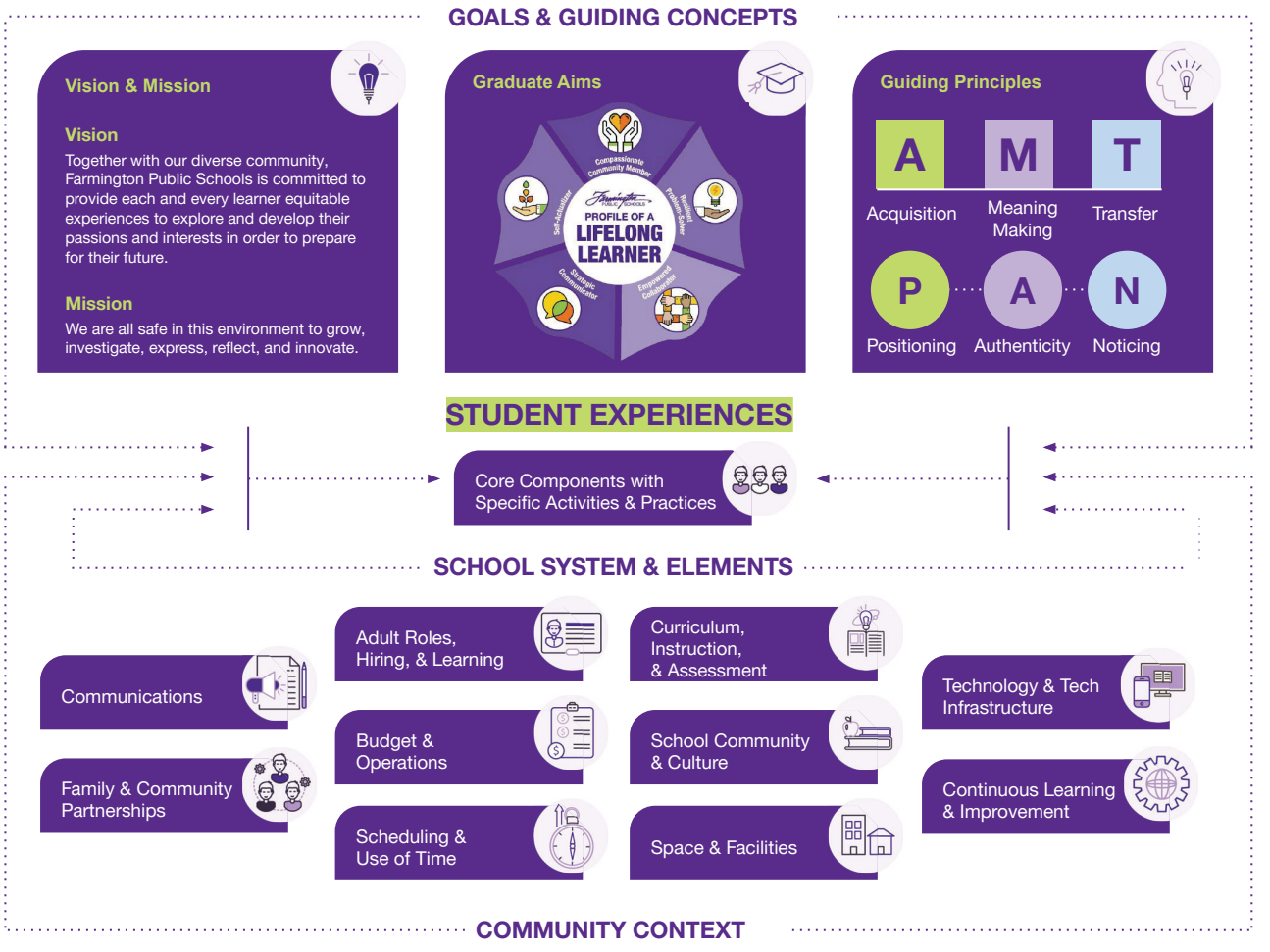
We are all safe in this environment as we **Investigate, Grow, Express, Reflect, and Innovate.**

At FPS, the Profile of a Lifelong Learner guides everything we do.



A Blueprint for Every Learner's Success

Every decision we make, from how we structure our classrooms to how we support students' well-being, is guided by a clear and thoughtful framework for learning and growth. This School Design Blueprint shows how all the pieces of our educational system work together to support students at every level.



SUCCESS STARTS HERE.

> This is what we want from our learners: that every learner, every day, comes to school and is met at their specific learning level, is challenged, is successful, and looks forward to returning to school tomorrow.

Dr. Kelly Coffin
Superintendent

SUCCESS **STARTS** HERE.

23,000+
Hours of Teacher Professional Development Per Year

7 Therapy Dogs

1.3 Million+
Meals Served Per Year

3 Middle Schools

4
Special Programs:
Farmington Early Childhood Education Center
Visions Unlimited
FPS Online
Central HS Online

3 High Schools

55
Home Languages Spoken

8 Elementary Buildings

1
STEAM Academy

Success for Each and Every Learner

Enrollment Snapshot

9,500+

TOTAL ENROLLMENT

In person + **online programs**

1,860+

SPECIAL EDUCATION

Students **Served**

2,675+

FREE/REDUCED LUNCH

Serving **at risk learners**

How We Serve.

Staffing

BARGAIN UNIT/CLASSIFICATION	BARGAIN UNIT/CLASSIFICATION DESCRIPTION	CURRENT # OF EMPLOYEES
ESP	SUPPORT STAFF-CLERKS, TECHNICIANS, BOOKKEEPERS AND SECRETARIES	71
	SUPPORT STAFF: PARAPROFESSIONALS, LPNS AND MEDIA AIDES	217
FASA	PRINCIPALS AND ASSISTANT PRINCIPALS, SE SUPERVISORS	30
FEA	CERTIFIED AND LICENSED STAFF	719
FMC	FACILITIES MANAGEMENT-SKILLED TRADES	14
FTA	DRIVERS AND MECHANICS	80
HOURLY	ADULT AND ESL TEACHERS AND PARAPROS, EARLY CHILDHOOD TEACHERS AND PARAPROS, CUSTODIANS, HALL MONITORS, NOON-AIDES	137
NON UNIT	PROFESSIONAL STAFF	34
NUTR	KITCHEN/NUTRITION STAFF	65
GRAND TOTAL		**1,367**

Degrees Obtained by Our Educators



Talent Development

Attract

What benefits or opportunities are we offering to new and current staff? What ways are we **attracting** staff to Farmington Public Schools?



Recruit

How does our staff see us trying to **recruit** new employees to our district? What opportunities are we taking advantage of or missing out on to find quality employees for our district?

KEEP

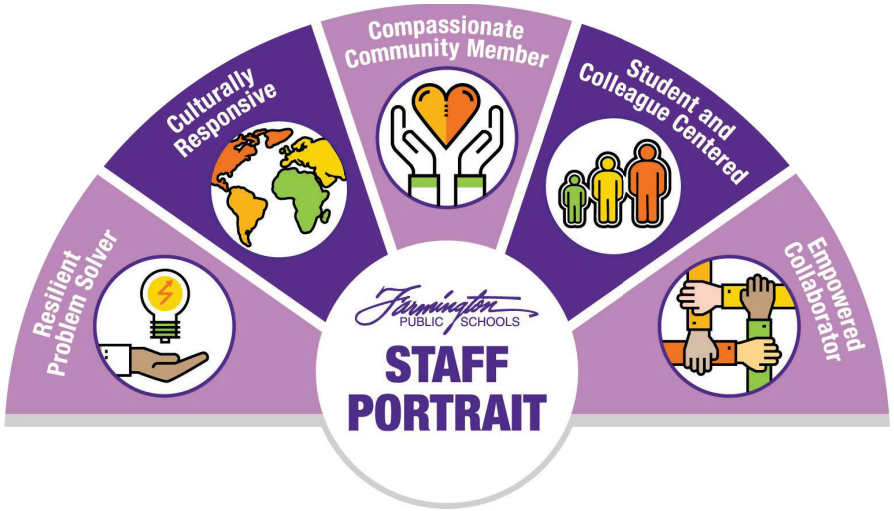
What are we doing to **KEEP** our staff engaged, happy, and feeling supported? How can we learn, grow, and develop processes to change or better what we are doing now?

Talent Development Committee

The Talent Development Committee includes staff from all levels and is dedicated to **cultivating a thriving, stable workforce** in FPS.

Accomplishments include:

- Creating the **Farmington Staff Portrait**
- Establishing **Talent Development subcommittees** focused on **wellness, recruitment, and recognition**
- Implementing **the ARK Talent Model, prioritizing staff input, and developing marketing initiatives** such as the "Why Farmington?" campaign.



Leadership Development

Core Beliefs Drive Action

Realizing our Vision

Understanding our Why

Monthly Instructional Learning Team (AMT Focus)

Regular Classroom Walkthroughs with Principals, Directors

Leadership In Action

Level Up Schools

AP Visioning & Book Study

District Leadership Team Meetings

Monthly Review of Teacher Practice and Feedback Conversations

Staff Development

218
TEACHERS

The number of teachers at Farmington Public Schools participating in authentic learning professional development.

72.2%
OF STAFF

The percent of staff that indicate that the school and district approach to professional learning is aligned well to the Profile of a Lifelong Learner.

79.5%
OF STAFF

The % of teachers who feel confident designing learning experience aligned to positioning, authenticity and noticing.

Our Commitment:
Improving Outcomes for Every Learner

To ensure that "all" truly means each and every student, our intentional work is focused on four pillars:

HIGH EXPECTATIONS FOR ALL

We are moving away from the practice of "simplifying" work for students who struggle. Instead, we provide **every student with high-quality, rigorous, grade-level content.** We don't lower the bar; we build the supports necessary for every student to reach it.

EQUITABLE INSTRUCTION

We utilize **high-quality teaching strategies** that are designed to be inclusive. This means using instructional routines that encourage **every student** to participate, share their thinking, and see themselves as capable learners.

ALIGNMENT OF RESOURCE

Our instructional materials are not chosen at random. They are strictly **aligned with the evidence-based practices** to ensure our "tools" match our **high standards**.

PROFESSIONAL LEARNING AND COLLABORATION

We provide **ongoing, deep professional learning t**hat moves beyond the surface. This sustained support allows teachers to remain **student-centered**, adapting their expertise to meet the unique needs of each and every learner.

Curriculum and Instruction: Literacy

2021–2023

K-5

Launch Science of Reading Aligned Professional Development

Develop Staged New Resource Adoption Plan

Develop Staged Literacy Assessment Redesign Plan

Grade 6-12

Launch Literacy Best Practice Professional Development

2023–2024

NEW CORE Foundational Skills Program: EL Skills Block Implementation **K-2**

Preview K-5 Core Literacy Programs →

Review Intervention Resource for Foundational Skills for **K-2** →

Introduce Foundational Language Resource: Patterns of Power **(Grades 6-8)** →

Launch Integration of Literacy into PBL Units of Study **(grade 6)** →

Plan for Shift to Topic/Theme Based ELA Courses (**11th/12th)** →

2024–2025

continued →

NEW CORE Literacy Program: Wit and Wisdom Implementation **K-5**

NEW INTERVENTION Literacy Resource: UFLI (University of Florida Literacy Institute) **(Grades 3-5)** →

Implement Foundational Language Resource: Patterns of Power **(Grades 6-8)**

Expand Integration of Literacy into PBL Units of Study **(grade 7-8)**

Build/Launch NEW Literacy Courses: Topic/Theme Based Courses Launched with 12th graders →

2025–2026

continued →

Expand INTERVENTION Literacy Resource: UFLI (University of Florida Literacy Institute) **(K-2)**

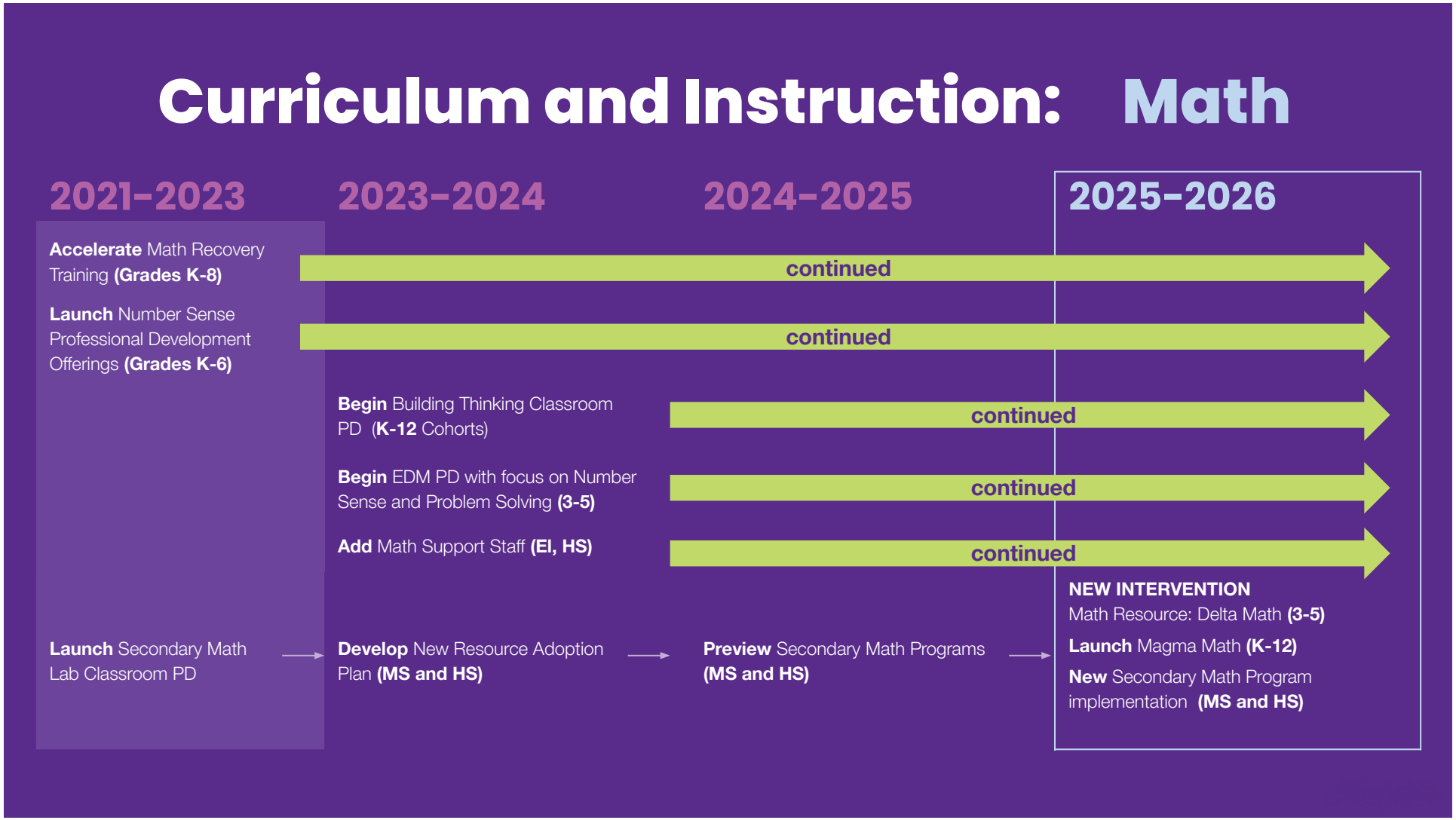
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Expand Foundational Language Resource: Patterns of Power **(Grades 9-10)**

continued →

Build/Refine Units of Study in all ELA Courses **(Grade 9-11)**

Curriculum and Instruction: Math



General Fund Revenue

Largest Sources

59%
State
Foundation Allowance, **Categoricals** and **Grants**

30%
Local
Property Taxes, Interest, **Medicaid,** Preschool Tuition

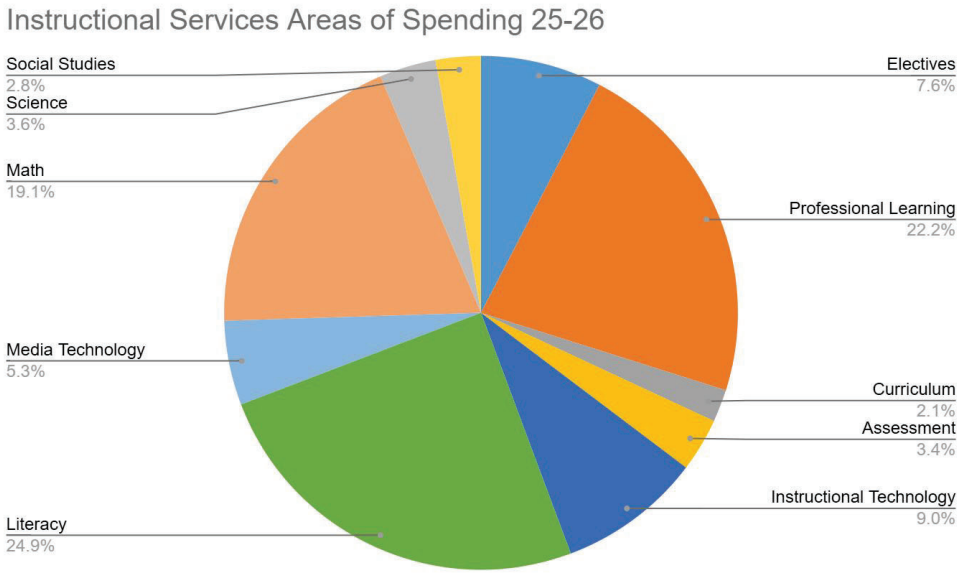
8%
Interdistrict
PA-18 **Special Education** Funding

3%
Federal
Title I, II, III, IV, **Headstart, IDEA Spec Ed Funds**

Instructional Services: Areas of Spending

Driving growth through coordinated spending

- **Maintaining Instruction**: Funding for textbooks, teaching supplies, and technology subscriptions to support high quality instructional practices.
- **Strategic Improvement**: Allocating resources to meet new district-wide improvement efforts.
- **Capacity Building**: Contracted services for strategic partnerships that accelerate the work.



[Includes Instructional Services General Fund and Grant Allocations, Does not include sub coverage for teacher work groups and professional learning.]

Academic Growth & Achievement

Student Growth & Achievement Highlights

Student performance on assessments continues to be a critical focus as we monitor the impact of our **significant investment** in literacy and math over the years.

State Assessments

District-wide data shows r**elative stability** when looking across multiple years.

We are seeing **specific impacts at the building levels** who are starting to show **multiple-year achievement or growth gains for the first time (early indicator)**

NWEA MAP Growth

Our performance reveals we are **mitigating the impact** of the pandemic better than most schools.

Our students' performance **showed greater resilience** as compared to the national average resulting in **higher percentile ranks**.

State Targets

Title 1 elementary buildings have reached at least 90% of the 2030-31 **state growth target in literacy**.

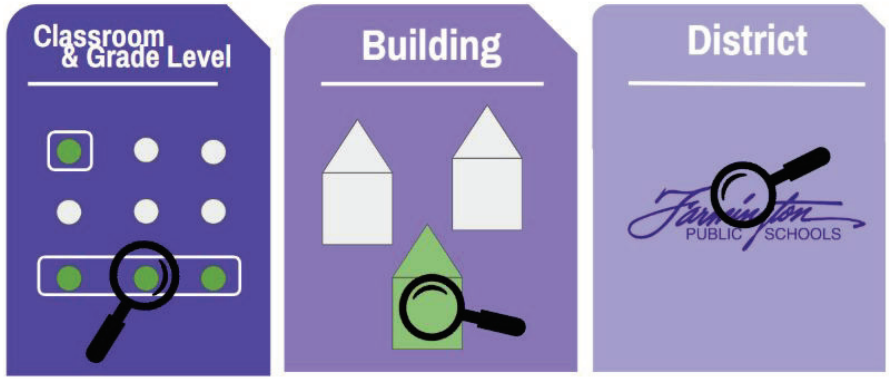
*At oneTitle I Building, Economically Disadvantaged student group increased by 27% in literacy.

State Targets

All secondary buildings have reached at least 90% of the 2030-31 **state growth target in math** and **literacy.**

Monitoring What Works

- We monitor **student outcomes** at every level for early indicators as well lasting impact.
- We look at teacher, grade level and building **practices** to look at what works.
- We are then able to make **intentional moves** that help us
  - → clarify expectations,
  - → design supports, and
  - → inform decisions.



Look for impact at multiple levels to inform and understand each

Monitoring What Works

Title 1 Building Snapshot

Since spring 2023, 5th grade increased in

- literacy proficiency by **18%**
- math proficiency by **34%**

[as measured by M-STEP]

Since 2023-24, 3rd-5th grade increased in

- by 10-30 Growth Percentile Rank in literacy
- by 30 - 50 Growth Percentile Rank in math

[as measured by Fall to Winter NWEA MAP Growth Assessment]

Impact of Literacy Investment

Noticing Student Learning Outcomes

- First and second graders demonstrated **stronger** fall-to-winter change in achievement compared to **their prior** year performance. (NWEA)
- Grades K- 5 have **High Average to High in both Growth and Achievement.** (NWEA)
- African American student group's achievement is **Average to High Average** with gains in grades 3-5 compared to prior year. (NWEA)

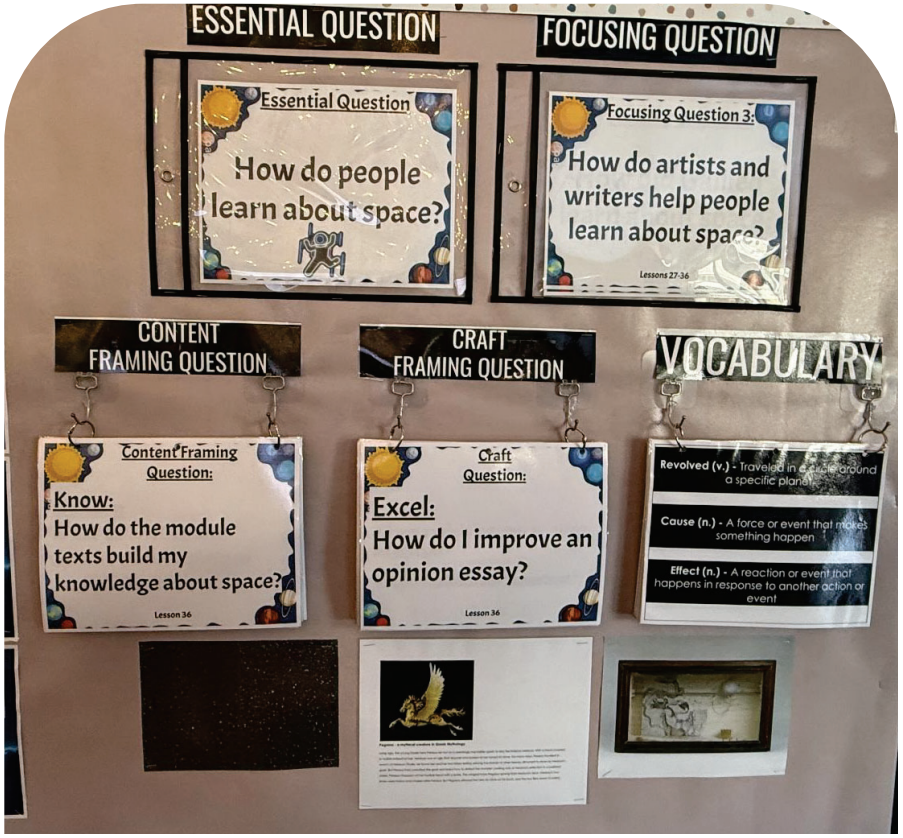
***Note:** All K-8 grade levels **are meeting or exceeding** our district targets for achievement.*



Monitoring Early Literacy

Hearing from the Professionals

- 1st & 2nd Grade teachers report incoming students have **greater foundational skill** knowledge
- Teachers report **increased writing skills**
- Building Leaders report increased use of **participation structures** and **teacher/student comfort with the routines**
- Buildings report the use of **structured time** and/or **team-based staffing models to** support building-wide intervention



Impact of Math Investment

(Grades K-8)

- We have invested in
  → **deepening practice** around use of the current resource (K-5) and new resource (6-8)
  → strategic **professional learning**
  → integration of supplemental tools
- Our performance reveals that **investing in the capacity of our educators** leads to meaningful gains.
- Almost all, K-8 grade levels **are meeting or exceeding** our district targets for achievement.
- African American student group's Achievement from Fall to Winter had **larger gains** compared to last year.

Achievement & Growth

- **high average** to **high** achievement
- gains overtime in both achievement and growth

[as measured by NWEA MAP Growth]

Secondary Math Themes & Observations

Illustrative Math

- Starting to see shifts to **student-centered practices**
- Students are demonstrating **growing understanding of math ideas across units**
- By units 2 and 3, teachers and students show **stronger understanding of routines** and structure.
- **Greater rigor** is evident, requiring increased productive struggle for teachers and students.
- Teachers need clear permission to slow the pace when students need more time.

What is one new thing that you are doing to try to increase meaning making in your classroom?

"Allow more productive struggle, this is where I am weak bc I feel like I need to jump in and save."

"How I incorporate students working together. To emphasize students thinking more."

"Focus on classroom discussion strategies"

"I am also going to focus on the lesson synthesis and getting better at this part of the lesson."

Source: MS and HS IM Exit Slips

Acceleration: Each and Every

Team-Based Staffing

Buildings prototyping team based staff are focusing on **strategies for accelerating learning**

for students **above 80 PR** for achievement on NWEA

Math Guidance

Developed elementary and middle school **math guidance** for within class and grade level advancement

Embedding Algebra 1 in 8th Grade Math

Prototyping an 8th grade math course that that provides access to Algebra 1 content alongside 8th grade math **increasing access to receiving HS credit**

Rethinking Small Groups

Investing in learning for coaching and coordinators on how **small group structures can increase opportunities** for acceleration for all

Areas of Excellence

Literacy & Math Professional Learning

FPS Educators Never Stop Improving

LITERACY

~2700 HOURS

Number of hours teachers collectively spent in **Wit and Wisdom** professional learning and collaboration.

~443 HOURS

Number of hours of **foundational skill in literacy** professional learning

~ 618 HOURS

Number of hours of **secondary literacy** professional learning

MATH

~1239 HOURS

Number of hours of secondary **Illustrative Math** Professional Learning

~642 HOURS

Number of hours of **foundational skill in Math Professional** Learning

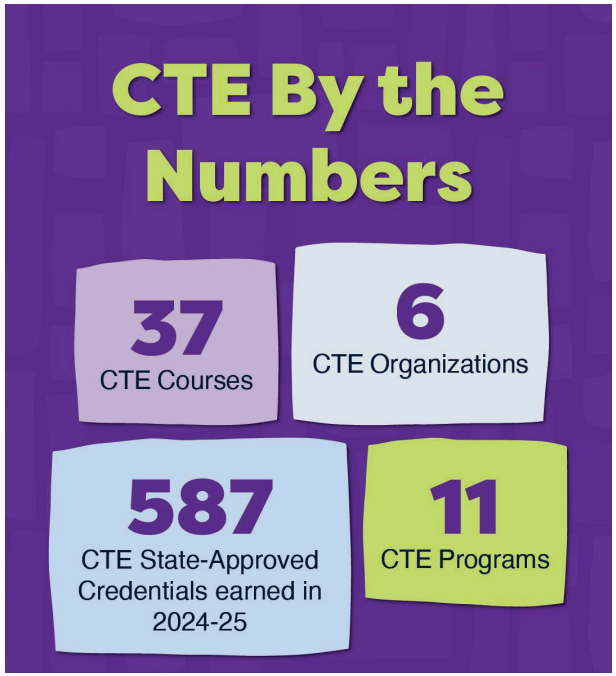
~465 HOURS

Number of hours of **other Math** Professional Learning

Career Pathways
& Workforce Innovation

In November 2025, FPS announced the hiring of Hallie Snyder as the district's first **Director of Career Pathways & Workforce Innovation**, a newly created role dedicated to expanding college and career readiness opportunities for all students.

This new position reflects FPS's **continued commitment to preparing every learner for future success** by connecting classroom learning with real-world opportunities. As Director, Snyder will lead the district's efforts in Career and Technical Education (CTE), K–12 Career Readiness, Work-Based Learning (WBL), and K–12 STEM/STEAM programming.



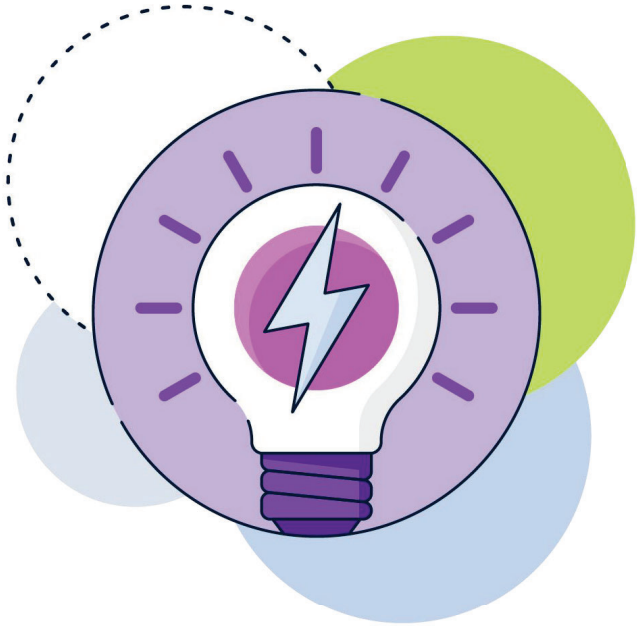
Career & Technical Education (CTE)

- 11 State Approved Career & Technical Education Programs
- 46% of our high school students are enrolled in a high school CTE program (7% increase)
- Credentials - last year 490 students earned industry related certifications
- Career Technical Student Organizations (CTSO's) for each of our programs including HOSA, DECA, BPA, Skills USA, MITES, Cyber Patriot & First Robotics
  - Leadership
  - Teambuilding
  - Communication Skills
  - Student Competitions - 183 students moving to State & National Competitions so far this year with more expected to qualify.

Dual Enrollment

AP/IB/Dual Enrollment

- For many **advanced coursework options** (IB, AP, and Dual Enrollment) are part of their high school course plan.
  - **For first semester**
    - **5%** are dually enrolled (including ACE) (128 students)
      - **2%** of students participate in ACE (52 students)
    - **46%** of students are enrolled in AP (2% increase)
    - **217** students enrolled in IB courses



Post Secondary Success

Most Recent Data (MiSchool Data)

60%

Enrolled in College

Percent of HS Graduates enrolled for 1st year in MI College/University

0.2%

FPS School Grads

Enrolled in Remedial Reading College/University Courses

21.8%

Pre-Cov[illegible]FPS Grads

Enrolled in Remedial Reading College/University Courses

Structure and Opportunity

Opportunity Gaps–The Structure of "School" needs to fundamentally shift to ensure ALL means ALL

Performance Gaps still exist–it will take system level change to ensure all students have access and opportunities to high level learning experiences

"We don't need schools to be better, we need schools to be really, really different."

Will Richardson

Team Based Staffing Models

Reimagining Time & Space

Elementary teachers working collaboratively in groups

Middle School Teaming model

High School master schedule work to support pathways for high academic success



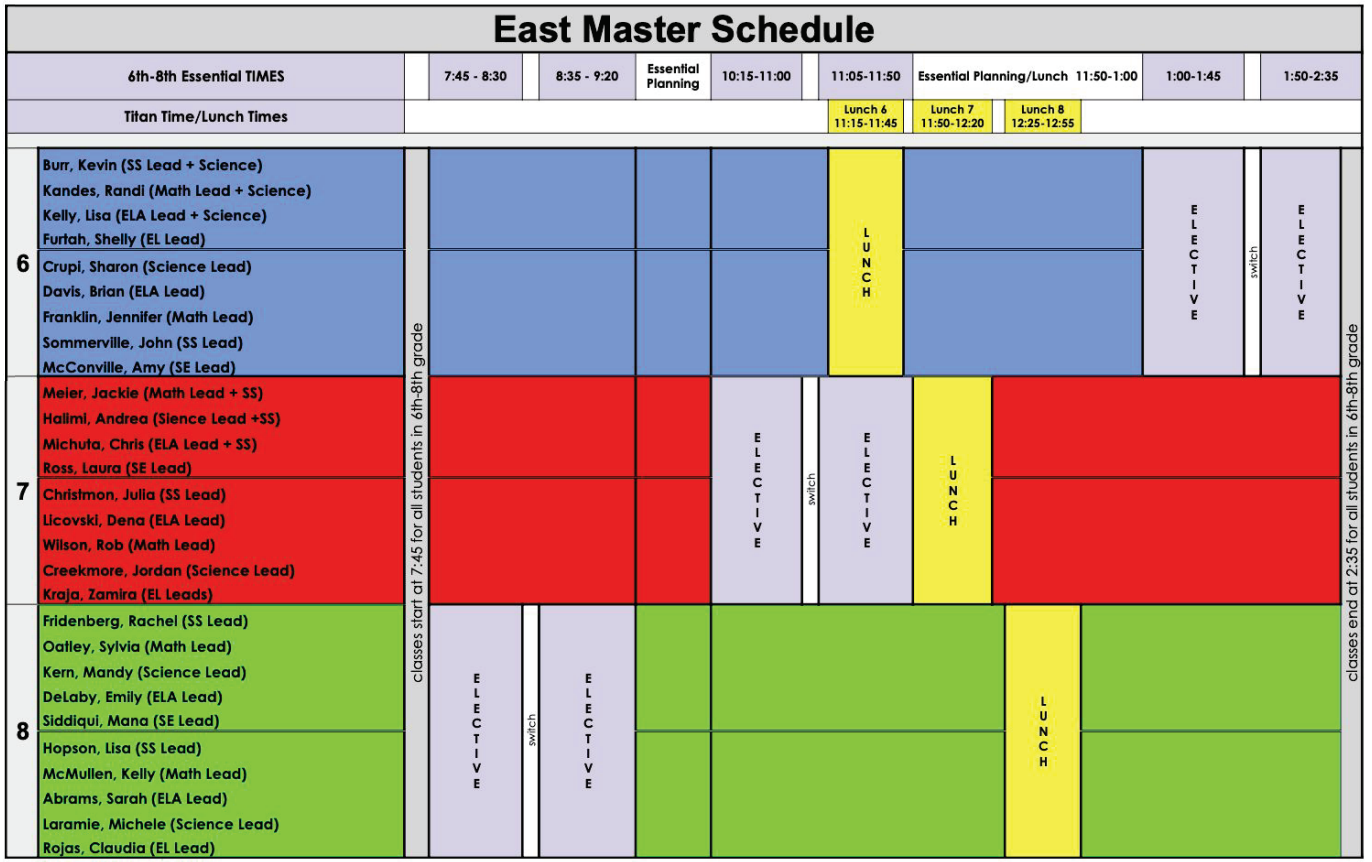
Project Based Learning with Interdisciplinary Planning & Projects





Middle School Redesign

Redesigning of the master schedule- the structural backbone of the teaming model.



College Readiness

PSAT/SAT Assessment Support

- **Partner:** Varsity Tutors
- **Where:** NEW at Farmington High School and North Farmington High School
- **When:**
  - Twice per week during IST/FLEX time
  - 8 weeks: January 20 - end of April
- **Who?** Multiple grade levels- 50 students per school
- **Assessments:** PSAT and SAT



Music/Fine Arts Education

Expanded Opportunities for all students to explore, grow and excel in all areas of the arts:

- Increased number of students participating in music education to at or above pre-COVID levels
- Plays, musicals, Culture Shock (example of culture on display)

Eight FPS music teachers presented at the Michigan Music Conference, which was attended by over 9,000 educators.



FPS Music Teachers at the recent Michigan Music Conference, during Dr. Coffin's MMEA Outstanding Administrator of the Year banquet.

Arts Education



Credit to Kimmi Dukes and her IB students



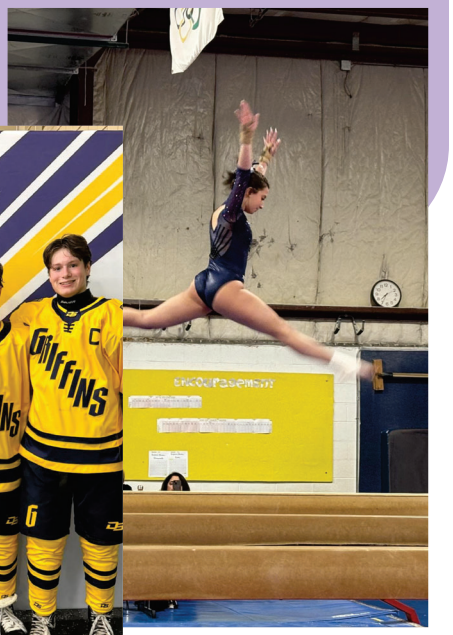


Increasing offerings for students in the arts at all levels.

Athletics

27 High School Sports Available!















Farmington PUBLIC SCHOOLS

2020 Bond Program

Farmington HS Addition





TMP ARCHITECTURE

McCarthy & Smith, Inc. Construction Services

plante moran REALPOINT

Summer Opportunities

ENRICHMENT & INNOVATION

- K-5 Enrichment Camp
- Camp Invention
- Middle School Music Camp
- Middle & High School Innovation Programs

INTERVENTION & ACCELERATION

- Camp READ & Wonder
- Camp Math Explorers
- CLASS ELL K-12 Program
- Camp ABC / Incoming Kindergarteners
- High School & Middle School Virtual Summer School

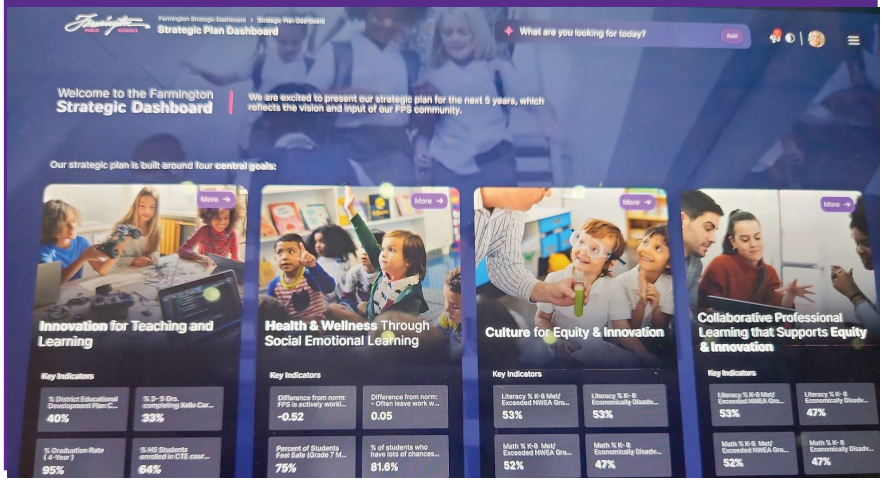
Ensuring Success Starts Here

FPS Strategic Plan

Our Strategic Plan provides both **inspiration** and **accountability**

- **Goal 1**: Innovation for Teaching and Learning
- **Goal 2:** Health & Wellness Through Social Emotional Learning
- **Goal 3:** Culture for Equity & Innovation
- **Goal 4:** Collaborative Professional Learning that Supports Equity & Innovation

Strategic Planning Area	5 Year Goal	Baseline	Monitoring Over Time					
			24-25	25-26	26-27	27-28	28-29	Status
What is the strategic planning area? What are we monitoring to see shifts in the system?	What is our 5 year goal (target)? What is our starting point (baseline)?		What is happening year over year? What is our current year status?					



Cadence of Accountability

From Goals to Action

- Creating collective responsibility by sharing work aligned to goals and indicators at the district leadership level.

Health & Wellness Through Social Emotional Learning

Action Steps Aligned to a Goal Indicators	Responsible
% On- Track Attendance: Creating a survey for this school year to see what barriers families are facing with attendance and what support they need	Chris O'Brien
Often leave work with a feeling of satisfaction about my job: HR conducts 30, 60, 90 day check-ins with new staff following onboarding.	Brad Paddock

Strategic Communications

Communications Plan & Key Indicators

NOTICING

At FPS every student feels safe, valued, and connected through intentional relationships and everyday moments that show they matter.

OPPORTUNITY

Every student has real chances to explore, discover, and shape their own path with the support and encouragement to succeed.

SUCCESS STARTS HERE

As a district we are committed to high expectations, real growth, and preparing every learner to thrive locally and compete globally.

KEY INDICATORS

Measuring Impact of Communication across all stakeholders

Board of Education Goals

Goal 1

Strengthen Student Achievement Oversight and Accountability

Goal 2

Align Financial Resources to Strategic Priorities

Goal 3

Strengthen Board Governance, Professional Development, and Data Literacy

Goal 4

Strengthen Community Trust and Stakeholder Engagement

Goal 5

Ensure Effective Superintendent Evaluation and Alignment

Superintendent Goals

Implement team-based staffing models and schedules that support student acceleration and professional learning.

Engaging with national partnerships focused on teacher-led teams

Rethinking school schedules and learning structures to provide space for acceleration.

Develop structures & strategies for greater communication & community connection in support of our vision.

Creating a Parent Ambassador Network where parents in our community receive updates and provide meaningful feedback

Enhancing FPS communication with the community through strategic communication efforts

Develop a space and facilities plan that supports the student experience, inspired by our Vision.

Working with external partners to identify current and future needs for learning spaces and upgraded infrastructure

Facilitate the development of Dashboards to support timely and accessible data for the District.

Provide more accessibility of district and building data

Provide timely, updated data that informs district work

Provide a space for data from all departments to merge into a single dashboard

Ensuring a Safe Learning Environment

In Building Support

Consistent, highly skilled, highly trained Hall Monitors in all Secondary Buildings

School Resource Officers

In process: adding an additional School Resource Officer to increase support across the district

SEL Support

Continued support for social and emotional needs with restorative focus

Connecting with the Community

- **Lunch and Learns:** Students, Building Principals and BOE Members
- **Walk and Talks:** Superintendent + Building Principals
- **Student Round Table:** Board of Education President
- **Farmington Ambassador Network**:
  Parent Representatives from each building
- **Upcoming Community Conversations**:
  invites going to the community
- **Meeting with PTAs/PTSAs**
  - Learn about their hopes and dreams for their child's education
  - Providing information for future planning efforts
- **Community Presentations**
  - State of the Cities
  - Presentations with the Chamber
  - Other Organizations



Listening to Student Voice

Lunch and Learn &
Student Round Table
Feedback

Lunch & Learn

- Being noticed is important
- Belonging and safety are foundational
- Engagement comes from interaction
- Real-life learning matters
- Success is about ownership and opportunity
- Students want choice, personalization and earlier pathways
- Logistics, outside of academics, affect the school day

Student Round Table

When Learning is the Constant and Time is the Variable...

- Project Based Learning
- Dual Enrollment & Self-Paced Courses
- AP Courses
- FLEX Time
- Collaborative Group Projects
- Work Based Learning
- Field Trips

Farmington Public Schools

Partnerships for Student Success



















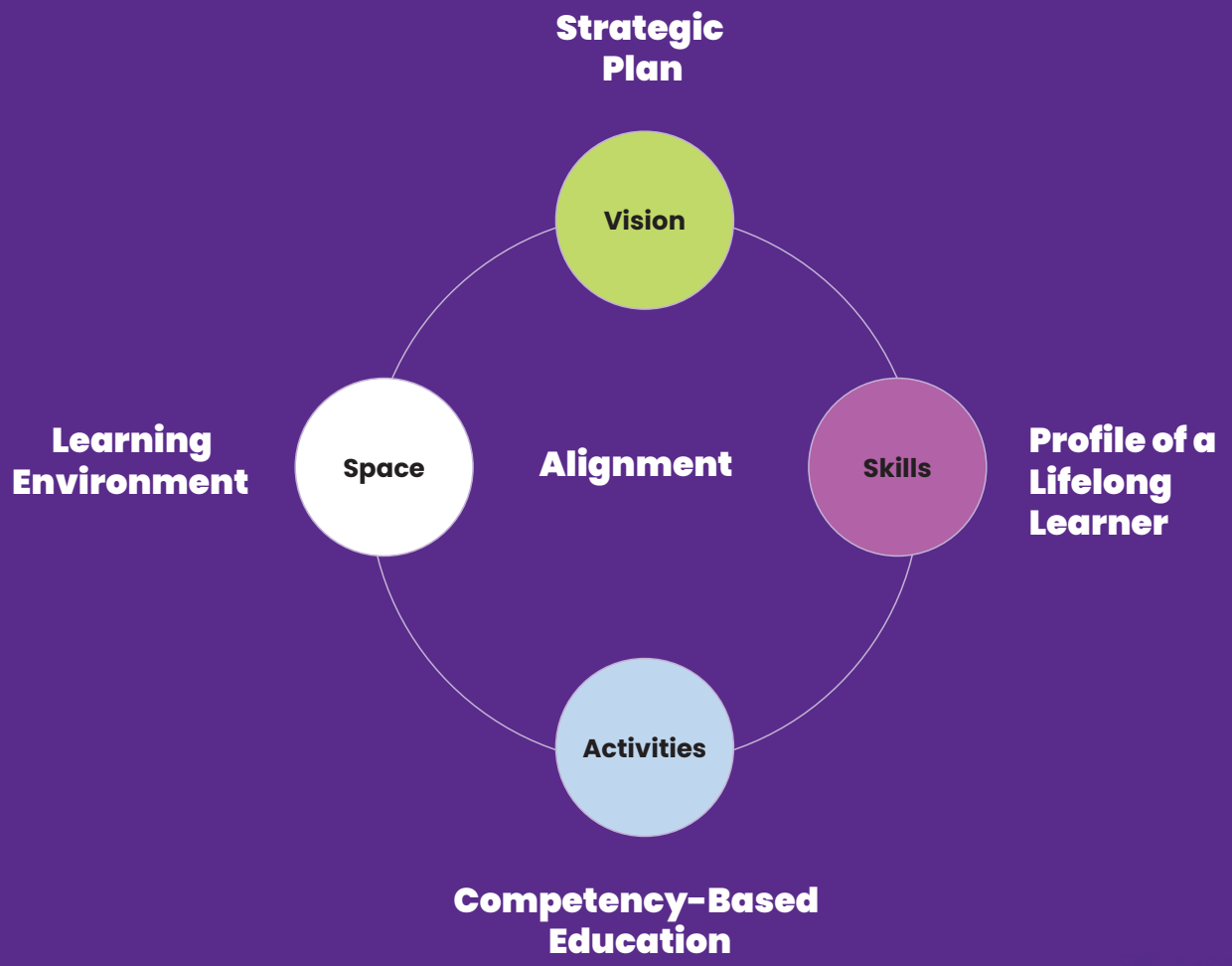






Farmington PUBLIC SCHOOLS

Four Drivers for Alignment



Competency Based Instruction

- Deeper learning not faster learning
- Equity for all students
- Differentiated support based on individual learning needs
- Students learn actively
- Learning targets based on zone of proximal development
- Students make decisions about their learning
  - How they will create and apply knowledge
  - How they will demonstrate their learning

"**Competency-Based Education** is a replacement of the systems, structures and pedagogies of the traditional system."

CompetencyWorks/Aurora Institute

Core Skills in 2025

Core Skills for Today's Workforce
According to Employers
World Economic Forum

- → **Analytical thinking: 69%**
- → **Resilience, flexibility, and agility: 67%**
- → **Leadership and social influence: 61%**
- → **Creative thinking: 57%**
- → **Motivation and self awareness: 52%**
- → **Technology literacy: 51%**

Core Skills in 2030

New and Projected to Increase in Importance
According to Employers
World Economic Forum

- → **Ai and big data**
- → **Technological literacy**
- → **Resilience, flexibility, and agility**
- → **Curiosity and lifelong learning**
- → **Talent Management**
- → **Leadership and social influence**
- → **Analytical thinking**
- → **Systems thinking**
- → **Motivation and self awareness**

Moving Forward

10-Year Planning Efforts are Underway!

- Assessing Infrastructure needs for the next 10 years; Prioritizing needs for the next 3 years
- Building Utilization & Space Allocation Assessments and Enrollment Projections to meet current and future instructional & programming needs
- Reviewing Transportation across the District & looking for efficiencies
- Developing 10 year Technology Plan to continue the work that has been supported through the last two bonds
- Evaluation of Athletic Space/Facility needs including outdoor and indoor needs
- Instructional Programming needs including a strong focus developing core skills through STEM/STEAM programming



SUCCESS STARTS HERE.

> Education is for improving the lives of others and for leaving your community and world better than you found it.

Marian Wright Edelman

Thank You!

Our Board of Education

Our Staff

Our Families

Our Students

Our Community

Investing in Innovative Teaching & Learning Structures

Instructional Services February 10, 2026

Farmington PUBLIC SCHOOLS

A Blueprint for Every Learner's Success

At Farmington Public Schools, every decision we make, from how we structure our classrooms to how we support students' well-being, is guided by a clear and thoughtful framework for learning and growth. This School Design Blueprint shows how all the pieces of our educational system work together to support students at every level.

This Blueprint is a commitment to belonging, academic excellence, real-world learning, and strong relationships. Each part is designed to make sure students feel known, challenged, and prepared for whatever comes next. See how our programs, supports, and priorities connect, and how they're all part of a bigger picture: each student's lifelong success.

The FPS Blueprint reflects a commitment to transforming student experiences in big, meaningful ways.

GOALS & GUIDING CONCEPTS

Vision & Mission

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.

Graduate Aims



Guiding Principles

A	M	T
Acquisition	Meaning Making	Transfer

P	A	N
Positioning	Authenticity	Noticing

STUDENT EXPERIENCES

Core Components with Specific Activities & Practices

SCHOOL SYSTEM & ELEMENTS

- Communications
- Family & Community Partnerships
- Adult Roles, Hiring, & Learning
- Budget & Operations
- Scheduling & Use of Time
- Curriculum, Instruction, & Assessment
- School Community & Culture
- Space & Facilities
- Technology & Tech Infrastructure
- Continuous Learning & Improvement

COMMUNITY CONTEXT

FPS Educators Create the Ideal Learning Experience



Provide all students with deeper and personalized learning by building teams of educators with distributed expertise.

Create environments where educators are empowered to collaborate and students receive more personalized, equitable support that no single teacher could provide in isolation.

Creating space and opportunity for adults

"Teaming this year has helped me and my team by sharing ideas/collaborating, not feeling alone, reflecting on and improving our teaching as well as having more ideas of how to support our students after looking at data."
-Kenbrook Teacher



Resilient Problem Solver

We are resilient problem solvers who are always ready to lean into the real challenges we face.



Student and Colleague Centered

We are student and colleague centered, as we create space for both students and adults to thrive.



Empowered Collaborator

We are empowered collaborators as we each foster a lifelong spirit of contribution and share in the success of the system.



Team-Based Staffing: Central Ideas

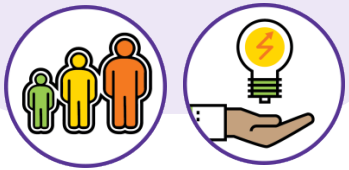
From "One Teacher, One Room" to Distributed Expertise

In the traditional model, one teacher is expected to be the expert of all. Team based staffing model allows educators to lean into their strengths within a team



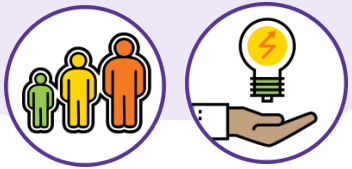
From Fixed Ratios to Flexible Groupings

Instead of a static 1:25 ratio, teams can fluidly group students based on real-time data leading to accelerated learning opportunities



From "My" Students to "Our" Students

Multiple professional perspectives looking for a solution, rather than just one teacher working alone



From a Flat Career Path to Tiered Leadership

Allows best master teachers to mentor others and expand their impact without leaving the classroom for administration



Connecting Blueprint System Elements

Redefiningroles, rethinkingtime. and redesigningspaces increases student connections!

- **A Focus on Each and Every Learner**



“I like havingmore than one teacher because you do not have to walk to other classes and when both teachers are in the room, they can switch between teaching. I enjoy it more because I get to have both teachers and if one teacher is busy,I am able to ask another teacher.

~Nishka, 4th grader

Builds on the Foundation of …

- Strategic planning goals based on a stakeholder model.
- BOE and community commitment to redesigning school.
- Scaled teaching and learning framework and learner profile to guide our redesign.
- Building leadership mindsets to lead change unique to their school.
- New high quality instructional resources and tools.
- Established regional and national partnerships

"Working with MEWI this year has given us the flexibility to create classrooms that work for all of us, big and little, and it has truly changed the teaching experience for me. Being able to focus on my strengths and dedicate my time to teaching subjects I genuinely enjoy has given me clarity, confidence, and balance."
- Jennifer Badrak, 5th Grade Teacher



Leverages Multiple Strategic Partnerships

- Arizona State University (ASU)
- Michigan Education Workforce Initiative (MEWI)
- Michigan Inspired Team Teaching Educational Network (MITTEN)

Merging our Teaching and Learning work

with Flexible Environments

Competency-Based Learning Framework

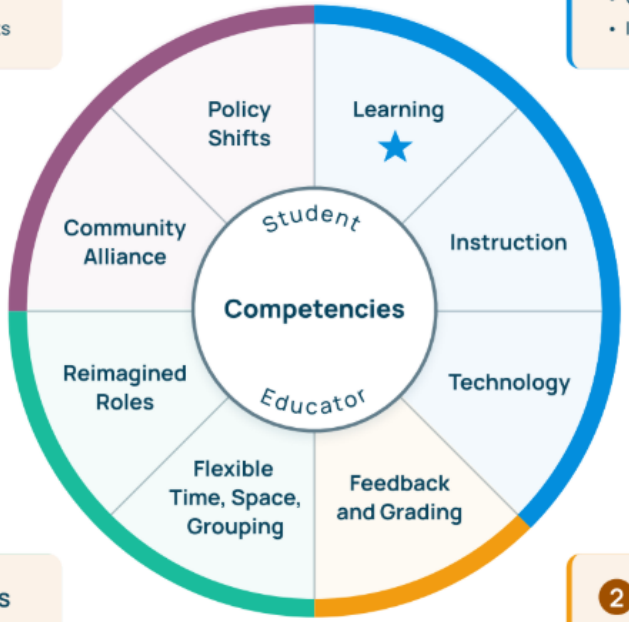
LearningWorks

4 Community Alliance

- Engage experts for collaboration
- Support authentic transfer
- Create policies for systemic shifts

1 Authentic Transfer

- ALTmodel & Engagement Blueprint
- UbD unit & authentic task design
- Intended vs. enacted curriculum



3 Flexible Environments

- Redesign schedules
- Flexible grouping
- Reimagined educator roles

2 Meaningful Measures

- Shift to competency-based grading
- Student/family ownership over PLPs
- Transparency informs instruction

Why now?
Team Based Staffing

Educational Partnership

Through valued educational partners, we have the support and expertise to accelerate the work.

Committed Leaders

Through our investment in leader learning we have the building leadership and instructional coaching support to advance and sustain the work.

Excited Teachers

By engaging our biggest asset, our teachers, we have the energy and power to do this work.

Farmington Public Schools

Team-Based Staffing

MEWI/MITTEN Partnership

- Leveragingshared expertise to support student learning
  - FHS, Forest, Longacre, Hillside, Kenbrook
- Rethinking thedesign of space to support team-based model
  - FHS, Forest, Longacre

"Teaming this year has help me and my team by ... having a better (clearer) understanding of our students which provides a different perspective or approach when dealing with a situation. Also, having time to bond with multiple students and possibly reach one student who was overlooked." **-Kenbrook Teacher**

Longacre - 4th Grade



We are able to redesign our current spaces.

FHS - 9th Grade Cohort



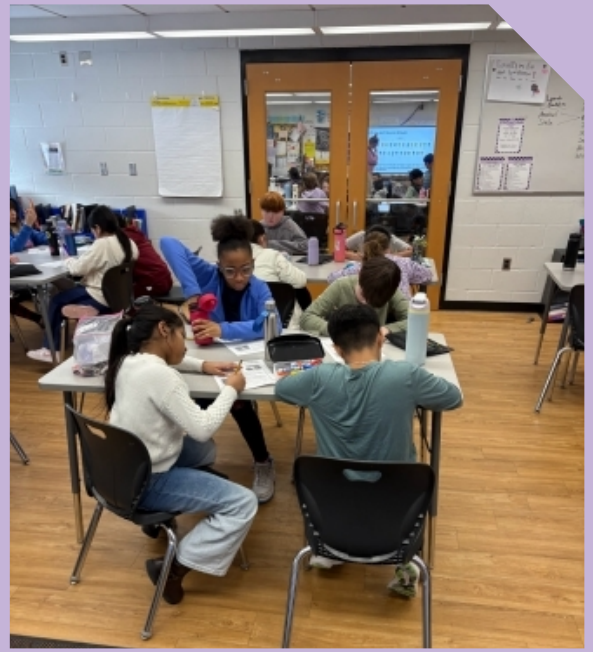
Longacre - Kindergarten





Forest - 3rd Grade

Small changes make a big impact on how teachers and students interact throughout the day.





“This teaching model has allowed us tɑuse our two learning spaces to better meet the needs of students. We have been able to differentiate our instruction by using one learning space to review a skill and another space to level up that skill in a different way.“Julie Szlaga

Student Voice

Seeing a difference

“I enjoy having choices because I can sit near friends. I also like the seating choices, like the wobble stool, floor chairs and raisers because they help me learn better. I like sitting on the floor chair because it's fun and different.”

Max- 4th Grader

“It is convenient to me because one teacher is teaching and the other teacher is looking around for hands so the teaching doesn't have to be interrupted. When we are working, if we only had one teacher it would take a long time for the teacher to get to everyone, so it is easier for kids to get their work done faster and teachers can help more people.”

Yuji- 4th Grader



Professional Learning for leaders & educator teams

Coaching Support

System and school-specific supports provided by Michigan-based coaches directly to leaders and educator teams

ASU/MEWI Convenings

Bring together Michigan participants working together towards the implementation of strategic staffing solutions

ASU Next Ed Workforce Learning Series

Virtual learning experiences for educators implementing team-based models all over the country



Professional Collaboration
[in support of student-centeredness]

- "We have observed that the planning process has already started to strengthen the collaborative culture of our team by encouraging them to dream and design outside of the 4 walls of a classroom to create full service stations to function uniquely from the traditional learning environments currently in place." -Torrie Mass- Hillside Principal
- "It is powerful to see how much we can accomplish when we work together, through curriculum, with students, and within our shared learning spaces. Collaboration brings new energy and excitement to both teachers and learners, and our students have responded positively to these changes. Our most recent reading data shows that students are making strong progress in a short amount of time. I am eager to expand this approach to additional grade levels as we continue moving forward." -Jennifer DiBella- Longacre Principal
- "As we prepare for this shift, I'm most excited to implement a more flexible, data-driven, and collaborative classroom system where student learning is at the center.

  Professional learning has evolved my thinking of a "typical" classroom as it has challenged the typical one teacher and one classroom dynamic I have always known. It has made me reflect and think about how this shift will be beneficial to both students and staff. -Apneet Dhaliwal, Teacher



Professional Collaboration
[in support of student-centeredness]

"In addition, learning to lean into one another's knowledge, skills and mindset around best practices across the curricular areas to visualize how learning and leading CAN be different and engaging for both teachers and students.

For example, we do not need to teach 6 small literacy groups in one classroom with one person - instead we can teach across classrooms and with various facilitators to each students and give them what they need together, not in isolation."~Deb Amos, Hillside Assistant Principal

I feel like I have a constant thought partner who I am able to bounce ideas off of, get feedback about lessons/grading, and have productive conversations with regarding students because we know ALL the students (54 students) as writers, readers, scientists, historians, and leaders.

... Likewise, we are able to build off one another's strengths, which allows kids to hear/see things in different ways when learning new concepts.

In addition, this teaching model has allowed us to use our two learning spaces to better meet the needs of students. We have been able to differentiate our instruction by using one learning space to review a skill and another space to level up that skill in a different way. -Julie Szlaga

Our North Star

"Teaming this year has helped me and my team by feeling we are truly meeting the individual needs of each student."- **Kenbrook Teacher**

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 as we Investigate, Grow, Express, Reflect, and Innovate.



VII. REPORTS FROM BOARD COMMITTEES

VII.A. FINANCE/FACILITY COMMITTEE MEETINGS UPDATE – February 4, 2026

Presenter: Claudia Heinrich, Treasurer & Committee Chair, FPS Board of Education

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VIII. DISCUSSION ITEMS

VIII.A. REGIONAL ENHANCEMENT MILLAGE
Presenter: Dr. Kelly M. Coffin, Superintendent, FPS

VIII.B. REVIEW OF CUSTODIAL BID RECOMMENDATION
Presenter: Jennifer Kaminski, Assistant Superintendent, FPS
With: Luke Cadeau, Assistant Director, FPS
With: Jeremy Motz, Clark Hill

Oakland County
Enhancement Millage

February 2026

Farmington PUBLIC SCHOOLS

August 2026 Election

Oakland Schools is now ready to move forward with a ballot proposal for a Regional Enhancement Millage.

If passed, this would provide additional general fund dollars to all districts in Oakland County.

What is a regional enhancement millage?

- Since 1994 (Proposal A), the state controls school funding
- One Exception: Regional Enhancement Millage
- Constituent School Districts can request an Enhancement Millage Proposal be put before voters
  - must be proposed on a county-wide basis
  - passes or fails on a county-wide basis, not by local communities
- If approved, the money is collected by the ISD and distributed equally to all public school districts and public school academies on a per student basis.
- Each district has local control over how the money is spent.

Why?

- Cost outpacing funding
- Instructional needs and greater social emotional support needed after Distance Learning during COVID
- Greater medical needs
- Rising overall costs for goods & services
- Staff recruitment and retention
- Both Wayne and Macomb Counties have an approved Regional Enhancement Millage



169,384 Students in Oakland County

- 56,007 Economically Disadvantaged
- 15,188 English is a second language
- 22,591 Students with disabilities

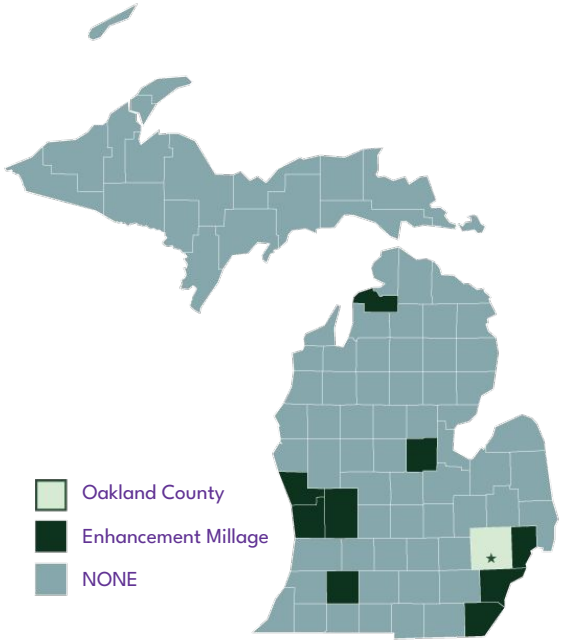
Counties with an Enhancement Millage

Neighboring Counties:

- Wayne County – 1.98 mils – approx $360 per student
  - 2016-2022 — First Millage
  - Nov 2020 Ballot — Voters Renew Millage
  - November 2024 — Voters Renew Millage
  - 2028-2033 — Current Millage (6 years from 2028)
- Macomb County – 1.9 mils – approx $418 per student
  - March 2020 — 10 years

Other Counties:

- Charlevoix-Emmet County – 1 mil
- Kalamazoo County – 1.5 mils
- Kent County – 0.875 mils
- Midland County – 1.5 mils
- Monroe County – 1 mil
- Muskegon County – 1 mil
- Ottawa County – 0.875 mil



The Proposal: 1.5 Mills

- August 4, 2026 Election
- 1.5 mils to be levied over 6 years
- Would generate additional per pupil funding annually for a 6 years period for each Oakland County public student
- Proposal would cost approximately $150 per year on a home valued at $200,000.
- If successful, the millage collection would begin December 2026.

Enhancement Millage

Per Pupil Funding & Impact for FPS

Unlike bond funds or sinking funds that have limited scopes for acceptable use of funds, enhancement millage funds are unrestricted and can be allocated based on district priorities.

$728 Per Pupil

If passed, FPS would receive approximately $728 per pupil in general fund dollars.

Ballot Initiative

The Board's resolution ***is not an endorsement of the millage itself.***

Oakland County ISD believes in empowering the community to make informed decisions and allowing voters to decide which ensures democratic participation and transparency.



Timeline

Discussion/Action on Local Resolutions:

- Oakland County Superintendents will share information with Boards of Education during the month of February, 2026
- Resolutions are shared with Oakland Schools Board of Education

Oakland Schools Board of Education adopts resolution certifying the text of the ballot proposal to the Oakland County Clerk (the “School District Election Coordinator”).

Oakland Schools certifies text of ballot proposal to the School District Election Coordinator, with copies to the local clerks and other affected county clerks, immediately after adopting the resolution described above.

Election Date: Tuesday, August 4, 2026

Questions?

Farmington PUBLIC SCHOOLS

Custodial Services RFP

Finance Committee Presentation

February 2026

Farmington PUBLIC SCHOOLS

RFP Explanation

Jeremy Motz, Esq.

Clark Hill

Development of RFP

Key Issues Addressed During RFP Development

Analysis of Current Operations

- Review of FPS operations in all components of its custodial services.
- Understand unique characteristics of FPS.
- Account for possible transition from Hybrid Model to Full-Service Model

Other Issues Addressed

- Compliance with Applicable Laws.
- Provide opportunity to seek proposals for multiple service delivery models.
- Set expectations and requirements for entire RFP Process to yield desired information in Proposals.

Development of RFP

Key Components and Outcomes of RFP

RFP Structure

- Bidding Requirements.
- Format Required for Proposals.
- Exceptions Permitted.
- Legal Documents.

Utilization of Specific Parameters for Comprehensive Proposals

- RFP tailored to unique FPS issues and desired service delivery models (Hybrid & Full-Service).
- Establish legal framework and protections (in both RFP and Contract).

Key Outcome of RFP Process is to afford the ability to **compare** proposals against each other and to FPS costs on an even basis.

RFP Timeline Overview

Key Milestones of the RFP Process

RFP Release	Solicitation Period	Proposal Analysis	Interviews	Board Actions	Contract Implementation
RFP Released January 5, 2026	**Solicitation Period** **Pre-Proposal Meeting:** January 9, 2026 **Intent to Bid Due:** January 12, 2026 **Deadline for Questions:** January 14, 2026 **Proposal Due Date:** January 23, 2026	**Proposal Analysis** Ongoing from Due Date through Board Action	**Interviews** January 29, 2026	**Board Action** **Board Information:** February 10, 2026 **Board Consideration of Contract Award:** February 24, 2026	**Contract Implementation** July 1, 2026

Proposals Received in Response

There was significant interest in the RFP by Numerous Custodial Providers

28

COMPANIES

Attended the
Pre-Proposal Conference

17

COMPANIES SUBMITTED PROPOSALS

Some Proposals were only for 1 option/model.

Most included Proposals for both options/models.

All Proposals analyzed based upon RFP criteria.

4

COMPANIES INTERVIEWED

ABN

GSF

RNA

Sodexo

Proposal Analysis

On-Going Analysis Since Proposal Due Date

Proposals Reviewed and Analyzed for:

- Compliance to specifications
- Contractual and other exceptions
- Contractor profile
- Costs

Pre-Defined Criteria to Guide Analysis and Recommendation

- Contractor fit
- Contractor stability
- Contractor capabilities
- Cost

Bid Findings

Luke Cadeau

Assistant Director of Facilities Management

Purpose of RFP

- Custodial contract up
- Address staffing and coverage challenges
- Improve cost predictability
- Ensure consistent custodial service levels
- Additional cost savings for the district

Current Overview

- Combination of in-house and contracted services (hybrid model)
- Contracted company currently ABM
- District has 22 day shift custodians and 2 night shift foremen to oversee the contracted company
- District pays for parts and equipment repairs and ABM covers the labor fees
- District pays for all consumables

Proposed Options

Option A1

Stay with current model (hybrid) - day shift in-house and afternoons outsourced.

FPS pays for all equipment/consumables.

Option A2

Stay with current model (hybrid) - day shift in-house and afternoons outsourced.

Outsourced company will pay for all equipment/consumables.

Option B1

Full outsource AM and PM. 1 HS Lead Custodian will remain in-house.

FPS pays for all equipment/consumables.

Option B2

Full outsource AM and PM. 1 HS Lead Custodian will remain in-house.

Outsourced company will pay for all equipment/consumables.

Vendors for Consideration

28

COMPANIES

Came to the pre-bid meeting and walkthroughs

18

COMPANIES

Submitted formal RFPs

4

COMPANIES

Made it to the interview process

ABN **RNA**

GSF **Sodexo**

Vendors for Consideration

We have narowd it down to 2 companies for interviews





Cost Comparison Option A1

3-Year Cost Comparison

	ABM	sodexo
	$8,341,101	**$8,519,833**
FPS wages/benefits:	**$5,885,592**	**$5,885,592**
FPS paid consumables:	**$974,870**	**$974,870**
FPS paid equipment:	**$1,034,675**	**$1,034,675**
TOTAL:	**$16,236,238**	**$16,414,970**
SAVINGS (COST):	**$40,555**	**($138,177)**

Cost Comparison Option A2

3-Year Cost Comparison

	ABM	sodexo
Wages PLUS consumables and equipment:	**$9,633.189**	**$9,495,109**
FPS wages/benefits:	**$5,885,592**	**$5,885,592**
TOTAL:	**$16,236,238**	**$16,414,970**
SAVINGS (COST):	**($1,292,088)**	**($975,276)**

Cost Comparison Option B1

3-Year Cost Comparison

	ABM	sodexo
	$10,927,961	**$11,876,820**
FPS wages/benefits (1 HS Lead) est:	**$75,000**	**$75,000**
TOTAL:	**$10,996,318**	**$11,945,177**
SAVINGS:	**$3,270,930**	**$2,322,071**

Cost Comparison Option B2

3-Year Cost Comparison

	ABM	sodexo
Wages PLUS consumables and equipment:	**$12,731,820**	**$12,881,530**
FPS wages/benefits (1 HS Lead) est:	**$75,000**	**$75,000**
TOTAL:	**$12,806,820**	**$12,956,530**
SAVINGS:	**$3,469,974**	**$3,458,440**

Staffing Model & Coverage

	Option A1 & A2	Option B1 & B2
Night FTEs	49.5	49.5
District Manager	1	1
Assistant District Manager	1	1
HS Working Supervisors	2	—
HS Day Lead Custodians	—	**2**
MS Day Lead Custodians	—	**4**
EL Day Lead Custodians	—	**11**
HS Night Working Supervisors	—	**2**
FTE FLoaters for Call offs (no addt'l charge to district)	—	**5**
Total FTEs	**53.5**	**70.5**

*FPS current hybrid model has 73 FTE positions plus 2 foreman (this includes ABM night staff)

Districts ABM Currently Serves



- → Plymouth Canton Community Schools
- → Ann Arbor Public Schools
- → Avondale Public Schools
- → Brandon School District
- → Clawson Public Schools
- → Ecorse Public Schools
- → Farmington Public Schools
- → Gaylord Community Schools
- → Grandville Public Schools
- → Hartland Consolidated Schools
- → Howell Public Schools
- → Kalamazoo Public Schools
- → Lansing School District
- → Linden Community Schools
- → Macomb Community College
- → Northwest Community Schools
- → Oxford Community Schools
- → Rochester Community Schools
- → Romeo Community Schools
- → Royal Oak School District
- → South Redford School District
- → Sturgis Public Schools
- → Utica Community Schools

Staffing Model & Coverage

	Option A1 & A2	Option B1 & B2
Night FTEs	50.5	64.5
Custodial Manager	1	2
Weekend Staff	2	2
Total FTEs	**53.5**	**69.5**

*FPS current hybrid model has 73 FTE positions plus 2 foreman (this includes ABM night staff)

Pay Rates:
FPS Current Rates of Pay

$23.26/hr	HS head custodian
$22.53/hr	MS head custodian
$21.05/hr	EL head custodian
$21.05/hr	Float custodians
$23.26/hr	PM custodial foreman

Pay Rates:



Option A1 & A2	Option B1 & B2
$18.00/hr - night custodian	$23.73/hr - HS day lead
$18.70/hr - HS night supervisors	$22.53/hr - MS day lead
	$21.05/hr - EL day lead
	$18.00/hr - night custodian
	$18.70/hr - HS night supervisors

Pay Rates:

Option A1 & A2	Option B1 & B2
$16.00/hr - night custodians	$23.73/hr - AM & PM lead
$23.73/hr - night lead custodians	$16.00/hr - night custodians
$20.00/hr - equipment tech	$20.00/hr - equipment tech
	$27.65/hr - custodial manager

ABM Satisfaction Survey



- In an April 2025 survey, ABM received an overwhelming majority of “A” and “B” grades in terms of cleanliness.
- 98% of survey respondents felt that ABM custodians were professional and well-prepared.
- 98.5% of survey respondents felt that ABM custodians were courteous and respectful.

Transfers

→ BOTH companies said they would interview and offer jobs to all of our employees who are in good standing.

→ There are approximately 10 employees that we assume would transfer to the private company.

Key Takeaways from both Companies

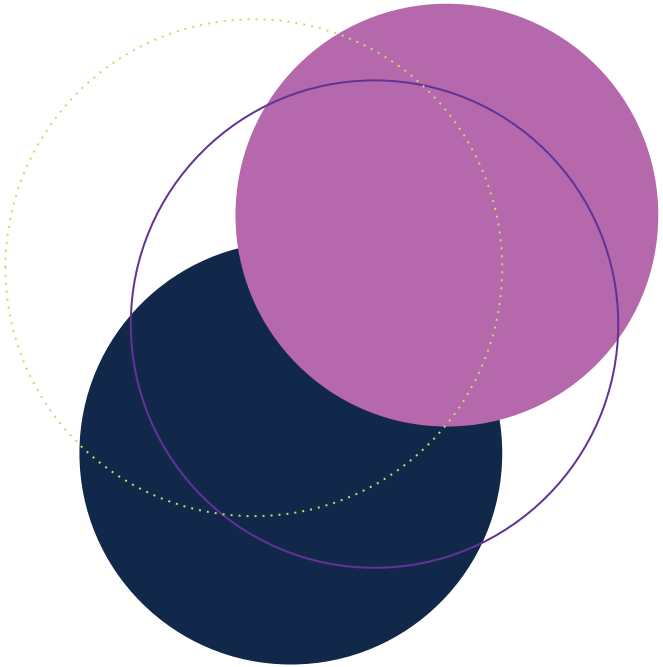
→ We are familiar with ABM and have a good working relationship with their company

→ ABM has offered 2 autonomous floor scrubbers for our HS's ($120k value)

→ Both companies have a geotracking clocking in/out systems and mobile apps for complaints, kudos and inspections

→ In the long run it will be less cost for the district to have the companies take care of equipment and consumables

Any Questions?



Next Steps

Feedback from Finance Committee

Board of Education Discussion

Thank You!

Farmington PUBLIC SCHOOLS

IX. PRESIDENT'S STATEMENT BEFORE PUBLIC COMMENTS (2).

During the Public Comment portion of our Board meeting, members of the community are welcome to address the Board. Each community member will have up to [????] minutes to speak. A timer on the screen will display the [????]-minute countdown for each speaker so comments are contained within the time allowed. Please address your comments to the Board and speak directly into the microphone on the podium. If your comment is related to a student or staff member, please use caution in stating names of individuals where protection of privacy would be appropriate.

The Board will respectfully listen to comments, but generally the Board does not respond to public comment. In some cases, it might be appropriate for someone to follow up with you to address concerns.

X. ACTION ITEMS

X.A. APPROVAL OF THE FIRST BUDGET AMENDMENT (2025–2026)

Presenter: Jennifer Kaminski, Assistant Superintendent, FPS

MOTION: I move that the Board of Education approve the Revised General Appropriations Resolution (2025/2025 First Budget Amendment) as presented at the January 20, 2026, regular meeting, and waive the reading of the resolution.

X. ACTION ITEMS

X.A. APPROVAL OF THE FIRST BUDGET AMENDMENT (2025–2026)

Presenter: Jennifer Kaminski, Assistant Superintendent, FPS

MOTION: I move that the Board of Education approve the Revised General Appropriations Resolution (2025/2025~~5~~6 First Budget Amendment) as presented at the January 20, 2026, regular meeting, and waive the reading of the resolution.

First Budget Amendment - 2025-26

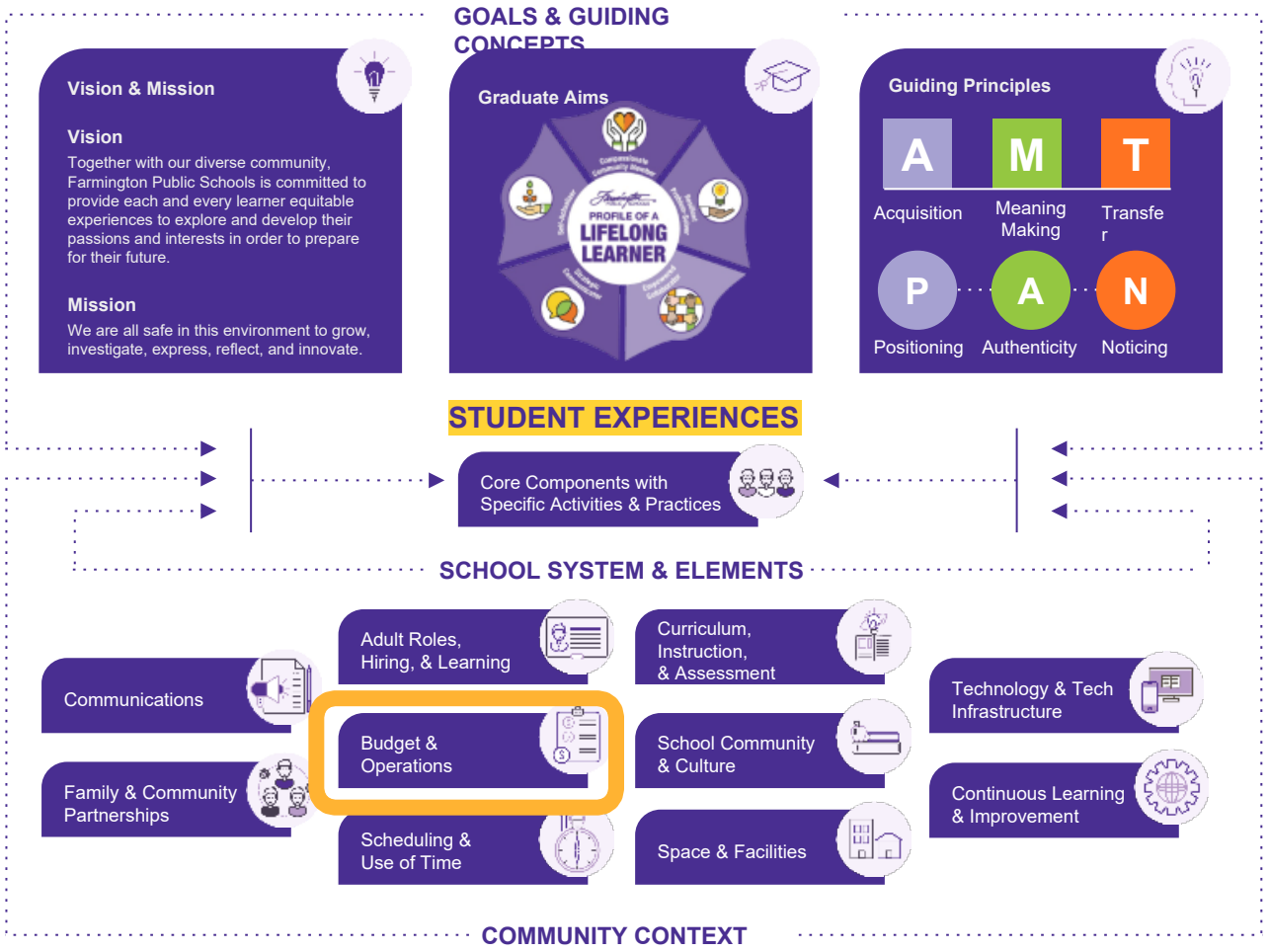
January 20, 2026

A Blueprint for Every Learner's Success

At Farmington Public Schools, every decision we make, from how we structure our classrooms to how we support students' well-being, is guided by a clear and thoughtful framework for learning and growth. This School Design Blueprint shows how all the pieces of our educational system work together to support students at every level.

This Blueprint is a commitment to belonging, academic excellence, real-world learning, and strong relationships. Each part is designed to make sure students feel known, challenged, and prepared for whatever comes next. See how our programs, supports, and priorities connect, and how they're all part of a bigger picture: each student's lifelong success.

The FPS Blueprint reflects a commitment to transforming student experiences in big, meaningful ways.



What has happened since July 1, 2025?

State Budget finally approved on October 7, 2025

- Foundation Allowance increase of $400 per pupil – original budget included $200 per pupil
- New 27L one-time funding:
  - 27L(2) - Increase Educator compensation
  - 27L(4) - Help offset normal costs associated with retiree health benefits
- MPSERS UAAL Categorical revenue increased significantly
- Enrollment decreased instead of remaining flat as was projected in the original budget



General Fund Revenues for 2025-26

Local and State Revenues

Local Revenue

- Tuition revenue decrease of $71,000
- Interest revenue decrease of $300,000
- Increase in local grant funds of $285,000

State Revenues

- Increase in State Aid Revenue - $1.2 million
- Increase in Enrollment Stabilization Rev - $391,000
- Increase in MPSERS UAAL Revenue - $3.9 million
- Decrease in MPSERS 147A offset - $1.4 million



General Fund Revenues for 2025-26

State Revenue (continued)

State Revenues

- Increase in 22L(2) Educator Comp - $1.3 million
- Increase in 22L(4) Retiree healthcare costs - $1.2 million
- Increase in Great Start Readiness Program - $571,000
- Increase in 31A At-Risk funding - $676,000
- Decrease in 22I Transportation funds - $400,000
- Decrease in Special Ed funds - $$488,000
- Decrease in Other State Categorical Payments and State Grants - $650,000



General Fund Revenues for 2025-26

Federal, Interdistrict and Transfers & Other Transactions

Federal Revenue

- Overall decrease in federal grant funds on a net basis - $1.1 million
- Decrease in Title Funds - $720,000
- Decrease in Head Start - $530,000
- Increase in IDEA Flowthrough - $124,000



Interdistrict Revenues

- Increase in PA-18 funding from Oakland Schools - $253,000

Transfers & Other Transactions

- Decrease in indirect cost transfer from the Nutrition Services Fund - $55,000

General Fund **Revenue**

Largest Sources

59%

State

Foundation Allowance, **Categoricals** and **Grants**

29%

Local

Property Taxes, Interest, **Medicaid,** Preschool Tuition

8%

Interdistrict

PA-18 **Special Education** Funding

General Fund Expenditures for 2025-26

Increases and Decreases

Overview

- Revised Salary and Benefit numbers based on actual staffing in place
- Significant increase in Retirement Expense - $3.9 million
- Decrease in Federal Grant Expenditures of approximately $1.1 million
- Increase in State Grant Expenditures of approximately $1.25 million – Great Start Readiness Program and 31A At-Risk funds
- Increase in instructional materials for textbook adoptions
- Increase in maintenance/operations and transportation for capital purchases
- Increase in Intergovernmental payments due to higher tuition costs from special education students attending center programs in other districts
- All other lines reviewed and adjusted based upon current known factors



General Fund Amended Budget 2025-2026

Expenditures are greater than revenues

Revenues	$181,500,000
Expenditures	$184,900,000
	($3,400,000)

Other **Funds** Amended

Nutrition Services

A Special Revenue Fund that accounts for the activities associated with providing meals to students.

Building & Site 2023

A Capital Projects Fund that accounts for the bond proceeds and other revenue and disbursement of funds for voter approved bond projects.

Benefit Stabilization

An Internal Service Fund that accounts for the costs of health, dental, vision, life insurance and long-term disability benefits. It is funded through charges to the General Fund and Nutrition Services Fund on a monthly basis.

Future **Unknowns**

State Funding

Foundation Allowance

Mental Health/Safety and Security Funds

One-time Funds

Restricted or Unrestricted?

State Economy

January 15, 2026
Revenue Estimating Conference

Federal Economy

Headstart

IDEA Funds

Title I, II, III, IV

National School Lunch & Breakfast

Enrollment Projections

Review current year student enrollment data

Work with Demographer on future enrollment projections

Next **Steps**

Future Considerations



Instructional Priorities

Continued evaluation of programs and materials.

2026-27 Budget

Develop budget parameters and assumptions.

2027-28 & 2028-29 Forecasts

Ensure future fiscal stability.

Governor’s Budget

Released and presented in February.

2025-26 First **Budget** Amendment

Questions ?



REVISED GENERAL APPROPRIATIONS RESOLUTION
FISCAL YEAR 2026
February 10, 2026

Farmington, Michigan

A regularly scheduled meeting of the Board of Education of the Farmington Public School District was held at the Maxfield Education Center in the Farmington Public School District on the 10th day of February, 2026, at 6:00 p.m.

The meeting was called to order by Mrs. Terri Weems, President.

Present:

Absent:

The following resolution was offered by Member
and supported by Member _____.

BE IT RESOLVED, that this resolution shall be the revised general appropriations of the Farmington Public School District for the fiscal year 2025-26. A resolution to provide for the disposition of all income received by the Farmington Public School District.

BE IT FURTHER RESOLVED, that the total revenue and unappropriated fund balance estimated to be available for appropriations for the General Fund of the Farmington Public School District for fiscal year 2025-26 is as follows:

REVENUE:

Local	$	53,227,622
Interdistrict		14,773,986
State		107,283,050
Federal		5,878,389
Transfers & Other Transactions		349,118
Total Revenue	$	181,512,165
Fund Balance, July 1, 2025	$	42,525,288
Funds Available to Appropriate	$	224,037,453

BE IT FURTHER RESOLVED, that $184,884,980 of the total available to appropriate in the General Fund is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Instruction	$	76,346,960
Added Needs		31,330,367
Adult & Continuing Education		208,675
Pupil Services		22,075,207
Instructional Staff Services		9,311,325
General Administration		1,274,829
School Administration		7,851,498
Business		1,740,146
Maintenance & Operations		14,452,679
Transportation		8,382,451
Central Services		5,834,426
Athletics		2,487,592
Other Pupil Services		147,146
Community Services		1,341,574
Intergovernmental Payments		1,053,966
Building and Site Improvements		146,139
Transfers & Other Transactions		900,000
Total Expenditures	$	184,884,980

BE IT FURTHER RESOLVED, that the total revenue and unappropriated fund balance estimated to be available for appropriations for the Special Revenue Fund-Nutrition Services Program of the Farmington Public School District for fiscal year 2025-26 is as follows:

REVENUE:

Local	$	474,330
State…….	$	2,659,268
Federal		3,035,178
Transfers & Other Transactions		0
Total Revenue	$	6,168,776
Fund Balance, July 1, 2025	$	2,666,686
Funds Available to Appropriate	$	8,835,462

BE IT FURTHER RESOLVED, that $6,377,383 of the total available to appropriate in the Special Revenue Fund-Nutrition Services Program is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Nutrition Services	$	6,377,383
Total Expenditures	$	6,377,383

BE IT FURTHER RESOLVED, that the total revenue and unappropriated fund balance estimated to be available for appropriations in the Capital Projects (Building & Site - 2023) Fund of the Farmington Public School District for the fiscal year 2025-26:

REVENUE:

Local	$	500,000
Transfers & Other Transactions		0
Total Revenue	$	500,000
Fund Balance, July 1, 2025	$	19,570,061
Funds Available to Appropriate	$	20,070,061

BE IT FURTHER RESOLVED, that $11,500,000 of the total available to appropriate in the Capital Projects (Building & Site - 2020) Fund is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Capital Projects	$	11,500,000
Total Expenditures	$	11,500,000

BE IT FURTHER RESOLVED, that the total revenue and unappropriated fund balance estimated to be available for appropriations in the Internal Service (Benefit Stabilization) Fund of the Farmington Public School District for the fiscal year 2025-26:

REVENUE:

Local	$	20,463,143
Transfers & Other Transactions		0
Total Revenue	$	20,463,143
Net Position, July 1, 2025	$	1,047,911
Funds Available to Appropriate	$	21,883,898

BE IT FURTHER RESOLVED, that $20,488,162 of the total available to appropriate in the Internal Service (Benefit Stabilization) Fund is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Benefit Stabilization	$	20,488,162
Total Expenditures	$	20,488,162

BE IT FURTHER RESOLVED, that no Board of Education member or employee of the Farmington Public School District shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the Board of Education and in keeping with the budgetary policy statement hitherto adopted by the Board. Changes in the amount appropriated by the Board shall require approval by the Board.

BE IT FURTHER RESOLVED, that the Superintendent of Schools is hereby charged with general supervision of the execution of the budget adopted by the Board and shall hold the Department Heads responsible for performance of their responsibilities within the amounts appropriated by the Board of Education and in keeping with the budgetary policy statement hitherto adopted by the Board.

Ayes:

Nays:

Resolution declared adopted.

_____

Dr. Cheryl B. Blau, Secretary, Board of Education

GENERAL FUND
EXPLANATION OF BUDGET CATEGORIES

REVENUE

Local Revenue includes the receipts from the twice-a-year tax collections, interest and other miscellaneous local sources of income.

Interdistrict Revenue includes the monies received from Oakland Intermediate School District for Medicaid fee for service dollars and PA18 funds.

State Revenue includes the receipts from the state based upon the enrollment of eligible students in the district in addition to funds for special education, vocational education, transportation, bilingual, adult education and gifted programs

Federal Revenue includes the funds received as a pass-through from the intermediate district and the state directly attributable to supplemental instructional programs.

Transfers & Other Transactions includes monies coming into the general fund from other funds of the school district and sales of district equipment or property.

EXPENDITURES

Instruction Expenditures include the direct classroom costs of the elementary, middle and high school programs, and the driver education and summer school programs. These expenditures include teacher and paraprofessional salaries, benefits, classroom supplies, textbooks and equipment.

Added Needs Expenditures includes the direct classroom costs of primarily the special education, compensatory education (i.e. Headstart, Bilingual Services), and vocational education.

Adult & Continuing Education includes costs associated with the operation of the adult high school completion program.

Pupil Services Expenditures includes the costs associated with providing direct services to students in support of the basic classroom offerings. These services include high school and middle school counselors, occupational and physical therapists, nurses, psychologists, speech and audio therapists, social workers, teacher consultants and playground supervisors.

Instructional Staff Expenditures include costs associated with staff development and curriculum coordinators, media (library) audiovisual services and supervision of staff.

General Administration includes costs incurred by the Board of Education in the area of the mandated annual audit, legal fees, election costs, stipends paid to the Board, and salaries, benefits and supplies for executive administration.

School Administration includes the salaries, benefits and supply costs for the building principals, assistant principals and school clerical staff.

Business includes the direct costs associated with the operation of the business office (purchasing, accounting, accounts payable, payroll, budgeting, investments and financial reporting), district-wide mail costs, and warehouse operations. This function also includes the repayment of taxes for tax tribunal decisions.

Maintenance & Operations includes the costs associated with all custodians, maintenance personnel, supervisors, contracted services, supplies and materials, property and liability insurance, and all utilities.

Transportation includes the drivers, mechanics, paraprofessionals, and supervisory costs related to transporting students to and from school, field trips and other school-related events.

Central Services includes the costs of information technology, pupil accounting, school/community relations, and personnel services.

Community Services includes those costs associated with the operation of the Community Service Program (including preschool) and services to the Farmington Youth Assistance Program.

Athletics includes those activities concerned with financing the interscholastic athletic programs that are under the supervision of the school

Intergovernmental Payments includes payments to other school districts for which our students attend their educational programs.

Transfers & Other Transactions includes monies transferred to other funds (Capital Projects and Nutrition Services).

XI. CONSENT AGENDA. I move that the Board of Education approve the February 10, 2026, Consent Agenda, as follows:

XI.A. Approval of Minutes

1. January 20, 2026, Special Meeting
2. January 20, 2026, Closed Session Meeting
3. January 20, 2026, Regular Meeting
4. February 4, 2026, Finance/Facility Committee Meeting
5. February 4, 2026, Special Meeting
6. February 4, 2026, Closed Session Meeting