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**REGULAR MEETING  
OF THE BOARD OF EDUCATION**

**Maxfield Education Center**

**32789 W. Ten Mile Rd.**

**Farmington, MI 48336**

**Tuesday, January 20, 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
  - C. Superintendent Evaluation
- III. **PUBLIC COMMENTS**
- IV. **ITEMS FROM THE SECRETARY**
  - A. Correspondence
- V. **LEGISLATIVE UPDATE**
- VI. **DISTRICT UPDATES**
  - A. Superintendent's District Update
    1. Board of Education Recognition
  - B. Budget Update: Review of the First Budget Amendment (2025–2026)
- VII. **REPORTS FROM BOARD COMMITTEES**
  - A. January 16, 2026 - Finance/Facility Committee Meeting
- VIII. **DISCUSSION ITEMS**
  - A. Prioritization of Board Policy Topics
- IX. **PUBLIC COMMENTS**
- X. **ACTION ITEMS**
- XI. **ITEMS FROM THE TREASURER**
  - A. Expenditures
- XII. **CONSENT AGENDA**
  - A. Approval of Minutes
    1. January 6, 2026 - Regular Meeting
    2. January 10, 2026 - Board Retreat

- 3. January 15, 2026 - Joint Meeting
  - 4. January 16, 2026 Finance/Facility Committee Meeting
  - B. Head Start Director's Monthly Report
  - C. Personnel Items
- XIII. **REPORTS FROM BOARD REPRESENTATIVES**
- XIV. **ADJOURNMENT**

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*\*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](#).*

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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.

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**II. ITEMS FROM THE PRESIDENT**

**II.A. Approval of the Agenda**

**MOTION:** I move that the Board of Education approve the January 20, 2026, Regular Meeting Agenda, as presented.

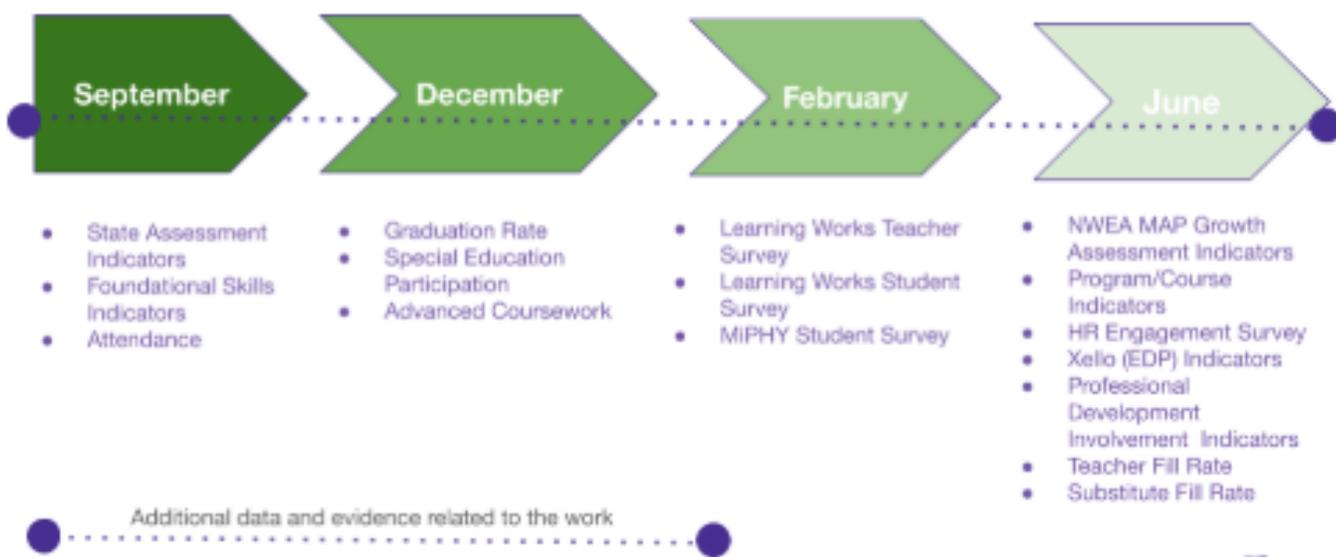
**II.B. Announcements**

**II.C. Superintendent Evaluation**

Our Strategic Planning District Dashboard provides both **inspiration** and **accountability**.

[The District Dashboard is updated based on when the data is available. When the data point is available frequently in the year, the update is based on the last data point for the year, unless otherwise indicated.]

## Timeline of District Dashboard Updates



Continuous review of data aligned to Strategic Planning and District Improvement efforts occurs frequently throughout the year.

## Timeline of BOE District Data Updates



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**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.

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**IV. ITEMS FROM THE SECRETARY**

The Board received communications regarding:

- FHS IB CASTLE Newsletter - January 2026 Edition
- Board Goal - strengthening community trust and stakeholder engagement
- District protocols related to ICE presence at school

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.

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**IV. ITEMS FROM THE SECRETARY**

**IV.A. Correspondence**

01.02.26	FHS IB Castle Newsletter - January 2026
01.13.26	Board Goal - Strengthen Community Trust and Stakeholder Engagement
01.15.26	Protocols in the Event of ICE Presence at School
01.16.26	Re: Protocols in the Event of ICE Presence at School
01.16.26	Re: Protocols in the Event of ICE Presence at School

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**V. LEGISLATIVE UPDATE**

**V.A. CURRENT EVENTS/UPDATES**

**Presenter:** Ronald Recinto, Board Trustee & Legislative Representative, FPS

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**VI. DISTRICT UPDATES**

**VI.A. SUPERINTENDENT'S DISTRICT UPDATE**

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

**VI.A.1.** Board of Education Recognition

**VI.B BUDGET UPDATE: REVIEW OF THE FIRST BUDGET AMENDMENT  
(2025–2026)**

**Presenter:** Jennifer Kaminski, Assistant Superintendent, FPS

# First Budget Amendment - 2025-26



January 20, 2026

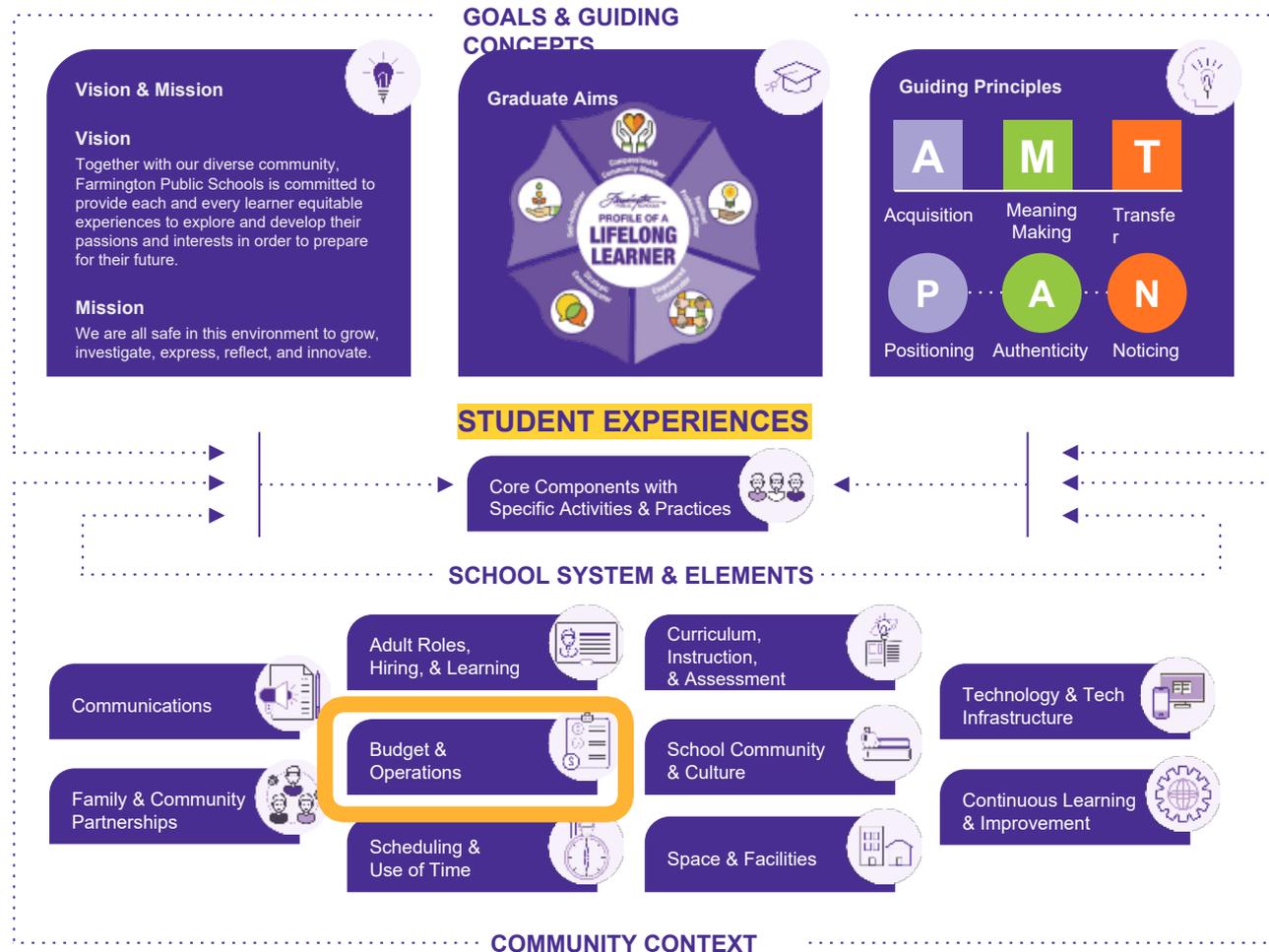


# A Blueprint for Every Learner's Success

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
	<hr/>
	<b>(\$3,400,000)</b>

# 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 10<sup>th</sup> 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.

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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).

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**VII. REPORTS FROM BOARD COMMITTEES**

**VII.A. FINANCE/FACILITY COMMITTEE MEETINGS UPDATE –**

**January 16, 2026**

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

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**VIII. DISCUSSION ITEMS**

**VIII.A. PRIORITIZATION OF BOARD POLICY TOPICS**

**Presenter:** Donald Walker, Vice President, FPS Board of Education

# School Policy Creation, Review, and Assessment

Donald Walker, Policy Chair

# Purpose of This Framework

Strong governance begins with clear, purposeful policy. Creating, reviewing, and assessing policy can have a direct and sometimes harmful impact on our district's employees and students. Having a framework that ensures that policy development is not reactive or ad hoc, but instead is grounded in evidence, equity, and accountability is the best way to govern and protect the people we serve.



## Consistent Approach

Establish standardized processes for policy development across all district functions



## Strengthen Governance

Enhance decision-making structures and clarify roles between board and administration



## Equity & Accountability

Ensure all policies are clear, accessible, and equitably applied across student populations



## Continuous Improvement

Build systematic review cycles that respond to data, outcomes, and community needs

# Why School Policy Matters

Policy serves as the foundation of effective district governance. It is not about day-to-day operations.

Instead, policy establishes the vision, values, and boundaries within which a district operates.

It provides clarity in times of uncertainty, ensures consistency across schools, and creates transparency that builds public trust.

Without strong policy, districts risk inconsistent implementation, legal vulnerability, and erosion of stakeholder confidence. Strong does not equal punitive.

## Governance Tool

Policy sets direction at the board level. It's not about managing operations

## Protection

Shields students, staff, and the district from risk and ensures legal compliance

## Direction & Guardrails

Defines what the district values and where boundaries exist

## Transparency

Creates consistency and predictability that builds trust with families and community

# Why Grades 6–12 Require Special Attention

Secondary education presents unique policy challenges that differ significantly from elementary and middle school environments. Students in grades 6–12 are navigating critical transitions—academically, socially, and developmentally. They require policies that recognize their growing autonomy while maintaining appropriate structure and support.



## Graduation Pathways

Multiple routes to diploma completion, credit recovery, dual enrollment, and alternative programs require clear policy guidance



## Discipline & Restorative Practices

Policies must balance accountability with developmental appropriateness and trauma-informed approaches



## CTE & Workforce Preparation

Career and technical education programs, industry certifications, and work-based learning need policy frameworks



## Technology & AI Use

Responsible use policies, academic integrity in the age of AI, and digital citizenship are critical



## Postsecondary Readiness

College applications, transcripts, counseling support, and transition services require clear policy alignment

# Policy Creation: Identify the Need

Not every challenge requires a new policy. The first step in policy creation is determining whether a policy is truly necessary—or if existing policies simply need better implementation, clearer procedures, or more consistent enforcement.

## When Policy Is Needed

- 1 Legal or Compliance Requirement**  
Federal or state law mandates district action (e.g., Title IX, FERPA, IDEA)
- 2 Data Trends or Gaps**  
Persistent patterns in discipline, attendance, or achievement signal systemic issues
- 3 Programmatic Expansion**  
New initiatives (e.g., dual enrollment, competency-based learning) require governance-level guidance
- 4 Community or Student Concern**  
Recurring issues raised by families, students, or staff indicate need for clarity

# Policy Creation: Ground in Evidence

Effective policy is never created in a vacuum. It must be grounded in multiple sources of evidence to ensure it is legally sound, contextually appropriate, and aligned with best practice. Evidence-based policy development reduces risk, builds credibility, and increases the likelihood of successful implementation.



## District Data

Use local data to understand trends, gaps, and impacts. Review discipline referrals, graduation rates, course enrollment patterns, and disaggregated outcomes by student group to identify where policy can drive improvement.



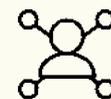
## Research and Best Practices

Learn from evidence-based approaches. Consult peer-reviewed research, national organizations, and model policies from high-performing districts to inform your approach.



## State and Federal Requirements

Ensure alignment with legal mandates. Review statutes, administrative code, and guidance from state and federal education agencies to confirm compliance and avoid legal exposure.



## Equity and Access Considerations

Center equity in policy design. Use an equity lens to examine how policy may impact different student groups, ensuring that it does not inadvertently create barriers or perpetuate disparities.

# Policy Creation: Stakeholder Engagement

Policy cannot be developed in isolation by district leadership alone. Meaningful stakeholder engagement ensures that policy reflects the needs and perspectives of those it will affect most. It builds buy-in, uncovers blind spots, and strengthens implementation. *For secondary policy, student voice is especially critical. Students in grades 8–12 can provide invaluable insight into the real-world impact of proposed policies.*

## Administrators

Principals and central office leaders provide operational insight

- Can the policy be implemented?
- What resources are needed?
- What are potential challenges?

## Educators

Teachers and counselors understand classroom and student-level impact

- How will this affect daily practice?
- What support will staff need?
- Are there unintended consequences?

## Students (Especially Secondary)

High school students offer critical perspective on equity and lived experience

- Is the policy fair and clear?
- How will students respond?
- Does it reflect student needs?

## Families and Community Partners

Parents and community members ensure policy aligns with community values

- Is the policy understandable?
- Does it reflect community priorities?
- Will families support it?

# Policy Creation: Draft with Clarity

The quality of a policy's language determines its effectiveness. Policy must be written at the governance level—broad enough to provide direction, but specific enough to guide action. It should avoid operational detail, which belongs in procedures, and focus instead on the "what" and "why," leaving the "how" to administration.

## Elements of Strong Policy

### 1 Clear Purpose and Scope

State the intent of the policy and who/what it applies to in plain language

### 2 Governance-Level Language

Use directive, principle-based language that sets expectations without prescribing methods

### 3 Avoid Operational Detail

Leave implementation steps, timelines, and forms to administrative procedures

### 4 Clear Roles and Expectations

Define who is responsible for implementation, oversight, and compliance

### Example: Governance vs. Operational Language

**Governance-level (policy):** "The district shall provide equitable access to advanced coursework for all students in grades 9–12."

**Operational-level (procedure):** "Students may request enrollment in AP courses by completing Form 204 and submitting it to their counselor by March 15."

# Policy Review and Assessment

Policies must be regularly reviewed and assessed to ensure they remain relevant, effective, and equitable. Without ongoing evaluation, policies can become outdated, ineffective, or even harmful. A strong review process asks critical questions about alignment, compliance, clarity, equity, and implementation fidelity.



## Is the policy aligned to district goals?

Does it support the district's strategic priorities and mission? Is it consistent with other policies?



## Is it legally compliant?

Does it meet current state and federal requirements? Has the legal landscape changed since adoption?



## Is it clear and enforceable?

Can staff, students, and families understand it? Is it written in accessible language? Can it be consistently applied?



## Is it equitable in impact?

Are outcomes fair across student groups? Does disaggregated data reveal disparities in how the policy is applied?



## Is implementation consistent?

Are all schools and staff applying the policy uniformly? What barriers to consistent implementation exist?

# Policy Assessment Tools

Assessment requires more than anecdotal feedback. Districts need systematic tools and processes to evaluate policy effectiveness. These tools provide quantitative and qualitative data that inform decisions about whether to sustain, revise, or sunset a policy.

## Data Dashboards

Track key metrics related to policy goals—graduation rates, discipline incidents, course enrollment—disaggregated by student demographics

## Equity Impact Reviews

Conduct structured analysis of how policies affect different student populations, identifying disproportionate impact

## Staff and Administrator Feedback

Gather input from those implementing the policy through surveys, focus groups, and leadership team discussions

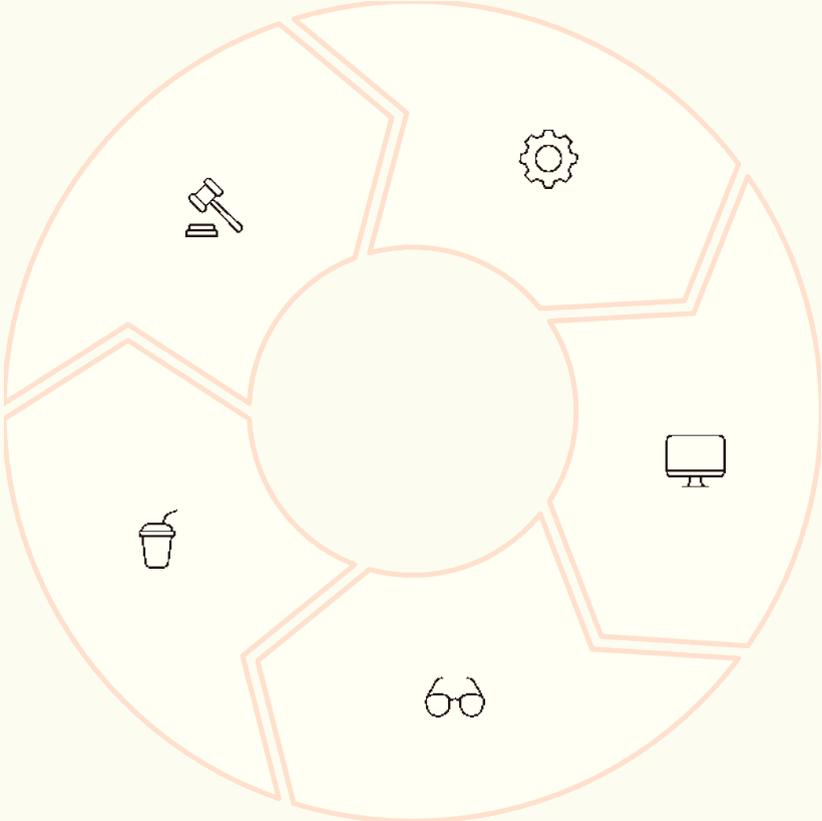
## Community and Student Voice

Include community and students in assessment through advisory councils, surveys, and listening sessions, especially for secondary policies

# Continuous Improvement Cycle

**Adopt Policy**  
Board formally adopts policy after stakeholder input and evidence review

**Revise as Needed**  
Make evidence-based adjustments to strengthen policy or address gaps



**Implement**  
Administration develops procedures, provides training, and launches policy

**Monitor Outcomes**  
Collect data on implementation fidelity, student outcomes, and equity impact

**Review**  
Board and administration assess effectiveness using multiple data sources

**i** This cycle should occur on a regular schedule annually for high-stakes policies (e.g., graduation requirements, discipline), and every 3–5 years for others. The key is intentionality: review is not optional, it is essential to effective governance.

# Potential Policy Agenda

## **1000 Bylaws**

## **2000 Students**

## **3000 Curriculum and Instruction**

## **4000 Personnel**

## **5000 Business**

## **6000 Facilities and Operations**

## **7000 School and Community Relations**

## **8000 General Policies**

## **AR - Admin Regulations**

- Behavior/culture handbook 2005
- Discipline 2005, 4004
- Dress Code 2005
- HR Policies 2000, 4000
- Sex education – 8008.1 &.2 AR, .3-AR 8005, 8008, 2005-AR(Title IX, law)
- Graduation requirements/early graduation
- Student clubs 2004
- Physical Education Requirement i.e. Band - Policy or Admin Regulation 2000, 2002-AR, 3000
- Bus distance 6010 AR
- Drug search policy at MS and HS? 4000, 4003-AR
- Consider adding a student rep. to the BOE.
- Vaping 7002-AR
- Guidelines on Board member hosting community conversations - Protocol 1004, OMA
- Food Allergy enforcement 2006-AR
- Review and make recommendations in regard to naming/renaming buildings 6010
- Cell Phones 2005
- Review middle school policy about backpacks - Admin Regulation
- Policy regarding notification to parents/guardians prior to a student receiving a D/F grade with time to make an action plan for correction. 2002-AR
- Consider moving back to 4-year Board Terms instead of 6-year terms 1001

# Closing

Effective policy is intentional, data-informed, equity-centered, and continuously reviewed.

Policy is one of the most powerful tools a district has to shape outcomes for students.

When done well, it creates clarity, consistency, and accountability. It protects students and staff, reflects community values, and drives improvement.

**January 20, 2026**

Regular Meeting of the Board of Education

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**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.

**January 20, 2026**

Regular Meeting of the Board of Education

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**XI. ITEMS FROM THE TREASURER**

**XI.A. EXPENDITURES**

**MOTION:** I move that the Board of Education approve the expenditures as outlined in the expenditure printout dated January 20, 2026, as follows:

General Fund	\$16,828,000
General Fund - Athletics	\$169,430
Debt Fund	-
Capital Projects – 2023 Bond Fund	\$139,177
Nutrition Services Fund	\$439,942
Benefit Stabilization Fund	\$1,402,379
<b>TOTAL</b>	<b>\$18,978,928</b>

## **January 20, 2026**

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### Regular Meeting of the Board of Education

**XII. CONSENT AGENDA.** I move that the Board of Education approve the January 20, 2026, Consent Agenda, as follows:

**XII.A. Approval of Minutes**

1. January 6, 2026 Regular Meeting
2. January 10, 2026 Board Retreat
3. January 15, 2026 Joint Meeting
4. January 16, 2026 Finance/Facility Committee Meeting

**XII.B. Head Start Director's Monthly Report**

**XII.C. Personnel Items**



**To:** Board of Education  
**Cc:** Dr. Kelly M. Coffin, Superintendent  
**From:** Kirsten Cicchella, Director of Early Childhood  
**Date:** January 20, 2026  
**Re:** **Head Start Directors Monthly Report**

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**Program update:**

- We maintain near full enrollment with 31 students in a classroom with funds blended with the State of Michigan Great Start Readiness Program and 32 children in Head Start funded only classrooms.
- We received official notice early January that we have been awarded grant funds to continue programming from January-June 2026 with the program officially ending June 30, 2026.
- Shepherd King Lutheran Church provided 60 families with a whole turkey, potatoes, vegetables, and boxed desserts for the December winter break.
- Staff met and reviewed student data from the first assessment period. Individual student goals were set as well as the following two school goals:

1. Data Source: Child Observation Record (COR) item HH: History – Temporal Vocabulary

The teacher will use the terms *yesterday*, *today*, and *tomorrow* at least twice per week supported by concrete examples such as pictures and short conversations.

- The COR first period program average was 2.93. The target all program increase is 3.6 by the end of COR Period 2.
- COR item: HH- History
  - Level 0: Child engages in a voluntary action
  - Level 1: Child indicates the end of an event
  - Level 2: Child anticipates the next event in a familiar sequence
  - Level 3: Child uses words such as yesterday or tomorrow to refer generally to things in the past or future
  - Level 4: Child uses the words yesterday and tomorrow correctly
  - Level 5: Child shares a story about him- or herself or family that happened farther back than in the immediate past
  - Level 6: Child interprets photos or illustrations as representing past or future time periods
  - Level 7: Child creates (draws and/or writes) a timeline to show personal events in a sequential manner

2. Data source: Classroom Assessment Scoring System (CLASS) Goal – Quality of Feedback/Providing Information

The teacher will provide specific “nuggets” of knowledge as feedback during small group time (or could be during another part of the daily routine if appropriate) at least once per week to strengthen the CLASS domain of “Quality of Feedback: Providing Information”.

**Fiscal Update:**

- The below expenditures are from Oct. through Nov. 2026. The December budget is currently being worked on and is the final reconciliation of fiscal year 2026. It is due to our grantee by mid February.

<b>EXPENDITURES</b>	<b>APPROVED</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>REMAINING</b>
<b>FEDERAL</b>	<b>BUDGET</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>PLAN YR</b>	<b>BALANCE</b>
	<b>PERIOD EXP</b>	<b>EXP</b>	<b>EXP</b>	<b>TO DATE</b>	
<b>PERSONNEL</b>	415,542.00	63,399.25	39,752.62	389,098.63	26,443.37
<b>FRINGE BENEFITS</b>	262,074.00	34,280.17	23,400.07	235,055.88	27,018.12
<b>TRAVEL OUT OF AREA</b>	0	0	0	0	0
<b>EQUIPMENT</b>	0	0	0	0	0
<b>SUPPLIES</b>	8,825.00	1,615.20	39.98	2,951.18	5,873.82
<b>CONTRACTUAL</b>	15,873.00	2,403.62	1,134.91	13,177.21	2,695.79
<b>CONSTRUCTION,RENOVATION,REPAIR</b>					
<b>OTHER</b>	10,550.00	632.40	849.50	5,227.48	5,322.52
	712,864.00	102,330.64	65,177.08	645,510.38	67,353.62

<i>Per Head Start fiscal guidelines, credit card expenditures must be reported separately as well as in total expenditures. Oct-Nov</i>	
<b>Miscellaneous expense</b>	843.00
<b>Grounds/Maintenance</b>	1478.99
<b>Supplies</b>	5218.56
<b>Conference Dues and Fees</b>	636.00