

**LIVONIA PUBLIC SCHOOLS
BOARD OF EDUCATION**

**Study Session
January 13, 2025 - 5:30 PM
Hayes Elementary School
30600 Louise
Westland, Michigan 48185**

AGENDA

- I. AUDIENCE COMMUNICATIONS**
- II. COMMITTEE OF THE WHOLE**
Bradford, Chair; Acosta; Bonifield; Burton; Frank; Jarvis; Johnson
 - A. Marketing Magnet Programs (D)**
S. Jenkins, W. Green
 - B. Election of Officers - BOE 2025 (D)**
K. Bradford
- III. BUILDING & SITE COMMITTEE**
Burton, Chair; Frank; Johnson
 - A. Food Services Update (D)**
P. Francis
 - B. LECC Closeout Update (D)**
P. Francis
 - C. Quarterly Dashboard for Q4 of 2024 - 2021 Bond (N)**
P. Francis
 - D. A/C Replacements at Auto and Wood Shops (N)**
P. Francis
 - E. HS Stadium Lighting Replacement Materials (N)**
P. Francis
 - F. Change Order for HS Field Houses (N)**
P. Francis
- IV. FINANCE COMMITTEE**
Bonifield, Chair; Acosta; Jarvis
 - A. Sale of Bonds - 3rd Series (D)**
A. Smith
- V. CURRICULUM COMMITTEE**
Acosta, Chair; Bonifield; Johnson
 - A. Michigan Merit Curriculum and CAPA Dance (D)**
K. Etue, T. O'Brien
 - B. Brainstorm on SOC 2025-2026 (D)**
W. Green
 - C. Index Scores Presentation (D)**
T. O'Brien
- VI. POLICY COMMITTEE**
Frank, Chair; Bonifield; Jarvis
 - A. Board Policy IB - Goals and Objectives (D)**
T. O'Brien

- B. Board Policy IC - Curriculum Development (D) 4
T. O'Brien
- C. Board Policy IG - Counseling and Student Assistance (D) 5
T. O'Brien
- D. Board Policy GAAA - Nondiscrimination (D)
J. Keatts, A. Abbate
- E. Board Policy GAB - Nondiscriminatory Employment Practices (D)
J. Keatts, A. Abbate
- F. Board Policy GAEA - Discriminatory Harassment of Employees or Applicants for Employment (D)
J. Keatts, A. Abbate
- G. Board Policy JAA - Equal Educational Opportunities (D)
J. Keatts, A. Abbate
- H. JCED - Discriminatory Harassment of Students (D)
J. Keatts, A. Abbate
- VII. LEGISLATIVE COMMITTEE
Jarvis, Chair; Acosta; Burton
- VIII. PERSONNEL COMMITTEE
Johnson, Chair; Burton; Frank

BOARD POLICY

IB

INSTRUCTIONAL PROGRAM GOALS AND OBJECTIVES

JULY 21, 2014

The general objectives of the instructional program are indicated in the following statement of educational goals.

Quality education should help every student:

- Acquire the greatest possible understanding of him/herself and an appreciation of his/her worthiness as a member of society.
- Acquire understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his/her own.
- Acquire to the fullest extent possible for him/her mastery of the basic skills in the use of words and numbers.
- Acquire a positive attitude toward school and toward the learning process.
- Acquire the habits and attitudes associated with responsible citizenship.
- Acquire good health habits and an understanding of the conditions necessary for the maintaining of physical and emotional well-being.
- Acquire an opportunity and encouragement to be creative in one or more fields of endeavor.
- Understand the opportunities open to him/her, preparing him/herself for a productive life, and should enable him/her to take full advantage of these opportunities.
- Understand and appreciate as much as he/she can of human achievement in the natural sciences, the social sciences, the humanities, and the arts.
- Prepare for a world of rapid change and unforeseeable demands in which continuing education throughout his/her adult life should be a normal expectation.

Our instruction programming is rooted in providing students with the skills, characteristics and qualities to be successful in the world beyond our doors. Learning is what we're all about. Beginning with preschool through post-secondary our students will:

Acquire the state standards for each grade and content area to pursue their educational or career pathway.

Understand the timeless values and universal principles of our Community with Character so that they develop the life skills and habits of mind that they need to thrive academically, socially and personally, now and in the future.

Read, write, think at high levels, feel confident working with others and have a sense of purpose in themselves.

Have access to learning that is engaging, flexible, thoughtful, critical and collaborative, and supports their individualized needs.

Be empowered to utilize a variety of tools to build their understanding and demonstrate their achievement.

Contribute to their communities through active citizenship.

BOARD POLICY

IC

INSTRUCTIONAL PROGRAM CURRICULUM DEVELOPMENT

~~JUNE 20, 1988~~

Reviewed 5/2014

~~The curriculum of the schools is composed of all the learning experiences which the schools provide for students. The curriculum of the schools is a dynamic program of learning activities to be continually studied, evaluated and changed if it is to continue to serve the ever-shifting needs of the student population and the community which the schools serve.~~

The district curriculum is a carefully planned sequence of instruction, designed to achieve specific learning goals based on State of Michigan standards. It outlines the subjects, skills, and knowledge that students are expected to acquire at each grade level. The Board of Education shall provide the staff with time and resources for carrying on such study, the evaluation, ~~research~~ review, piloting and adoption, of improvement in the curriculum and instructional programing within the limitations of available funds. ~~and the requirements of other aspects of the total program.~~

BOARD POLICY

IG

INSTRUCTIONAL PROGRAM COUSELING AND STUDENT ASSISTANCE

JUNE 20, 1988

Reviewed 5/2014

Appropriate ~~staff will provide access to students who need social emotional support,~~ guidance and counseling services ~~will be provided to students.~~ These services should focus on identifying the needs of individual students and then providing the ~~instructional~~ resources to meet these needs. In addition, ~~guidance and counseling services~~ ~~appropriate staff~~ should identify the personal and social ~~problems~~ ~~needs students have~~ which prevent effective learning of individual pupils or groups of pupils and coordinate resources to overcome or alleviate such ~~needs~~ ~~problems~~.

ADMINISTRATIVE PROCEDURES

IG

INSTRUCTIONAL PROGRAM GUIDANCE

MARCH 1, 1990

COUSELING AND STUDENT ASSISTANCE

Counseling Services

~~Guidance and counseling services are available to every student. A student is assigned a specific counselor when he/she enters the high school and generally that assignment will continue throughout the high school years. A student who prefers to work with another counselor, however, may request a change.~~

~~Each student has a master record file called a CA39. This folder includes information such as former schools attended, past and present grades and test results. The counselor will be familiar with the material and a student or the parent may examine the contents of the cumulative guidance folder in the presence of the counselor.~~

~~Special tests are available to assist the student to better understand aptitudes, interests, strengths and learning deficits. Included in the counseling offices are resource materials about colleges, vocations, special schools, scholarships and other areas of interest. Counselors will also help the student to understand grade point average, rank in class and other factors that bear on admission to advanced learning opportunities.~~

~~A student will be expected to complete a request for an appointment in order to visit the counseling office. The counseling office will then send a pass which will designate the time and date of the appointment. In an emergency, of course, a counselor will always be available. Confidentiality will be respected when personal problems are discussed with the counselor. Generally, matters of discipline will be handled by the school administrators.~~

Our district is committed to supporting the overall well-being of every student. To this end, we provide comprehensive counseling services that address both academic and social-emotional needs.

- **Assigned Counselors:** Each student is assigned a dedicated counselor upon entering high school, fostering a consistent and supportive relationship throughout their high school journey. Students may request a change of counselors if preferred.
- **Comprehensive Support:** Our counselors offer a wide range of support services, including:
 - **Academic Guidance:** College and career planning, academic goal setting, course selection, and navigating academic challenges.
 - **Social-Emotional Support:**
 - Individual and group counseling for stress management, anxiety, depression, grief, and other mental health concerns.

LEGAL REF.: R340.1151CR340.1152

- Skill-building workshops on social-emotional learning, such as communication, conflict resolution, and self-regulation.
- Support for students experiencing bullying, harassment, or discrimination.
- Crisis intervention and support during challenging times.
- **Assessment and Resources:**
 - Access to various assessments can help students understand their aptitudes, interests, and learning styles.
 - Comprehensive resources on colleges, universities, vocational training programs, scholarships, and financial aid.
- **Confidentiality and Privacy:** All student information is treated with the utmost confidentiality.

Note: While counselors provide support for social-emotional concerns, matters of student discipline are primarily handled by school administrators.