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Trustee

**REGULAR MEETING
OF THE BOARD OF EDUCATION**

Maxfield Education Center

32789 W. Ten Mile Rd.

Farmington, MI 48336

Tuesday, March 11, 2025

6:00 PM

AGENDA

- I. **CALL TO ORDER**
 - A. Roll Call
 - B. Pledge of Allegiance
- II. **RECOGNITIONS**
 - A. Farmington's Education and Therapy Canine Helpers (FETCH)
- III. **ITEMS FROM THE PRESIDENT**
 - A. Approval of the Agenda
 - B. Announcements
- IV. **PUBLIC COMMENTS**
- V. **ITEMS FROM THE SECRETARY**
 - A. Correspondence
- VI. **LEGISLATIVE UPDATE**
- VII. **DISTRICT UPDATES**
 - A. Superintendent's District Update
 - 1. Administrative Introduction: Assistant Superintendent, Innovation and Strategic Initiatives
 - B. District Improvement Update
 - 1. District Improvement Goals, Plan and Performance - Mid-Year Progress Update
- VIII. **REPORTS FROM BOARD COMMITTEES**
 - A. Communications and Community Engagement Committee
 - B. Finance & Facility Committee
- IX. **DISCUSSION ITEMS**
 - A. AP - U.S. History Textbook Adoption
 - B. Uninterruptible Power Supplies (UPS)
- X. **PUBLIC COMMENTS**
- XI. **ACTION ITEMS**

- A. Japanese Textbook Adoption
 - B. Resolution - Fully Funding IDEA
 - C. Approval of Uninterruptible Power Supplies (UPS)
 - D. Approval of Resolution to hold the Public Hearing Fiscal Year 2026 Budget
- XII. **CONSENT AGENDA**
- A. Approval of Minutes
 - B. Personnel Items
 - C. Assistant Superintendent, Innovation and Strategic Initiatives Hire Recommendation
- XIII. **REPORTS FROM BOARD REPRESENTATIVES**
- XIV. **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.



Introduction to Koda and Sunny

Farmington Public Schools Therapy Dogs



What is FETCH?



[FETCH - FPS Website](#)

Thank You To Our Sponsors!



Our generous
Warner and
Forest families!





Meet Koda!



Meet Sunny!

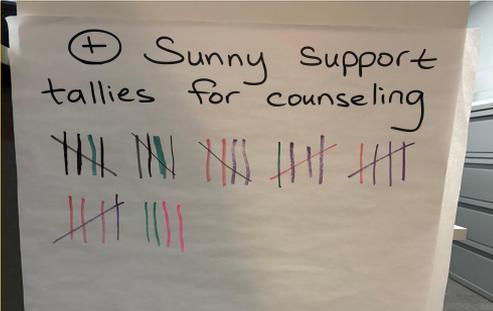


Spreading Sunshine Daily

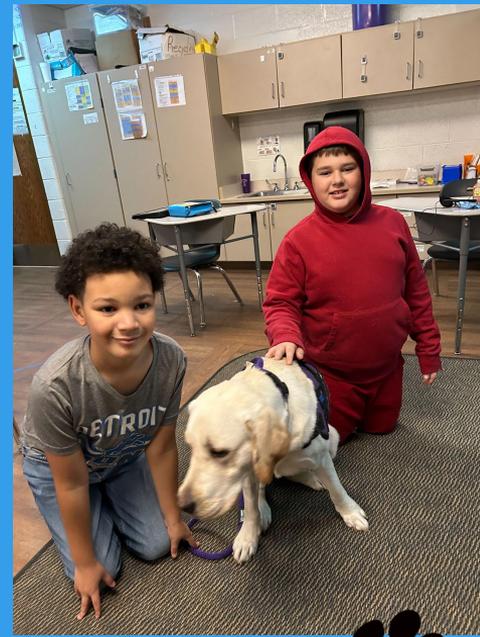


SUNNY'S SCHEDULE

Time	Activity	Person	Location
7:30	Arrival	Admin/Emily	Front of building/hallways
7:45-8:15	Working		Room 120
8:15-11:00	Working	★ Staff sign up	
11:00-11:30	Walk	● Emily or staff walker sign up	Outside - rain or shine!
11:30-12:45	Rest		Room 120
12:45-2:20	Working	★ Staff sign up	TBD
2:20	Rest	Emily	Room 118



- ~Principal stated this was the calmest start to the school year in many aspects due to the presence of Sunny
- ~Proactive intervention is happening any time a students interacts with her
- ~Improvement with tardiness and attendance
- ~Calming anxious students
- ~Positive behavior incentives (time with Sunny is a reward)
- ~Building student responsibility and empathy
- ~Provides support and comfort during counseling groups
- ~Prevents extreme reactive behaviors from students with high needs
- ~Provides support for students experiencing trauma (ie house fire, moving, death of a loved one, etc)
- ~Starts her day in the EI room, classroom teacher has stated this school year has completely different feel due to the presence of the dog daily. Less frequent behaviors have been documented
- ~Builds school culture (ex: Sandy in Annie Jr., school spirit week, Sending Sunny-grams (Valentines) etc.)

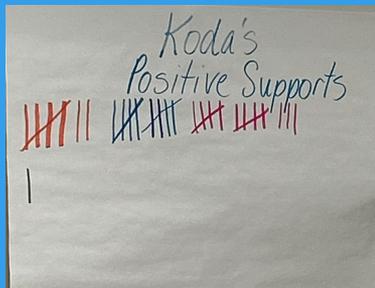


KODAS



Koda's Daily Schedule

Time	Scheduled Activity	Location
8:30-10:00	Greeting Students/Working	Saum & Staff: Hallways and Classrooms
10:00-11:20	Prep Period	Office
11:35-11:55	2nd Grade Classroom	Mykrantz
12:00-12:15 12:15-1:15	4th Grade Classroom Working	Salter Hallways & Classrooms
1:15-2:30	Prep Period	Office
2:30-3:15	Working	Hallways and Classrooms
3:15	Prepping for end of day	Hallways and Office



Emotional Support: Provides comfort and reduces stress and anxiety for students and staff.

Proactive Intervention: Happens anytime a student interacts with him, providing immediate support.

Improves Mood: Boosts overall morale and creates a positive school environment.

Encourages Responsibility: Students are very conscious of classroom floors and hallways so Koda doesn't eat something he shouldn't

Provides Comfort in Difficult Situations: Supports students experiencing big feelings (e.g., parent out of town, grandparent passing, argument with parent before school)

Calms Anxious Students: Provides a soothing presence that helps students regulate emotions.

Positive Behavior Incentives: Time with Koda reinforces positive actions.

Prevents Extreme Reactive Behaviors: Helps de-escalate situations for students with high needs.

Builds School Culture: Participates in school events like school spirit days, and Valentine's Day Grams

Reflection and Forward Thinking

How has it been going?

- Koda and Sunny are adjusting well in their first few months at work.
- The first year is spent reinforcing commands, adjusting to a work schedule, and adapting to all the sights, sounds, and smells of their new work environment.
- Anecdotal data as dogs and handlers adjust to program and learn expectations/realities of the program

Where are we going from here?

- Increase number of dogs in FPS schools
- Increased FETCH presence at district and community events
- Active members of the district crisis team
- Gain quantitative data as FETCH expectations are implemented and dogs mature into their job duties
- FETCH committee to take on responsibilities of expansion and organization of dog/handler/district documents



District Improvement Goals, Plan, and Performance

*FPS Board of Education Presentation
March 11, 2025*



System Improvement Strategy:

The system will build awareness around, make meaning of, and operationalize the following district anchor **in order to provide each and every learner** equitable experiences to explore and develop their passions and interests as they prepare for their future. This strategy will be made possible by a mindset and culture that provides space for us to grow, investigate, express, reflect, and innovate.

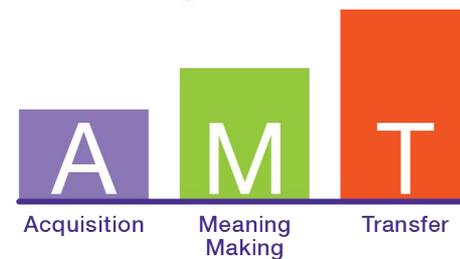
Profile of a Lifelong Learner



Enduring Instructional Focus



Learning Framework





District Areas of Improvement:

We will improve ...

1. **core instructional practice** through authenticity, noticing and positioning.
2. **core K-5 literacy instruction** through foundational skills and knowledge building literacy instruction.
3. **core secondary literacy** instruction through the Integration of student-centered instructional approaches and unit design that integrates reading, writing, speaking, listening, and language development.
4. **core K-12 math instruction** through problem-based approaches for student-centered mathematics classrooms.
5. the design of and access to **literacy and math support** K-12.
6. our consistent utilization of a refined **Multi-Tiered System of Supports(MTSS)**.

Increasing Authenticity

300

high school students attend
MiCareerQuest



Oakland 80 Career Navigators **join** FPS high schools to enhance career and college readiness.



College and Career



8th Grade CTE Tours
continue to support
awareness and access
to CTE

Hi Kelly and Margaret,

For one of her authentic transfer tasks this year, Lauren had students write a book review and redesign the cover, then send both artifacts to the author. Several students got responses, but this one was particularly special because the student received a signed copy of the book, as well as a chance to be a beta reader for his next series.

Strategic communicator at work! 😊

Take care,
Leah



Devin:

I consider your efforts, in the parlance of the great game of basketball, to be a unique form of “diving for the loose ball.” That is, putting yourself out there and making the kind of extra effort that might lead to a positive outcome.

I receive a considerable amount of correspondence from readers, but never anything quite like yours. Your cover redesign serves a dual purpose: It carries emotion ... and affords the story its requisite momentum. Nicely done.

With thanks and gratitude,

- Craig

Craig Leener
Chatsworth, Calif.



Strategy: Craft authentic learning experiences around real world questions and problems for deeper learning

95

teachers

Participating in Authentic Learning cohorts (Investigations)

85%

of cohort teachers

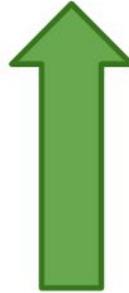
Agree or strongly agree that AMT (learning framework) increases authenticity and cognitive rigor within learning task

Teachers report:

- *I feel like I want to be a teacher again.*
- *(I am) more empowered and willing to take risks.*
- *(I am) excited to watch students make strong connections.*

Strategy:

- Provide explicit and systematic foundational skill instruction and intervention (K-5).
- Provide knowledge building core literacy instruction that integrates reading, writing, speaking, listening and language development (K-5).



% of students that are foundational skill ready, in Grade 2 and 3, **increased** as compared to Fall 2023-24.

2nd Grade **+15.34%**

3rd Grade **+16.51%**

Based on Fall 2024 EL Skills Block Benchmark assessment

79

SCG
Percentile
Rank



3rd grade **LITERACY** School Conditional Growth Percentile Rank on **NWEA** **increased** by **34 PR** as compared to last year this time.

62%

met growth
projections



4% increase in the percent of students that met their **LITERACY NWEA** projected growth as compared to last year this time.

Based on Fall to Winter 24-25 NWEA data; Grade 3

Strategy:

Utilize problem-based approaches for student-centered mathematics

Increase in Percent Met Projected Growth	
Area of Improvement	Mathematics
Grade 2	 +3%
Grade 3	 +4%
Grade 6	 +4%
Grade 8	 +3%

6 of 9 Grade Levels [Math]



increased their School Conditional Growth Percentile Rank



had School Conditional Growth Percentile Ranks **above** our district improvement target



had **High Average to High** School Conditional Growth Percentile Ranks



College & Career Readiness

6 New HS ELA Courses

designed to increase authentic reading, writing, speaking, and listening instruction.

20 teachers previewed

new secondary math instructional materials for to support student-centered learning [MS and HS].

39% of high school students

took CTE classes in semester 1 preparing them for future careers

11th graders growth on SAT **outperformed** the state & county.

75%
of 11th
graders

ELA

Had **high/average** growth on SAT

78%
of 11th
graders

Math

Had **high/average** growth on SAT

Based on Spring 2024 SAT performance.

Advanced Placement US History Textbook Adoption

Board of Education Presentation

March 11, 2025

Instructional Services

Christi Fifield, 6-12 Literacy and Social Studies Coordinator





Social Studies Adoptions

Adoptions to date in the area of Social Studies have included:

1. World History
2. U.S. History
3. Economics
4. Civics
5. African American History
6. AP Psychology
7. AP Comparative Government
8. AP Economics



High School Social Studies Goals

Goal #1 - Resources

The most current common resource we have for **AP US History** is from 2008.

The teacher and students have access to a **college-level U.S. history textbook**, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.

Goal #2 - Inquiry

Through our work with our social studies visioning group, it was clear that learning about and implementing an inquiry approach was something that teachers felt was important for students.



AP United States History Course

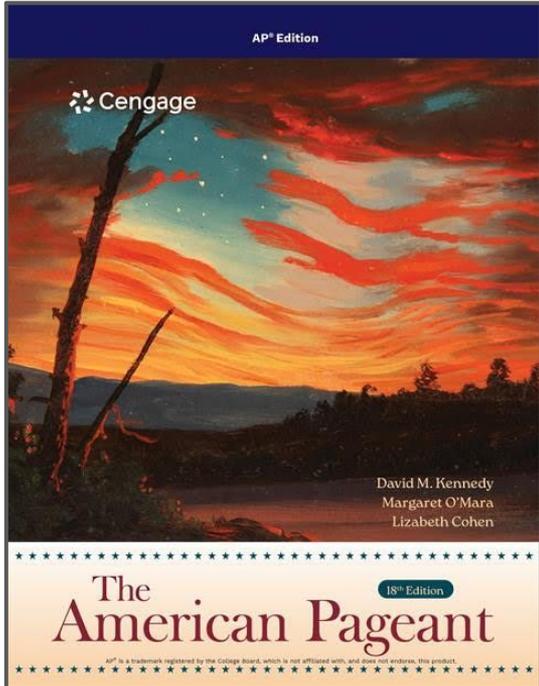
Course Description:

Advanced Placement United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past.

Seven themes of equal importance — identity; people; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time, analyze causation, and make comparisons among various historical developments in different times and places.



Resource Recommendation



The American Pageant
AP® Edition
18th Edition
©2025

David M. Kennedy
Margaret O'Mara
Lizabeth Cohen

Clear and accessible text.

Includes digital resource and physical
copies for each student.

Created Date 3/3/2025
 Expiration Date 10/31/2025

Quote Number 00005037

Prepared By:
 Stefanie Morris
 stefanie.morris@cengage.com

Presented To:
 Christina Fifield
christina.fifield@fpsk12.net

Bill To:
 FARMINGTON HIGH SCHOOL

Ship To:
 FARMINGTON HIGH SCHOOL
 32000 SHIAWASSEE RD
 FARMINGTON, Michigan 48336
 United States

Product	ISBN	Quantity	Sales Price	Total Price
K12 Print + Digital Bundle: The American Pageant, AP® Edition, 18th Student Edition + MindTap 6-year access	9798214092584	70.00	USD 199.00	USD 13,930.00
The American Pageant, AP® Edition, 18th Edition, Annotated Instructor's Edition	9798214071114	1.00	USD 285.00	USD 285.00

Subtotal USD 14,215.00
 Total Price USD 14,215.00
 Shipping and Handling USD 1,421.50
 Grand Total USD 15,636.50
 Total Savings USD 0.00

Accept Quote

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Additional Information

Sales Rep's Comment

Created Date 3/3/2025
 Expiration Date 10/31/2025

Quote Number 00005038

Prepared By:
 Stefanie Morris
 stefanie.morris@cengage.com

Presented To:
 Christina Fifield
christina.fifield@fpsk12.net

Bill To:
 NORTH FARMINGTON HIGH SCHOOL

Ship To:
 NORTH FARMINGTON HIGH SCHOOL
 32900 W 13 MILE RD
 FARMINGTN HLS, Michigan 48334
 United States

Product	ISBN	Quantity	Sales Price	Total Price
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The American Pageant, AP® Edition, 18th Edition, Annotated Instructor's Edition	9798214071114	1.00	USD 285.00	USD 285.00

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 Total Price USD 14,215.00
 Shipping and Handling USD 1,421.50
 Grand Total USD 15,636.50
 Total Savings USD 0.00

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Additional Information

Sales Rep's Comment

Farmington Board of Education

March 11, 2025

REPORT NAME: Technology Purchase - Uninterruptible Power Supplies
REPORT OF: Technology
FOR: Discussion/Approval

FISCAL FUND IMPACT: 2020 Bond
IMPACT AMOUNT: \$134,942.15
MEETING TYPE: Regular

EXECUTIVE SUMMARY/BACKGROUND:

A request for proposals was released with a public bid opening on February 28th, 2025 for Uninterruptible Power Supplies (UPS) to replace the current UPS's in each network closet throughout the district. This refresh follows the typical refresh cycle for a UPS and is accounted for in our Bond budget. We utilized the Erate program to receive a potential 50% reimbursement for these. We received five (5) qualified bid responses. The lowest qualified bid was received from Delta Networking Services in an amount of \$134,942.15

RECOMMENDATION:

Administration recommends that the Board of Education authorize the purchase UPS's from Delta Networking Services in the amount of \$134,942.15

IMPACT IF NOT APPROVED:

We would not have battery backup for our network and would lose network connectivity in the event of a power outage.

NEXT STEPS IF APPROVED:

Farmington Public Schools will purchase and deploy these devices during the spring/summer of 2025.

Japanese

New Textbook Adoption

Margaret Hendrickson
Director of Curriculum, Instruction and Assessment

Courtney Colpan & Lauren Kendall
Japanese teachers





Japanese Textbook Proposal

Course Description:

Japanese courses introduce students to the language and culture of the Japanese-speaking world. This course has a practical approach with a performance based curriculum, where students learn to communicate in real-life situations.

Middle School and High School; Japanese 1-3

Students will

- ❑ Understand basic cultural aspects related to the Japanese-speaking community.
- ❑ Connect and compare the target language to the native language.
- ❑ Communicate via writing and speaking on basic conversational topics.
- ❑ Interpret language via reading and listening on basic topics.
- ❑ Interact with peers in the target language.
- ❑ Use authentic sources in context.



Japanese Textbook Proposal

Why a New Textbook?

There is a need for textbooks that support best practice in world language curriculum development and instruction with the intent to:

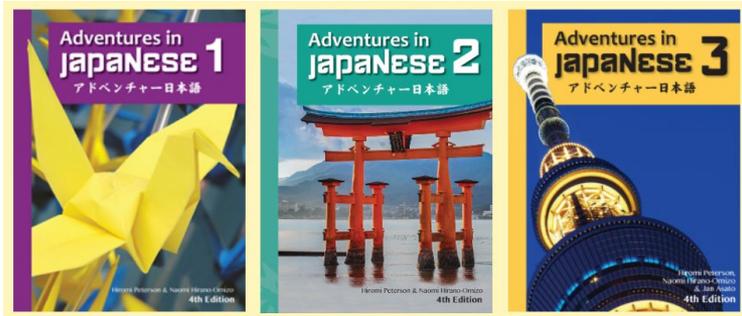
1. Move forward current strengths in our curriculum and instructional approach.
2. Grow in practice, based on the integration of newer approaches aligned with ACTFL (*American Council on the Teaching for Foreign Languages*), specifically:
 - a. intercultural connections
 - b. authenticity
 - c. highly-stimulating tasks
 - d. critical thinking and advanced literacy skills
 - e. problem based learning

Adventures in Japanese

By Hiromi Peterson, Naomi Hirano-Omizo, and Jan Asato

4th Edition

Published by [Cheng & Tsui Co., Inc.](#)



Japanese Textbook Proposal

“The primary focus of Adventures in Japanese is the student. All lessons and activities are written with the needs of the Japanese language student in mind. Throughout, they are introduced to Japanese culture as a source of comparison and contrast to their native language and culture. In the process, we hope to cultivate students who will be responsible, global-minded participants of our society.”

Essential Features

- Can-Do statements and self-assessment checklists with each lesson
- Extensive hiragana, katakana, and kanji practice
- Authentic reading exercises are presented in real-life, relevant contexts



Japanese Textbook Proposal

Text Highlights

- Variety of communicative activities gauge students' comprehension and allow them to apply new skills immediately.
- Activities encourage interpersonal communication
- Authentic reading exercises are presented in real-life, relevant contexts
- The student resources hosted on the companion website include textbook and workbook audio, flashcards, vocabulary lists, and additional review lessons and project corners.
- Activities are aligned with the ACTFL World-Readiness Standards (5Cs), Common Core, and 21st Century Skills

Materials include:

- Hardcover textbooks
- Student workbooks and companion website
- Integration with Canvas



CHENG & TSUI

Since 1979 | Boston, MA USA

25 West Street
Boston MA 02111-1213
United States

Estimate

Page 1 of 2

Date 11/14/2024
Quote # 22326

Expires 12/14/2024
Shipping Method UPS Ground Commer...
Client Number

Bill To

Farmington Public Schools
32500 Shiawassee St.
Farmington MI 48336
United States

Ship To

Farmington Public Schools
32500 Shiawassee St.
Farmington MI 48336
United States

ISBN	Description	Quantity	List Price	Rate	Amount
9781622910564	ADVENTURES IN JAPANESE 1 TEXTBOOK 4E HC	70		77.39	5,417.30
9781622910571	ADVENTURES IN JAPANESE 1 WORKBOOK 4E	70		35.09	2,456.30
9781622916603-FLS1	ADVENTURES IN JAPANESE 1 FLUENCYLINK STUDENT 1 YEAR	70		90.89	6,362.30
9781622916603-FLT1	ADVENTURES IN JAPANESE 1 FLUENCYLINK TEACHER 1 YEAR	2		0.00	0.00
9781622910663	ADVENTURES IN JAPANESE 2 TEXTBOOK 4E HC	50		87.29	4,364.50
9781622910670	ADVENTURES IN JAPANESE 2 WORKBOOK 4E	50		36.89	1,844.50
9781622916627-FLS1	ADVENTURES IN JAPANESE 2 FLUENCYLINK STUDENT 1 YEAR	50		99.89	4,994.50
9781622916627-FLT1	ADVENTURES IN JAPANESE 2 FLUENCYLINK TEACHER 1 YEAR	2		0.00	0.00
9781622910700	ADVENTURES IN JAPANESE 3 TEXTBOOK 4E HC	20		91.79	1,835.80
9781622910717	ADVENTURES IN JAPANESE 3 WORKBOOK	20		38.69	773.80

Order Comments

Prices are valid for 30 days.
Product availability is subject to change without notice.
Purchase Order required to convert Quote to Order. Email the PO and this quote to orders@cheng-tsui.com
UPS Ground Shipping and Handling.
Digital items are non-returnable.

Cheng & Tsui's digital technology subscriptions are sold subject to changes in architecture, features, functionalities as new versions are released.

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Boston MA 02111-1213
United States

Estimate

Page 2 of 2

Date
Quote #

11/14/2024
22326

ISBN	Description	Quantity	List Price	Rate	Amount
9781622916641-FLS1	4E ADVENTURES IN JAPANESE 3 FLUENCYLINK STUDENT 1 YEAR	20		106.19	2,123.80
9781622916641-FLT1	ADVENTURES IN JAPANESE 3 FLUENCYLINK TEACHER 1 YEAR	2		0.00	0.00

Subtotal	30,172.80
Shipping Cost (UPS Ground Commercial)	1,676.29
Total	\$31,849.09



22326

A RESOLUTION CALLING FOR FULL, PERMANENT FUNDING OF IDEA

WHEREAS, public education is the cornerstone of our democracy, providing fundamental skills and opportunity to children across the United States; and,

WHEREAS, In the decade following the Great Recession, students across the U.S. lost nearly \$600 billion from the states' disinvestment in their public schools; and

WHEREAS, prior to the COVID-19 pandemic, both state and federal funding for public schools was already failing to meet the critical needs of students across the country; and,

WHEREAS, since the COVID-19 pandemic, students have needed additional academic, social, emotional, and mental health needs being met through targeted programming and additional personnel, enhanced professional development opportunities, new technology as well as critical updates to school facilities; and,

WHEREAS, research has consistently shown that increased education funding positively affects academic performance, increases graduation rates, and impacts future earnings; and,

WHEREAS, when Individuals with Disabilities Education Act (IDEA) was passed in 1975, the federal government committed to pay 40 percent of the average per pupil expenditure for special education to ensure that every child with a disability has access to a high quality education; and,

WHEREAS, the financial pledge for IDEA has never been met and is currently funded at approximately 10.7 percent, leaving a gap of billions of dollars needed for students; and,

WHEREAS, The Farmington Public School District is proud to serve a student population that includes 17 percent of students with disabilities; and,

WHEREAS, when Farmington Public School District's costs to deliver the important services required under IDEA are not properly funded by the federal government, it requires us to reallocate money from other programs to make up for it; and,

WHEREAS, the federal underfunding of IDEA has negatively impacted the academic opportunities of all students for generations, not just those with disabilities;

NOW, THEREFORE, be it resolved by the Farmington Public School District, Farmington, MI as follows:

The Farmington Public School District's school board calls on Congress to immediately pass the IDEA Full Funding Act (S.2217/H.R. 4519) which would create a 10 year mandatory path to fully fund IDEA; and,

The Farmington Public School District's school board calls on the state legislature to provide adequate, equitable, and sustainable funding increases to districts to mitigate the harm caused by decades of underfunded schools.

Farmington Board of Education

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