

Farmington Public School District  
Farmington, Michigan  
USA

# Annual Budget

## Fiscal Year 2014-2015



### Mission Statement

Farmington Public Schools, together with our community, will engage every student in a quality learning experience, empowering each student to become a thoughtful, contributing citizen in a changing world.

[www.farmington.k12.mi.us](http://www.farmington.k12.mi.us)

***Proposed 2014-2015 Budget***  
**Farmington Public School District**

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have been used with the express parental/guardian permission

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Farmington Public School District  
Farmington, Michigan

# Introductory Section





*The Board of Education consists of seven school district residents who will hold either four or six-year terms. Effective November 2016, all terms will be for six years. Elections are held bi-annually in November even years. The Board of Education is a governing body which is independent of other municipal, elected governing bodies.*



**Howard I. Wallach**  
President

Howard I. Wallach, was appointed in March 2004, elected in June 2004 and then reelected in 2006 and 2011. He is a partner in the Ferndale office of the national law firm of Foley and Mansfield, P.L.L.P. Howard has been very active in the community, most recently serving as Chair of the Michigan Regional Board of the Anti-Defamation League. Howard and his wife have lived in the District for 20 years. They have two daughters; one who is a 2011 graduate of Michigan State University and one who is a graduate of the American Musical and Dramatic Academy.

Term Expires: 2018



**Trisha L. Balazovic**  
Trustee

Trisha L. Balazovic was appointed in March 2014. She is a graduate of Michigan State University with a B.A. in Telecommunications. Trisha is an ASQ Certified Six Sigma Black Belt. She is the Director of Quality and Sustainability at Compuware Corporation in downtown Detroit. Trisha and her husband have lived in Farmington Hills since 2003. Together they have two children, a son attending Kenbrook Elementary and a daughter in preschool. She is active in the community, having served on the Farmington Forward Visioning Committee and Capital Finance Task Team during 2012 and 2013. Trisha is also very involved with local youth sports, year round.

Term expires: 2014



**Sheilah P. Clay**  
Vice President

Sheilah P. Clay was appointed in 2006 and then elected in 2007. She is the President and CEO of Neighborhood Service Organization located in Wayne and Oakland Counties. Sheilah is also a member of the Board of Directors for the Federal Reserve Bank of Chicago-Detroit Branch. Ms. Clay graduated from Spelman College in Atlanta, GA with a B.A. degree in psychology and a minor in secondary education. She earned a M.A. degree from Wayne State University College of Education. She and her husband have lived in Farmington Hills since 1996. Together they have four children including a son who currently attends Harrison High School and a daughter, a Harrison High School and Spelman College graduate who is an elementary school teacher in Rochester, New York.

Term expires: 2016



**Karen L. Bolsen**  
Trustee

Karen Bolsen was elected in 2003 and reelected in 2007 and 2011. A graduate of Farmington Public Schools, she also earned a B.A. degree from Michigan State University and an M.B.A. from the University of Detroit. Karen serves on numerous community committees. She has been a member of the Multicultural Multiracial Community Council for 17 years, serving as chair for 16. She also serves on the Commission on Children, Youth, and Families and the Crime Prevention Advisory Committee. Karen and her husband have three daughters; one attending Michigan State University, one an alumna of Michigan State University, and the eldest an alumna of Oakland University. All three graduated from North Farmington High School. Karen is a lifetime resident.

Term Expires: 2018



**Frank L. Reid**  
Secretary

Frank Reid was elected in 1997 and reelected in 2001, 2005 and 2009. During his 25 years in the District, he has served on a wide variety of community and District committees. Frank owns a financial advisory practice, Summit Capital Management, and has a B.Ph. degree from Grand Valley State University. He and his wife have two children, one who is an educator and one who attends university. Frank serves on the board of directors of the Michigan Association of School Boards and as well as being the past president of that Board.

Term Expires: 2014



**Murray J. Kahn**  
Trustee

Murray Kahn D.P.M. was elected in 2011. He and his wife, Sue, have been Farmington Hills residents since 1989 and raised three children that graduated through the FPS. Eldest son, David, is in a physics PhD program, Stephen is an attorney in the Federal Court in Atlanta, and Alexa is working toward a degree in medical diagnostic imaging. Murray graduated from Oakland University and the Ohio College of Podiatric Medicine and is presently the Podiatric Surgery Division Head in the Henry Ford Health System.

Term expires: 2016



**George E. Gurrola**  
Treasurer

George Gurrola was elected in 2011. He is a graduate of the University of Michigan and the University of Michigan Law School. George is a resident of Farmington Hills and has served as a member of the District's Facilities Study Committee in 2009-2010. He and his wife have two small children attending preschool at Alameda Early Childhood Center and one kindergarten student at Highmeadow Common Campus. George has been an attorney since 1999 and is a specialist in tax law and municipal law.

Term expires: 2016

***FARMINGTON PUBLIC SCHOOL DISTRICT  
SUPERINTENDENT'S ADMINISTRATIVE TEAM***

Susan H. Zurvalec  
Superintendent

Michele Harmala  
Associate Superintendent  
Instructional Services & Organizational  
Leadership

Catherine Cost  
Assistant Superintendent  
Instructional Support Services

Mary A. Reynolds  
Exec Director, Business Services

Kathy Smith  
Exec Director, HR, Performance, Talent  
Development

Jon Manier  
Exec Director, K-12 Instruction

Diane Bauman  
Director, School & Community Services

# Association of School Business Officials International



*This Meritorious Budget Award is presented to*

## **FARMINGTON PUBLIC SCHOOL DISTRICT**

*For excellence in the preparation and issuance of its school entity's budget  
for the Fiscal Year 2013-2014.*

The budget adheres to the principles and standards  
of ASBO International's Meritorious Budget Award criteria.



A handwritten signature in black ink, appearing to read "Ron McCulley".

Ron McCulley, CPPB, RSBO  
President

A handwritten signature in black ink, appearing to read "John D. Musso".

John D. Musso, CAE, RSBA  
Executive Director

# *Executive Summary*

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**High achievement by all students,  
where learning is our most important work.**

Susan H. Zurvalec  
Superintendent

Howard I. Wallach  
President

Sheilah P. Clay

Vice President

Frank L. Reid

Secretary

George E. Gurrola

Treasurer

Trisha L. Balazovic

Trustee

Karen L. Bolsen

Trustee

Murray J. Kahn

Trustee

May 30, 2014

Dear Board of Education Members:

Administration is pleased to present the 2014/15 Farmington Public School District's budget to the Board of Education for its discussion and review. The Business Department continues to prepare the budget in accordance with the Association of School Business Officials' Meritorious Budget Award program. We are confident that this budget document will again qualify for this recognition.

The goals of Farmington Forward, the District's dynamic planning process, continue to play a critical role in the development of our annual budget. The Plan's goals and accompanying implementation strategies establish the direction for the District over the next several years. Prioritization of our resources, financial and otherwise, will continue to be required in order to meet the goals and challenges of Farmington Forward to create a culture of learning for all that is rooted in collaboration.

Mary Reynolds, executive director of business services, and Jennifer Kaminski, business director, continue to work with a 24-person Budget Advisory Committee (BAC) to develop parameters, review assumptions and annually improve our budget development process. The BAC includes administrators and association leaders and is convened to provide advice and counsel on the District budget and budget development process. This year, time was spent reviewing financial data in preparation for necessary reductions and creating the process used to receive feedback and input. Based upon extensive feedback from the staff and community, Instructional Services and Instructional Support Services worked to develop a draft reduction plan that maintains quality programs for students and minimizes the impact on classrooms while at the same time, aligning staffing levels with declining student enrollment. This budget reduction plan encompasses reductions across all budget areas. We have a supportive community that shares our concern with the funding shortfall and a concern for the loss of talented staff, programs and services.

Dialogues over the last two years resulted in a narrowed focus for the instructional programs of the District. This narrowed focus includes Professional Learning Teams (PLTs), School and District Improvement, implementation of the Professional Growth and Evaluation models for teachers and administrators, support for quality instructional practices including interventions and technology as well as a talent development model.

In addition to providing greater focus for our Instructional Services, our support services departments, Business, Transportation, Nutrition and Facilities Services prioritized and refined service delivery to ensure support of our learning and our learning environments while reducing staff and services for the coming year. Reductions in central administration and support services assist our overall budget, however they have occurred continuously over time and have reduced the level of service to which FPS is accustomed.

As has been the case for the past several years, the proposed budget seeks to maintain an effective balance between the District's commitment to excellence and equity and the realities of inadequate state funding. The proposed 2014/15 budget reflects the following:

- The state foundation allowance for 2014/15 is estimated to increase \$83 per pupil to \$10,008. This is using the Governor's budget recommendation as we are still waiting on the final legislative action which will take place after the preparation of our budget. This is down from a high of \$10,556 in the 2008/09 school year or approximately \$5.6 million for 2014/15. We are cautious with the funding estimates used by the State as they continue to redirect School Aid Fund revenues to both community colleges and state universities. We believe the intent of the language of Proposal A was clear that the school aid fund is for K-12 education alone. There needs to be more dialogue around adequate school funding.
- This budget includes an ongoing revenue source equal to \$113 per pupil, or approximately \$1.2 million, to help fund the increases in the Michigan Public Schools Employee Retirement System (MPERS), an amount equal to \$619 per pupil, or approximately \$6.5 million for the ongoing Unfunded Accrued Actuarial Liability (UAAL) rate stabilization which was part of the MPERS retirement reform legislation. Additional revenue from "best practices" funding of \$52 per pupil and \$70 for performance funding has also been included. These had been previously considered as one time funding sources, but they continue to be proposed by the Governor in his budget message.
- Student enrollment is projected to decrease by approximately 298 students. This projection is based upon Plante Moran CRESA's estimate dated January, 2014; however, due to the large enrollment decline experienced in the fall of 2013, a revised estimate of the average of the student population declines over the last four years was used.
- Administration recommends the use of approximately \$5.6 million of the District's fund balance to offset the revenue shortfall in combination with a \$5.8 million reduction plan. This recommendation takes into consideration the annual fund balance variance of approximately 2% and is estimated to result in an ending fund balance of 6.9%. We understand this falls below the Board of Education's targeted fund balance level; however, due to the extent of our structural deficit, we were unable to provide a plan that would not negatively impact programs and services.

Our goal for this upcoming year will be to work on a plan to bring the fund balance back up to this target.

- Our efforts to support high achievement by all students, including closing achievement gaps by providing literacy and math interventions at the elementary and secondary levels, as well as providing all-day kindergarten programs will continue. We will also further expand choice for our students with an addition of the final grade level into our International Baccalaureate program at Harrison High School for 2014/15 which demonstrates our ongoing commitment to our students.
- Dialogue around the interventions and supports needed to ensure all students grow, as well as, defining equity in resource allocation will continue as we use this time of great challenge and change to create even greater opportunities to move Farmington Forward so that all students will be successful.

Administration is mindful of the continuing challenges it faces in developing future budgets. Several budget areas to consider from the national to local level include:

- It is anticipated that National Health Care Reform will have a negative impact on future District budgets due to the inclusion of staff that were previously not covered by the District's health care plan.
- The decision by the legislature to uncap the number of charter schools allowed to operate in the State, as well as the additional options of cyber schools, may have an impact on our enrollment.
- With the current economic climate and declining birth rate, the District will continue to experience a decline in enrollment, which will further negatively impact future budgets.
- The negotiation of future employment agreements will need to continue to address the on-going inadequacy of school funding unless a stable, predictable and sustainable funding source for school funding is enacted and appropriated by the legislature.
- We need to use this economic downturn to create even stronger communities where leadership is more broadly distributed to staff and students where parents, school leaders, teachers and students collaborate to design and support the learning environment we want in all our schools and for the District.
- The formation of the Farmington/Farmington Hills Education Foundation was critical as a means of obtaining funding to help support innovation and teacher needs in our classrooms and is already producing resources directly supporting teaching and learning.

- The District Accreditation requires that we deepen our commitment to teacher collaboration and use of data to strengthen our instructional practices across the system and ensure we are providing Quality Instruction in every classroom. Funding for these initiatives and professional development are high priorities and are underscored by collaboration and agreement with our teachers for additional time for Professional Learning Teams (PLTs) and professional development.
- Capital expenditures, by necessity, have been limited to addressing only the most urgent repairs/replacements of roofs, paving projects, and buses in any given year. It is likely that additional program and operating costs will be required in the future to make best use of our facilities.
- It is expected that the Capital Planning Advisory Committee will recommend a bond proposal to address critical needs at all K-12 schools: including safety and security, technology, infrastructure and classroom learning environments.

The Administration is pleased to present this proposed 2014/15 budget which we believe supports our ongoing school improvement efforts. However, absent dramatic changes in the structure of school funding, each new budget development cycle will continue to present challenges and pressures to find new and creative ways to maintain quality programs with less than adequate funding.

Sincerely,



Susan H. Zurvalec  
Superintendent



## HOW THIS REPORT IS ORGANIZED

The budget presentation contained herein is divided into four sections. The **Introductory Section** sets forth in summary the District's budgets for the 2014/15 school year and highlights new initiatives. It also introduces the Board of Education (Board) and the Superintendent's Central Office Team. The **Organizational Section** sets forth what the District believes through its mission, goals, beliefs and student learner outcomes and highlights the action plans underway. It provides discussion about the community and the school program as well as how the budget is developed and monitored, the development timeline, and the parameters from which it was prepared. The **Financial Section** provides the budget for each of the District's four Governmental funds and one Proprietary fund along with a description of each fund and the basis of budgeting. It also provides a four-year historical perspective in which to compare the proposed budget year. Graphic presentations of the budgets are also provided. Finally, the **Informational Section** provides varied information about the District on a historical basis including enrollment, student achievement, and survey information, points of pride and three-year budget forecasts. It also provides a summary of progress toward meeting the District goals.

The mission of the District states Farmington Public School District, together with our community, will engage every student in a quality learning experience, empowering each student to become a thoughtful, contributing citizen in a changing world. To that end, the goals of the District are as follows:

### **Goal #1: Curriculum, Instruction and Student Achievement**

Farmington Public Schools will continuously grow as a community of learners integrated with the world where:

- Each member will feel physically, emotionally, and academically safe.
- All learners will experience and achieve a challenging, relevant, high-level learning environment which will prepare them to be lifelong learners, successful in a global society.
- All learners will develop into critical and creative thinkers to be adaptable citizens of the future able to embrace change through processing, accessing, designing and managing information.

### **Goal #2: Community Relations**

Farmington Public Schools will inspire every community member to invest in our children's future and build participation and ownership in our school district by:

- Promoting honest, trustworthy relationships through open communication.
- Seeking out and respecting each other's diverse ideas, perspectives and abilities.
- Increasing collaborations with business, government and cultural organizations to make the most of our vast community resources.

### **Goal #3: Budget/Finance**

Farmington Public Schools will develop and implement a proactive financial management model that enables it to make decisions based upon requirements and priorities including:

- Prioritizing needs and acknowledging requirements.
- Investigating renewable energy resources.
- Consolidating services and facilities.
- Providing access to health and wellness.
- Building public support/involvement.

### **Goal 4: Human Resources/Operations/Technology**

To support and enhance educational excellence to develop all students to thrive as global citizens, Farmington Public Schools will:

- Attract, develop and retain staff with multiple perspectives who inspire and foster a world class learning community.
- Build upon and sustain a culturally competent district.
- Create and maintain exemplary physical and virtual facilities.
- Utilize cutting edge technology that supports learning and facilitates operations.

A committee of approximately 45 individuals, including Board members, the superintendent, administrators, staff, parents, community members and students, drafted new Farmington Forward goals for the District. These goals were considered stretch goals. The goals, as recommended, were approved by the Board in June 2007. The District, in collaboration with the Central Office Team and Leadership Team, will develop implementation strategies, objectives and measurements. The intent of this process is to focus on what we want to accomplish, and if it doesn't fit, then we shouldn't do it. Existing committee structures will be used to reduce fragmentation.

Some preliminary strategies for the goals will be documented by the 10 initiatives which will be implemented during the 2014/15 school year. These are outgrowths of our dynamic plan.

Instructional Services will ensure that all schools increase student achievement and staff growth through participation in the following initiatives for the 2014/15 school year.

**Professional Learning Teams (PLT's)** – The goal is to support staff growth that ensures student achievement. Time is being planned for teams to work together to explore their curriculum maps, share resource materials, and review data to plan instruction. To facilitate the success of PLT's, a focused effort on the development of teacher leadership will be brought forward. This will include training teacher leaders in facilitation, assessment (formative and summative), and curriculum mapping.

**School Improvement Process** – Input from PLT’s will inform each school improvement plan and result in a coordinated District Improvement Plan that drives, supports and services, as well as necessary professional development.

**Quality Instruction Initiative** – The instructional department has outlined our instructional vision which includes linking the learner profile, quality instruction and instructional observations to increase student achievement and accountability. The intent of the process is to provide staff the necessary tools to move learning forward with the necessary knowledge and skills. This dialog is now being conducted with teachers and staff members’ pre-K – 12. This model is articulated in the Teacher Professional Growth and Evaluation model, particularly the Marzano Design questions and related elements. Each school will be allocated a Quality Instructional coach as additional support to further advance and develop the art and science of teaching in all classrooms.

**Common Core Standards** – The State of Michigan has adopted the math and English/ELA Common Core Standards and may soon adopt Next Generation Science Common Core Standards. As a result, our District is working collaboratively with Oakland Intermediate School District to develop curriculum maps, model units of study and assessment tools which better represent the learning outlined with Common Core. Eventually, these resources will be integrated by our PLT teams into their instructional practice. Science and social studies standards have yet to be released.

**Talent Development Model** - As we continue on the path of growth, we want to focus on organizational processes designed to attract, develop, motivate, and retain skilled and highly engaged staff. We have dedicated staff in our District and our goal is to continue to attract, develop, and keep outstanding staff members in all areas in Farmington. We are beginning the design of a talent development model focusing first on teachers and administrators.

In addition the following initiatives are proposed:

**Instructional Technology** – The District’s revised technology plan implements advanced technology integration in the classroom. Goal areas have been identified and these focus on two big ideas: providing access to digital tools for all and empowering teachers with skills to integrate technology into their instructional practice.

**Capital Planning** – During 2013/14, the Capital Planning Advisory Committee will present recommendations to the Board after two failed attempts to pass a bond issue. The work of the Committee will stem from the prior work of the Facilities Forward study team which created a broad vision to address the critical facilities needs across the district including learning spaces and tools to be able to support our staff in having what they need to achieve great results with their students. The work of this Committee will continue in 2014/15 and determine the next steps and what type of ballot questions will be put forth to the voters and the timing of an election.

**Proactive Budget Model** – The District Budget Advisory Committee is examining the impact of our process to assist the District in making decisions and prioritizing expenditures using Farmington Forward and student achievement as the drivers in our budgeting process. Work will continue on this initiative in 2013/14.

**Program Evaluation** – With the services of a third party contractor we will be reviewing approximately five programs annually to aid in our proactive budget model and then determine the most effective programs and services.

**International Baccalaureate Program** – The Board of Education approved the international baccalaureate program to be housed at Harrison High School. This is the third year of this program and new round of 9<sup>th</sup> grade students will be added to the students who will progress to the 10<sup>th</sup> and 11<sup>th</sup> grades. Staff will continue to receive professional development on this methodology, and develop curriculum for use in the program.

## **BUDGET PROCESS**

Board policy sets forth that development of the District's budget is the responsibility of the Superintendent. The budget process begins in October of the prior year with development of a timeline, parameters and assumptions for revenue and expenditures. The business department used the parameters and assumptions to project revenues and expenditures. An administrative committee was continued from previous years to provide advice and counsel as we began to bring estimated expenditures in line with expected revenues. Stability in our instructional program was achieved through significant past concessions from all associations as well as the continued reductions achieved through past budget processes. Unfortunately we have a structural problem that requires reductions to balance the budget.

The goal of this year's process was to limit the extent of reductions by using a responsible amount of fund balance to attempt to keep the fund balance within the targeted range as Board policy requires that the general fund budget reflect a fund balance with a targeted range of 8-12 percent as the guideline, as well as consideration of the annual variance between the budget and actual fund balance due to the nature of the budgeting and the number of unknowns that are dealt with to meet State law. This policy requirement is designed to protect the future financial integrity of the District. Unfortunately, the level of reductions necessary to maintain that level of fund balance was not possible due to the number of reductions required to meet that goal. We incorporated a survey as well as budget forums to obtain feedback from our stakeholders to determine what areas should be reduced, additional revenue sources as well as determining their priorities in a budget. Additionally areas of study have been identified for the 2015/16 budget. We also have contracts in place with the majority of our associations through June 30, 2016 which provides a level of certainty related to costs that were previously determined subsequent to the budget process.

In early April, work begins on the budget document, which is forwarded to the Board in June when they conduct a study session on the budget and a public hearing. As required by State law, a budget for the ensuing school year must be adopted by June 30 of the prior year.

## **PROPOSED GENERAL FUND BUDGET**

The general fund budget is the primary operational fund of the District. It is the fund containing the day-to-day operating expenses of the District including teachers, support staff and administrators and their fringe benefit costs as well as supplies, purchased services and capital outlay. The table shown on Page 15 depicts a breakdown of revenues by object and expenditures by function for each budget line as it is adopted by the Board. Expenditures by function provide the purpose for the expenditure and contain salaries, fringe benefits, purchased services and supplies costs to deliver the service noted, e.g., instruction, added needs, etc.

Expenditures over revenue are expected to be \$5,583,643 for 2014/15. For fiscal 2014/15, the budget includes wage increases equal to a half-step up to \$1,500 or \$1,100 for top step teachers or a one-time payment of one percent to all other associations. The one percent for Administrative or Non-Affiliated groups is considered a placeholder as these groups have not completed their bargaining process. The budget recognizes increases in costs in the benefit area; however, savings due to plan changes in the self-funded insurance will offset the estimated 5% increase. Retirement costs are established by the State. The estimated retirement cost increase in the 2014/15 budget is 12.4%. This percentage is much higher than in the past due to reforms made in MPERS system in 2012/13 on the UAAL portion of the costs and there is a corresponding amount of revenue as the State's contribution toward these UAAL costs.

Since 2002/03 the District implemented over \$60 million in reductions, efficiencies and revenue enhancements as well as closed four elementary schools and an administrative site. We also changed from a semester block schedule to a trimester schedule, changed class sizes, reduced some programming as well as reconfigured our instructional program in K-4, 5-6, 7-8 and 9-12 levels. We have had very positive negotiations with our associations and many costs that could have grown substantially over that time have remained flat or declined due to the implementation of these changes. We have learned to take a longer term approach to our budget and provide some stability for our students, staff and families by also balancing our reductions of the past by a targeted use of fund balance over time; however, we have a structural problem that we cannot keep cutting our way out of.

We met several times with the Board to talk about the budget process and forecast to determine the amount of fund balance that could be used as a portion of the budget solution for the 2013/14 budget and whether or not the Board would allow administration to use an estimate of annual variance (the difference between the second amendment and the final actual) as a component. This was a critical factor in the decision to minimize expenditure reductions. CO Team provided their recommendation to the Board as to the targeted amount of reduction. The Board concurred with CO Team and work began on a budget solution. Our hope was that fund balance would fall within the range as prescribed.

Budget development was aided by association agreements authorized in March 2013 which provide a level of knowledge in our budgetary process that formerly came after budgets were adopted. Agreements with the teachers, paraprofessional and clerical, custodial and maintenance and transportation units are in effect through June, 2016. Administrative and non-affiliated staff contracts remain to be negotiated. While most of these agreements include additional wage payments, a provision related to additional time needed to fully implement PLT's were agreed to without additional compensation. It was critical to obtain a three year agreement to put some stability for time into the contract and be able to provide our community with a three year school calendar. This will allow the District to concentrate on various other facets in lieu of working on these details annually.

A proposed reduction list was created from the combination of items brought by Instruction and Instructional Support. Input was received from a variety of meetings held with various stakeholder groups. It was very difficult for leaders and staff to target areas for reduction without pointing to areas outside of their influence.

The main areas of emphasis in the reduction plan included materials/supplies and conferences (less professional development substitutes due to added time provision and a reduction of supplies due to excess carryovers), right sizing of classrooms (class sizes had dropped below staffing levels at all four of the levels including some high school classes) and then finally reductions of various budget areas across the District. We also benchmarked with other surrounding districts the level of support in the Instructional Support area, so many of the reductions stem from this comparison. The total number of reduced positions equated to 42.23 fte (41.6 in the General Fund and .63 in the Nutrition Services Fund). Due to the number of positions identified in the plan, the District established a small early retirement incentive for senior staff to consider to aid in keeping lower level staff. These incentives are used whenever the District is reducing overall positions. The incentive is \$10,000 for the first 25 FEA members and \$15,000 for beyond 25. It is \$10,000 for FASA members. For CMC and ESP members, the amount is \$5,000 and is limited to 4 and 10 respectively which were estimated based upon the overall reduction plan.

The District will allow the proactive budget model to assist in reducing future expenditures in a systematic way that will give us the needed information to maintain a balanced budget in the future. Preliminary meetings have been established early in the fiscal year to start to address future budgets and the fact that the current budget practice is unsustainable and we will need to address the way to align our costs with our resources. From the input process several areas of investigation were identified. These areas will help with the budget for future years.

We will be closely monitoring the current health of the State of Michigan and what additional factors may come into play that may affect the assumptions we have used. As we move toward our fund balance target range we will closely scrutinize cash flow and look to

borrowing to help with potential cash shortfalls. We may need to consider adjustments during 2014/15 depending upon how close our forecasted numbers are as well as how close our audit results for 2013/14 are to budget.

The reductions of the past and present are devastating to the District as they affect our buildings, our staff and our students. We believe in a strong curriculum and maintain that we will deliver the best for our students and the community. In the future we will look toward further revenue enhancements, efficiencies and reductions as we hold fast to doing what is best to increase student achievement and meeting the goals of the District.

The foundation allowance for the 2014/15 year is estimated at \$10,008. The estimates included in this document are based upon what the Governor proposed in his budget bill in February, 2014. We are also budgeting for what the Governor had previously considered as one time money for best practices at \$52 per pupil and student performance at \$70 per pupil. Much discussion is occurring legislatively as to what the budget for the State will be for next year.

The current proposed deadline for discussion is June 1<sup>st</sup>, which is well after the completion of our budget process in order to meet the timelines to have our Board of Education review and approve our budget. We are disappointed that the Governor has continued to include funding both the community colleges and higher education in the School Aid Fund which had been previously designated for K-12 education.

We are hopeful that the decline in the economy in Michigan has bottomed out. Forecasters at the county tell us to anticipate small increases in taxable values for over the next several years. In the District, we are anticipating a small overall increase in homestead values, however; there remains a decline in the large commercial base of properties so the net increase is estimated at .27%. The back log of tax tribunal cases left to be settled at the State level seems to be dwindling, but any further adjustments will impact future revenue streams. Michigan's School Aid Fund's dependence upon sales tax, property values and income tax does not bode well for future revenue predictions. The long cold winter and tax policy decisions have negatively impacted our revenue sources. There is also legislation that will eliminate a portion of our property from taxations and we are told we will be held harmless on this revenue, but more information will be forthcoming. The overall impact of this on all funds of the district is unknown and will most likely not be decided before the budget is approved.

Overall, revenue is budgeted to increase 1.34 percent from 2013/14. Expenditures are proposed to decrease 1.22 percent from 2013/14.

The majority of revenue, approximately 87 percent, is from State and local sources in the form of State Aid and property taxes, respectively. The majority of expenditures, approximately 81 percent, are for instruction, pupil and instructional services and school administration.

The chart on the next page represents the comparison between 2013-14 and 2014-15 by functional category and the corresponding percentage change.

**Proposed General Fund Budget  
2013-14 and 2014-15**

	<b>2013-14 Revised Budget</b>	<b>2014-15 Proposed Budget</b>	<b>Percent Change</b>
<b>Revenue</b>			
Local Revenue	\$ 45,837,829	\$ 44,953,740	(1.93%)
Interdistrict Revenue	837,998	757,476	(9.61%)
State Revenue	78,967,116	80,092,397	1.42%
Federal Revenue	4,994,201	4,994,201	-
Transfers & Other Transactions	7,151,892	8,840,736	23.61%
<b>TOTAL REVENUE</b>	<b>137,789,036</b>	<b>139,638,550</b>	<b>1.34%</b>
<b>Expenditures</b>			
Instruction	71,680,487	71,185,403	(0.69%)
Added Needs	17,799,785	17,634,702	(0.93%)
Adult Education	97,456	110,519	13.40%
Total Instruction	89,577,728	88,930,624	(0.72%)
Pupil & Instructional Services	20,966,175	21,284,777	1.52%
General Administration	1,643,834	1,162,327	(29.29%)
School Administration	7,526,985	7,419,088	(1.43%)
Business	2,020,634	1,876,071	(7.15%)
Maintenance and Operations	10,892,812	10,819,084	(0.68%)
Transportation	6,579,706	6,807,458	3.46%
Athletics	1,985,910	1,940,380	(2.29%)
Other Central Services	3,289,768	3,228,415	(1.86%)
Total Support Services	54,905,824	54,537,600	(0.67%)
Community Services	1,498,520	1,456,058	(2.83%)
Intergovernmental Payments	151,111	151,111	-
Site Improvements	1,700	1,800	5.88%
Transfers & Other Transactions	875,000	145,000	(83.43%)
<b>TOTAL EXPENDITURES</b>	<b>147,009,883</b>	<b>145,222,193</b>	<b>(1.22%)</b>
Excess Expenditures over Revenue	(9,220,847)	(5,583,643)	(39.45%)
Beginning Fund Balance	19,119,783	9,898,936	
Ending Fund Balance	\$ 9,898,936	\$ 4,315,293	

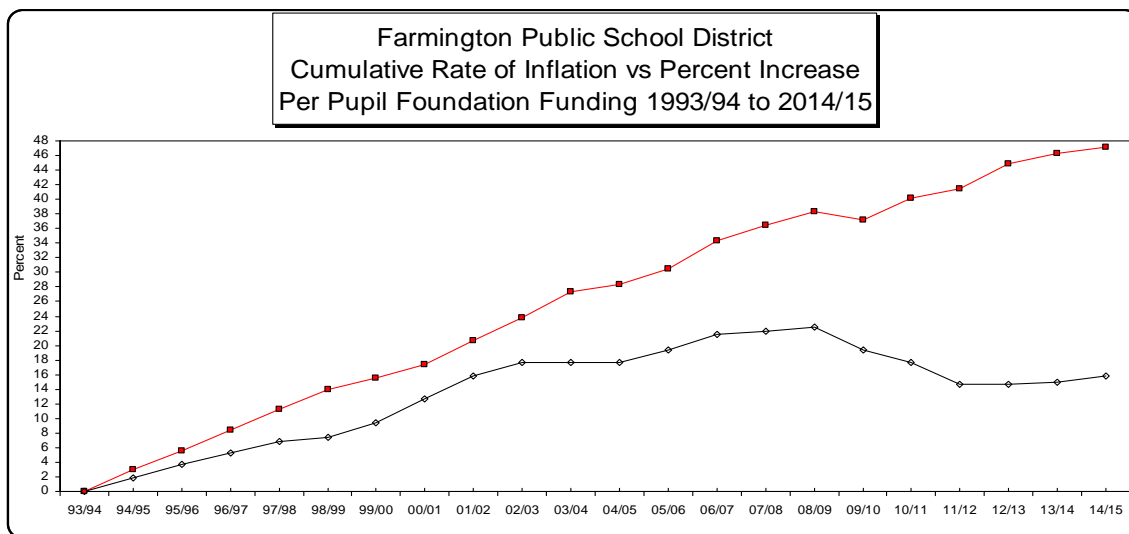


# REVENUE

## Funding of Schools

The State levies a statewide property tax of 6 mills on all property (except for industrial personal property), which is deposited into the State School Aid fund along with sales and income taxes earmarked for education. Legislatively, the State determines the amount districts will receive annually by determining the per pupil foundation provided for all students. The per pupil foundation times the number of regular education students is provided by a combination of State Aid and a local levy of 18 mills on non-homestead property and 6 mills on commercial personal property. The 18 mills on non-homesteads is subject to the Headlee limitation and must be rolled back if the 2014 taxable value increases faster than the rate of inflation after considering taxable value adds and losses. For the 2014/15 school year, the millage rate is 18 mills. Some districts, such as Farmington, are able to levy additional millage on homestead, commercial personal and industrial personal property, also known as a hold harmless millage. This millage generates \$2,067 per pupil in addition to the per pupil foundation guaranteed by the State.

It is projected that the per pupil foundation will be \$10,008. One can see from the table below that since the inception of Proposal A, revenue increases in the per pupil foundation have not kept pace with the rate of inflation overall (CPI based upon All Urban Consumers Detroit). Therefore, it is imperative for the District to continually update its long-range forecasts and continue its aggressive cost containment strategies as well as continue to implement its budget development process, which assists in prioritizing District expenditures. Currently, the State does not tie the foundation allowance to performance results or expenditures per student as a matter of academic efficiency, but much discussion is taking place to do just that. The State is attempting to equalize the foundation allowances for all schools and has added proposals where districts receiving below a set allowance receive more than districts that are hold harmless districts. We will closely monitor these proposals as they do not address equity or equality of funding, nor are they tied to performance indicators.



## PER PUPIL FOUNDATION INCREASES UNDER PROPOSAL A

	<u>YEAR</u>	<u>PUPIL \$</u>	<u>INCREASE (DECREASE)</u>		<u>PERCENT INCREASE (DECREASE)</u>	<u>INFLATION INCREASE (DECREASE)</u>
Base Year	93/94	8,407	----		----	----
	94/95	8,567	160		1.9	3.0
	95/96	8,720	153		1.8	2.6
	96/97	8,875	155		1.5	2.8
	97/98	9,029	154		1.7	2.8
	98/99	9,029	51	a	0.5	2.7
	99/00	9,263	234		2.0	1.6
	00/01	9,567	304		3.3	1.9
	01/02	9,867	300		3.1	3.2
	02/03	10,059	192		1.9	3.2
	03/04	10,059	0		0	3.6
	04/05	10,059	0		0	0.9
	05/06	10,234	175		1.7	2.2
	06/07	10,444	210		2.1	3.8
	07/08	10,500	56	b	0.5	2.1
	08/09	10,556	56		0.5	1.9
	09/10	10,211	(345)	c	(3.2)	(1.1)
	10/11	10,195	(170)	d	(1.7)	3.0
	11/12	9,895	(300)	e	(2.9)	1.2
	12/13	9,895	0		0.0	3.5
	13/14	9,925	30		0.3	1.4
	14/15	10,008	83		0.8	0.8

a One time State aid supplemental not added to per pupil foundation.

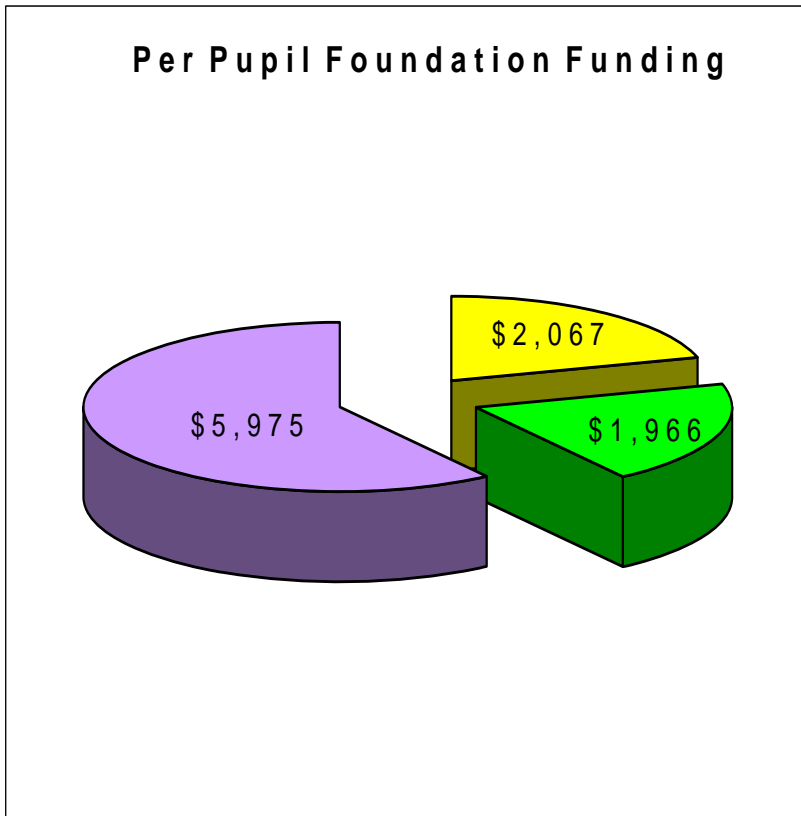
b The increase is due to the District being able to levy the full 18 mills on non-homestead properties. This millage had been previously rolled back to 17.9388 mills resulting in the loss of approximately \$8 per student as well as foundation increase of \$48 per pupil.

c The State eliminated a portion of our foundation also known as 20J which equated to \$191.22 per pupil plus a loss of an additional \$154 per pupil which was offset by an additional allocation of federal dollars through the American Recovery and Reinvestment Act.

d The State reduced \$170 per pupil in the foundation allowance which was offset by federal dollars through the American Recovery and Reinvestment Act.

e The rebasing of the foundation allowance by an additional amount of \$300 per pupil.

The breakdown of the \$10,008 per pupil foundation is shown below.



**HOW THE PER PUPIL FOUNDATION IS FUNDED**

\$2,067 9.4872 mills on homesteads, commercial personal and industrial personal property (hold harmless mills)

\$1,966 18.0000 mills on non-homesteads plus 6.0000 mills on commercial personal property

\$5,975 State Aid fund (a portion of which is generated by a statewide levy of 6 mills on all properties. FPS's 6 mills equates to \$1,769 per pupil)

**\$10,008 TOTAL PER PUPIL FOUNDATION**

For 2014/2015, Farmington's estimated per pupil foundation of \$10,008 will be generated as shown above with 18 mills levied by the District on non-homestead properties and State Aid equaling \$5,975 per pupil. The balance of \$2,067 is generated by a hold harmless levy of 9.4872 mills on homesteads. As homestead taxable values increase and the number of pupils decrease, the amount of hold harmless millage levied is decreased. Since the District's actual blended pupil count is unknown at this time, a rate of 9.4872 mills is proposed for levy in July 2014. If necessary, an adjustment to the millage rate will occur on the December 2014 tax levy. The table on the next page depicts the millage rate for both homestead and non-homestead properties proposed to be levied at this time by Farmington Public School District, 1/2 in July and 1/2 in December. The District has reduced its original Proposal A homestead levy by 4.4128 mills to 9.4872 mills since 1994. Prior to Proposal A, the District levied a total of 33.51 mills. Since Proposal A, the levy decreased to 17.7472 mills on homesteads and 26.2600 mills on nonhomesteads, a decrease of 47.04 percent and 21.64 percent, respectively.

**FARMINGTON PUBLIC SCHOOL DISTRICT  
STATE & LOCAL SCHOOL DISTRICT MILLAGE  
2014/2015**

	<b>HOMESTEAD MILLS</b>	<b>NONHOMESTEAD MILLS</b>	<b>COMMERCIAL PERSONAL</b>	<b>INDUSTRIAL PERSONAL</b>
State Levy	6.0000	6.0000	6.0000	0.0000
Local Levy	0.0000	18.0000	6.0000	0.0000
Local Hold Harmless	9.4872	0.0000	9.4872	9.4872
Debt Levy	<u>2.2600</u>	<u>2.2600</u>	<u>2.2600</u>	<u>2.2600</u>
<b>TOTAL</b>	<u>17.7472</u>	<u>26.2600</u>	<u>23.7472</u>	<u>11.7472</u>
Prior to Proposal A	33.51	33.51	33.51	33.51
% Change	(47.04%)	(21.64%)	(29.13%)	(64.94%)

In 2008, the tax structure for Michigan businesses was changed to provide relief. In that process, the State changed the way that schools can levy millage on the different types of property classifications. Prior to 2008, industrial and commercial personal property were classified under non-homestead.

A mill represents one dollar of tax per one thousand dollars of taxable value. Taxable value is the lower of the 2013 State Equalized Value (SEV) **or** capped value (the 2012 taxable value times the rate of inflation, or 5 percent whichever is less). State Equalized Value is one-half the market value. To find the amount of tax, divide taxable value by 1,000 and multiply by the number of mills levied on homesteads. For instance, a homestead with a taxable value of \$75,000 would pay \$75,000 divided by 1,000 times 17.7472 mills, or \$1,331.

**Revenue by Line**

As stated, the two major components of revenue are from local revenue, mainly property taxes and State Aid. These two sources will provide the per pupil foundation projected to be \$10,008 per pupil for Farmington Schools. As shown earlier, the percent change for each budget function is provided. Total revenue is budgeted at \$139,789,036, an increase of approximately 1.34 percent over 2013/14. This increase is primarily due to the net effect of 298 less pupils, an increase in the foundation allowance, one-time estimated proceeds for the sale of real property on two school parcels, an increase in special education funds from Oakland Schools for our share of the P.A. 18 distribution due to an increase in taxable values, and an estimated increase of 2.66% of wages for the State's contribution to the rising costs of retirement.

Expenditures are budgeted at \$145,222,193, a decrease of about 1.22 percent from the prior year. Expenditures exceed revenues by \$5,583,643. Included in revenue are one time resources for the sale of real property and a transfer from the Capital Projects (Technology/Other Projects) Fund amount to additional shortfall of \$1.2 million in future years leaving a challenging balance of \$6.7 million in ongoing program costs which will need to be reduced in the future as we are already well below the fund balance target level.

The assumptions used to arrive at local property tax and State per pupil foundation revenues are as follows:

1. Property taxes are based on preliminary taxable values provided by the city and township assessors as of May 2014.
2. The base per pupil foundation will increase to \$10,008 per pupil.
3. The number of blended non-special education pupils for 2013/14 will be at 10,142 pupils, a decrease of 298 students from what was budgeted for 2013/14. The number of blended special education students is estimated at 435 pupils.
4. Millage on homesteads, commercial personal and industrial personal property will be 9.4872 for operations, 18.0000 mills on non-homesteads and 6.0000 mills on commercial personal property for operations.

Applying the assumptions noted above, the per pupil foundation of \$10,008 will be generated on 10,142 regular education pupils for day-to-day operations. Of this amount, 76 percent will come from State Aid and 24 percent from local property taxes from homesteads, non-homesteads, commercial and industrial personal property. In addition, \$2,067 will be generated for each resident special education pupil from the hold harmless millage.

Since 1997, total enrollment has risen 415 pupils to 12,202 in September 2006. The enrollment dropped in September 2007 by 11 pupils and by 2017 is expected to fall to 10,082 pupils.

Local property taxes account for 92 percent of local revenue. Other local revenue includes tuition for non-resident students and preschool programs as well as earnings on investments and other miscellaneous revenue such as building usage and charter field trips to name a few.

Interdistrict revenue includes dollars received from Oakland Intermediate School District for other special grants received. These grant dollars are not budgeted until acknowledged by Oakland Intermediate School District. Interdistrict revenue also included tuition charged to other Oakland County Districts for students who are education at Visions, a school run by Farmington Public Schools.

The balance of State Aid received is categorical aid, which includes allocations for special education as well as for various other categories of programs such as vocational, special education transportation, MPSERS offset funds and the Headlee obligation for data collection. Until 1997/98, districts received the same unrestricted per pupil foundation for regular education and special education students.

With the settlement of the Durant lawsuit, the State reclassified the per pupil foundation dollars for special education students as categorical aid. This was done to meet the requirement that the State pay 28.6138 percent of the cost of special education as required by the State constitution as a result of the Headlee amendment. Therefore, the amount of special education categorical funding is derived by multiplying eligible costs times 28.6138 percent and subtracting \$8,132 (State per pupil foundation less \$2,067 hold harmless revenue plus \$191 lost 20j funding) per special education student. The balance is then paid as additional categorical aid. The District believes the State should be paying 28.6138 percent of costs over and above the per pupil foundation plus the State foundation. For 2014/15, this amounts to a loss in State revenue of \$3.6 million annually. However, voters did approve an increase in county special education millage during 2001/02, which offsets this shortfall. The balance of the shortfall must be covered from revenue generated on regular education pupils which results in less dollars being available for regular education program offerings.

It is expected that federal revenue from grants will remain stable. Federal revenue saw a substantial increase in 2009/10 and 2010/11 due to the allocation from the State of Michigan of State Stabilization Funds as well as the American Recovery and Reinvestment Act funding. Other grants include IDEA-Special Education, Title I-reading/math/science services for underprivileged students, and Headstart. The budget for 2014/15 reflects a level of funding that existed prior to the infusion of these one time dollars.

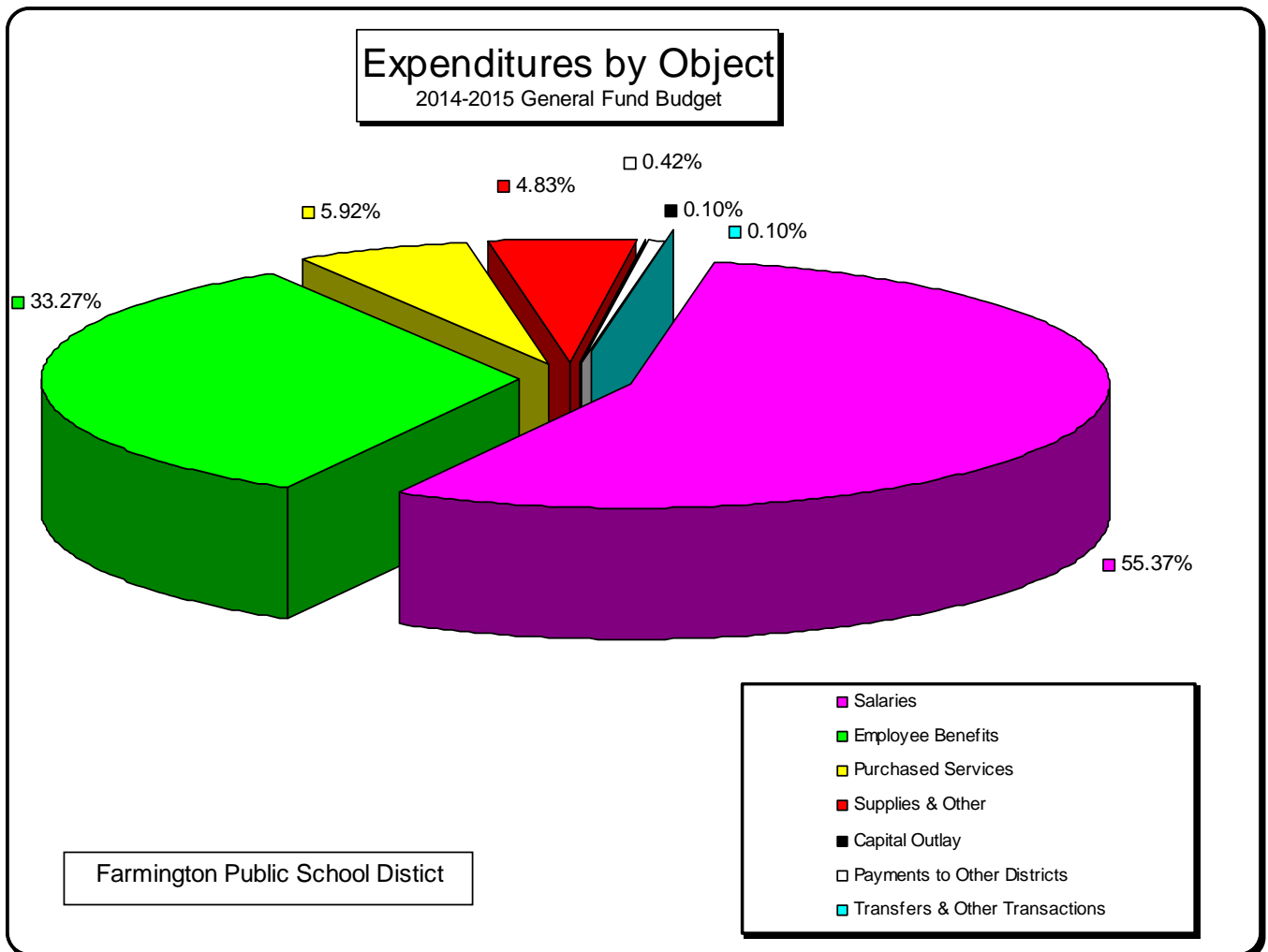
The amount shown as Transfers & Other Transactions is from the District's Special Education Center Fund, the Capital Projects (Technology/Other Projects) Fund and Nutrition Services Fund as well as the sale of fixed assets and the estimate for the sale of real property for two school sites. The Special Education transfer represents the indirect costs attributable to the center program such as personnel, accounting, payroll, maintenance, overall administration and the like, which are budgeted in the general fund. The transfer from the Nutrition Services Fund is to partially cover indirect costs similar to those noted for Special Education. The increase in the transfers and other transactions is due to one-time funds estimated to be received from the sale of real property in 2014/15 and an increase in additional funds available in the Special Education Center Fund due to an increase in taxable value at the county level so more funds are available for distribution to local school districts.

# EXPENDITURES

## BY OBJECT

The largest expenditure area is employee compensation. Total compensation, including wages and benefits, accounts for approximately 88.64 percent of the budget. The proposed budget includes wage increases for the 2013/14 school year. Changes in self-funded health plans are estimated to offset an estimated increase in costs of five percent. Retirement costs are established by the MPSERS system and are estimated to increase 12.40 percent. As a reimbursing employer to the State unemployment system, the budget is estimated at \$175,000 due to the number of positions included in the reduction plan.

The chart shown below shows expenditures by object-salaries, benefits, purchased services, supplies, capital outlay, payments to other districts, and transfers & other transactions.



Expenditures for Instruction shown earlier, which includes K-12 programming, show an overall decrease of .69 percent. Expenditures include salaries, benefits, purchased services and supplies, capital outlay and payments to other districts. The Instruction function includes the direct classroom costs of teachers and paraprofessional as well as classroom equipment, supplies and textbooks.

Significant changes in Instructional expenditures include:

- A net reduction of wages with a loss of 20.60 positions included in the reduction plan through right sizing classrooms based upon staffing ratios, reduction of responsibility room paraprofessionals, reduction of QI coaches as well as the allocation of one staff from the International Academy who will be put back into our staffing.
- A wage increase for teachers of ½ steps up to \$1,500 or \$1,100 for staff at the top of the scale, a one percent increase for paraprofessional staff, and a small decrease is shown for the effect of the difference between retiring staff and the cost of new staff.
- Blended retirement benefit rate that must be paid to the Michigan Public Schools Employee Retirement System (MPERS) of 33.00 percent, an increase of 3.65 percentage points from 29.35 percent.
- Insurance benefit costs are held constant from 2013/14 due to plan changes which will be in effect in 2014/15 on our self-funded insurance plans netted with an increase in costs of 5 percent.
- A reduction of approximately \$150,000 in the allocation of substitutes used for professional development.
- The reduction of approximately \$84,000 in materials budgeted for the IB program.
- The reduction of approximately \$245,000 in carryover budgets allocated to the schools for materials.
- A reduction of \$30,000 at the high school level of dollars previously budgeted for student activities.

Added needs, decreasing about .69 percent, includes special education, Headstart, bilingual, and vocational education staff, as well as equipment, supplies and textbooks. Expenditures include salaries, benefits, purchased services and supplies, capital outlay and payments to other districts. This function includes an estimate for salaries, retirement and insurance cost changes similar to Instruction.

- A reduction of 10.00 positions due to right sizing of classrooms, this reduction includes 2.00 teachers and 8.00 paraprofessionals.
- A reduction of approximately \$60,000 in the allocation of substitutes used for professional development.

Adult Education, increasing approximately 13.40 percent, provides English as a Second Language in our community. The increase is mainly due to the increasing retirement costs.



Support Services are projected to decrease .67 percent on a net basis as each line under Support Services contains salaries, benefits, supplies and purchased services, capital outlay and payments to other districts. Each function includes an estimate of one percent compensation increase, but the retirement and insurance costs changes are similar to Instruction.

- Pupil & Instructional Services has increased due to the increasing retirement costs.
- General Administration has declined due to the reduction of 2.00 positions in the budget reduction plan. Additional dollars are budgeted in 2013/14 due to vacation payoffs of positions budgeted in this function.
- Business is declining 2.00 positions included in the budget reduction plan.
- Maintenance and Operations has declined due to the 3.00 positions included in the budget reduction plans as well as reductions for contracted services and capital outlay.
- Transportation costs are estimated to increase 3.46% due to the adding of an additional mechanic as we have not purchased new busses over two fiscal years.
- Athletics cost have decreased due to the elimination of uniforms out of the 2014/15 budget netted with an increase in time allocated to the athletic director as well as the reduction of middle school sports to one team per school.
- Other Central Services has declined due to the reduction of 1.00 positions in the budget reduction plan.

Community Services is showing a decrease of 2.83 percent due to the reduction of a .50 clerical position at Alameda from the reduction plan which was an additional allocation in the past for special education records.

Intergovernmental Payments include payments to other districts as a sub-grantee of a federal grant and payments to Oakland ISD for rent due for the Visions school building which houses the moderately cognitively impaired program which was previously included in the Special Education Center Fund, but due to the number of pupils that Farmington residents is now classified within the General Fund.

Transfers & Other Transactions include the transfer of approximately \$145,000 to the Capital Projects (Maintenance/Bus Purchases) Fund. The annual transfer is budgeted at \$2.3 million however this budget was reduced with the budget reductions. The budget had been previously reduced in the 2013/14 year as well down to the level shown of \$875,000.

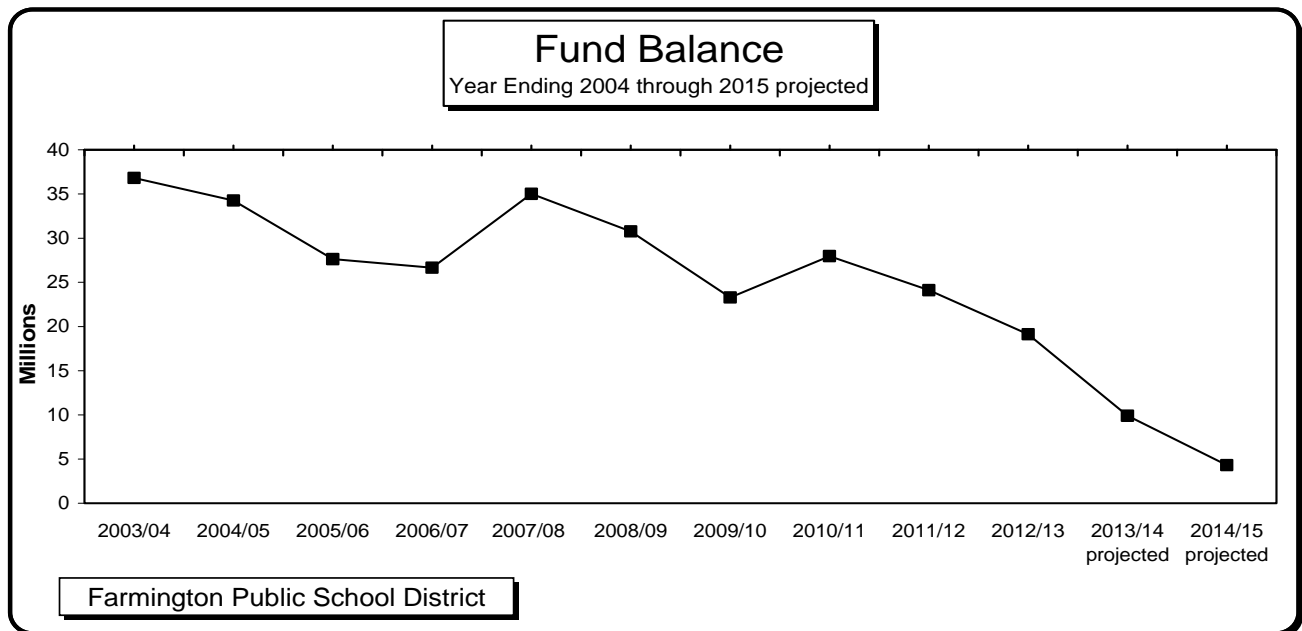
### Staffing

Overall, general fund staff will decrease a net of 41.60 positions. These positions were the net result of the loss of 44.10 positions with the 2014/15 budget reduction plan and the addition of 2.50 positions to help in areas of concern such as an additional mechanic, an additional counseling technician as well as increasing our athletic director to full time.

The special revenue funds will decrease a net of .63 positions due to a retirement and changes in job responsibilities in the Nutrition Service Fund.

## Fund Balance

The District's fund balance is a cumulative figure that is the result of all prior year revenues over expenditures and is shown historically in the following chart. The estimated ending fund balance of \$4,315,293 represents 3.0 percent of expenditures.



### FUND BALANCE YEAR ENDING 2002 THROUGH 2013 PROJECTED

	Amount	Percent of Expenditures
2002/03	34,701,496	22.7%
2003/04	36,819,967	26.7%
2004/05	34,261,798	24.0%
2005/06	27,622,841	18.0%
2006/07	26,656,030	17.8%
2007/08	35,015,827	24.0%
2008/09	30,773,062	19.9%
2009/10	23,292,171	15.0%
2010/11	27,973,089	19.5%
2011/12	24,111,484	16.9%
2012/13	19,119,783	10.8%
2013/14 projected	9,898,936	6.7%
2014/15 projected	4,315,293	3.0%

## **Budget Projections**

The budget forecast to the year 2017/18 shows revenues declining for all three forecasted years as we are estimating no increase in the foundation allowance and declines in enrollment. Fall count regular education student enrollment is expected to drop to 10,082. Expenditures are projected to increase 3.4% percent over the three-year period. As the budget currently stands the fund balance falls below the target range of 8-12 percent. It is noted that these estimates are based upon unknown variables such as State Aid, student enrollment, and expenditure variables such as staffing, future negotiated wage increases, and inflation.

It is not expected that the District will allow its fund balance to fall as projected nor can we operate in a deficit by state law. An active insurance advisory group is looking at further health and benefit options that can save additional funds. We also have two additional parcels of vacant land which were former school sites that we are in the process of working with a real estate agent to put up for sale. We also have one additional site which has a closed building which may be attractive to a buyer due to its close proximity to the downtown area of the City of Farmington. Should the Capital Planning process provide for a bond proposal, this could free up dollars that are currently being spent in the facilities area on repairs to buildings with an average age of greater than 50 years. The Superintendent's Administrative Team is also looking at the next three to five years and examining various aspects of our budget with the intent of looking at other efficiencies that can be achieved without cutting further programs and services to students. It is also too early to determine the impact of the early retirement incentive on the proposed budget, but it should help to offset rising staff costs into the future.

Any of these factors could change our fund balance by one to two percent in a given year as well as we know during the audit process we typically have a variance of an additional two percent. However, the forecasts are an early indicator that the District will need to continue to be diligent in controlling costs to try to maintain a fund balance within the target range of 8-12 percent of expenditures. It is very difficult to raise revenue in education especially with declining enrollment, so the expenditure side becomes the only available option in balancing a budget. As a very personnel dependent industry, any cuts mean staffing reductions or loss of jobs in some way. The budget advisory committee will need to quickly live into its proactive budget model. This will be the basis for some of the tough decisions that need to be made about programmatic reductions or creative solutions to keep the fund balance within the established policy.

The District issued bonds in the amount of \$24,030,000 as a result of the successful authorization by voters in August 2004 to fund the renovation of the secondary outdoor facilities as determined by a master plan developed in the 2004 school year. The District refunded the callable portion of the 1997 bond issue to take advantage of favorable interest

rates. This refunding will save taxpayers \$4,285,920 in interest costs over the life of the bond issue. The District also refunded the callable portion of the 2004 bond issue to take advantage of favorable interest rates. This refunding will save taxpayers \$1,092,859 in interest costs over the life of the bond issue. Overall, the District's debt including interest equates to about 0.9 percent of the District's 2014 preliminary taxable value of \$3,238,856,280.

## ALL FUNDS

The table below sets forth budgeted expenditures for each fund of the District. The remaining three funds not yet discussed include the debt, special revenue and capital projects funds.

### TOTAL BUDGETED EXPENDITURES FOR ALL FUNDS

	2013-14 Revised Budget	2014-15 Proposed Budget	Percent Change Prior Year
<b>Governmental Funds:</b>			
General Fund	\$ 147,009,883	\$ 145,222,193	(1.2%)
Debt Service Fund	8,065,458	7,568,450	(6.2%)
Special Revenue Fund			
Special Education Center Fund	13,874,443	14,560,572	4.9%
Nutrition Services fund	3,925,343	4,003,646	2.0%
Capital Projects Fund			
Capital Projects (Technology/Other Projects) Fund	16,063	235,000	1363.0%
Capital Projects (Maintenance/Bus Purchases) Fund	750,000	508,320	(32.2%)
<b>Total Governmental Funds</b>	<b>\$ 173,641,190</b>	<b>\$ 172,098,181</b>	<b>(0.9%)</b>
<b>Proprietary Fund:</b>			
Internal Service Fund - Benefit Stabilization Fund	\$ 22,408,281	\$ 20,941,700	(6.5%)

## GOVERNMENTAL FUNDS

The Debt Service Fund receives monies collected specifically for the repayment of scheduled principal and interest on outstanding bond issues for school construction and renovation. Currently, bonds are outstanding for the 2004 and 2005 and 2013 bond issues. Debt payments for 2014/2015 total \$6,150,000 for principal and \$1,318,200 for interest. Interest payments

are made in November and both principal and interest payments in May. The ratio of debt to taxable value decreased from 1.1 percent to 0.9 percent in 2014.

The Special Revenue Fund contains funds for special education center programs and nutrition services.

The Special Education Center Fund is used to record all transactions associated with special education center programs administered by the District on behalf of the Oakland Intermediate School District.

Districts can choose to educate their resident students in a center program or their home district. If a center program is chosen, the resident district pays tuition to the educating center program for each student attending the respective center program. In turn, P.A. 18 funds (which permits a countywide millage for special education programming) collected by Oakland Intermediate School District are distributed to all districts based upon each district's total special education costs to defray the cost of special education in each district.

The Nutrition Services Fund provides for the school breakfast and lunch program as required by State law. Lunch sales are expected to increase with expenditures increasing due to salary and fringe benefit packages and the cost of food. This fund is self-funded through student and staff purchased meals. Student and adult meal prices are reviewed annually. No increase in the student meal price has been included in the 2014/15 budget and the maximum transfer to the General Fund to aid in covering the allowable indirect costs of its program operations is budgeted.

The Capital Projects Fund contains monies for Capital Projects (Technology/Other Projects), and Capital Projects (Maintenance/Bus Purchases).

The Capital Projects (Technology/Other Projects) Fund provides monies (transferred from the general fund) to replace and purchase additional computers, network electronics and other technology needed on a districtwide basis. Approximately 4,500 computers exist in classrooms, technology labs, and in support areas are throughout the District. Based on current budget constraints we have extended the replacement cycle to seven years. At the present time there is no transfer budgeted.

The Capital Projects (Maintenance/Bus Purchases) Fund contains transfers from the general fund to fund the purchase of buses and capital maintenance projects. These projects are proposed on an annual basis based upon a review of the capital needs of the District, which is closely monitored by the maintenance department, and the constant updating of the preventative maintenance/replacement schedule.

## **PROPRIETARY FUNDS**

The Internal Service Fund is used for operations serving other funds or departments within a government on a cost-reimbursement basis.

The Benefit Stabilization Fund was established in 2012/13 through a refund of a reserve held with an insurance carrier. It will be used to account for health, dental, vision, life insurance and long-term disability expenditures which will then be charged to other funds in the District.

The Enterprise Fund is used for services provided to the public on a user charge basis, similar to the operation of a commercial enterprise. The District does not operate any Enterprise Funds currently.

For each fund noted on pages 27-28, the proposed revenues, expenditures and fund balance information is shown on the following page.

**PROJECTED BEGINNING FUND BALANCE, ENDING FUND BALANCE,  
AND CHANGE IN FUND BALANCE - ALL FUNDS**

	Projected Beginning Fund Balance	Proposed Revenues	Proposed Expenditures	Projected Ending Fund Balance	Projected Change in Fund Balance
<b>Governmental Funds:</b>					
General Fund	\$ 9,898,936	\$ 139,638,550	\$ 145,222,193	\$ 4,315,293	\$ (5,583,643)
Debt Service Fund	717,985	7,338,681	7,568,450	488,216	(229,769)
Special Revenue Fund					
Special Education Center Fund	1,936,061	14,318,967	14,560,572	1,694,456	(241,605)
Nutrition Services fund	753,730	3,845,606	4,003,646	595,690	(158,040)
Capital Projects Fund					
Technology/Other Projects	298,952	5	235,000	63,957	(234,995)
Maintenance/Bus Purchases	416,249	145,000	508,320	52,929	(363,320)
<b>Total Governmental Funds</b>	<b>\$ 14,021,913</b>	<b>\$ 165,286,809</b>	<b>\$ 172,098,181</b>	<b>\$ 7,210,541</b>	<b>\$ (6,811,372)</b>
<b>Proprietary Fund:</b>					
Internal Service Fund -					
Benefit Stabilization Fund	\$ 135,929	\$ 21,602,281	\$ 20,941,700	\$ 796,510	\$ 660,581

**WHAT WE ARE PROUD OF**

The District strives for educational excellence which is exemplified in the many awards and recognition received by students and staff. Students continually achieve test scores higher than State averages as shown below as well as excel in the many programs offered.

**MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP) SCORES**  
Farmington Public School District and the State

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14	
	Farmington	State	Farmington	State	Farmington	State	Farmington	State	Farmington	State	Farmington	State
<b>GRADE 4</b>												
Math	93.0	88.0	94.8	92.0	95.0	91.0	49.6	40.0	54.2	45.0	57.8	45.3
Reading (Essential)	92.0	83.0	89.3	84.0	90.0	84.0	76.5	68.0	75.7	68.1	79.7	70.0
<b>GRADE 5</b>												
Science	92.0	83.0	89.1	81.0	84.0	78.0	43.4	15.0	15.5	13.0	15.8	16.8
Social Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Writing	77.0	63.0	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
<b>GRADE 7</b>												
Math (Essential)	90.0	83.0	90.7	82.0	90.0	85.0	47.5	37.0	45.2	38.0	42.9	39.2
Reading (Essential)	88.0	80.0	86.8	82.0	87.0	79.0	71.7	60.0	70.8	62.0	69.8	60.4
Writing	87.0	78.0	(b)	(b)	59.0	48.0	57.4	47.0	60.7	52.0	62.8	53.0
<b>GRADE 8</b>												
Math	85.0	75.0	83.5	70.0	89.0	78.0	53.4	29.0	50.8	33.0	44.9	34.5
Science	85.0	76.0	84.7	76.0	87.0	78.0	69.9	16.0	18.8	16.0	19.8	19.8
Social Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Writing	84.0	74.0	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
<b>HS TESTS</b>												
Math	56.0	49.0	63.0	50.0	63.0	52.0	42.0	29.0	38.0	29.0	Not Available	Not Available
Reading	72.0	60.0	76.0	65.0	71.0	63.0	65.0	56.0	63.0	54.0	Not Available	Not Available
Science	66.0	56.0	68.0	58.0	69.0	61.0	35.0	26.0	35.0	26.0	Not Available	Not Available
Social Studies	89.0	81.0	86.0	79.0	83.0	78.0	47.0	41.0	46.0	39.0	Not Available	Not Available
Writing	59.0	44.0	59.0	44.0	57.0	47.0	59.0	49.0	61.0	49.0	Not Available	Not Available

(a) HS TESTS ARE MICHIGAN MERIT EXAM FOR 2008/09

(b) In Fall 2009, the MEAP writing test was lengthened to allow a more thorough assessment of students' writing skills. The new writing test is administered in grades 4 and 7 only. Writing scores are not reported for Fall 2009 because the new writing test was field tested this cycle. Operational writing scores will be reported for grades 4 and 7 beginning in Fall 2010.

To create college ready benchmarks the Michigan Department of Education raised the "cut scores", the lowest score a student can achieve on a test to be considered proficient or passing, on the MEAP & MME in September 2011 in effect for 2011-12 testing.

Many teachers receive "Teacher of the Year" or "Educator of the Year" recognition bringing distinction to the profession and District. The District has shown continuous progress toward meeting its goals by completing numerous action plans and is developing strategies to be advanced in the Farmington Forward process.

Adequate Yearly Progress (AYP) is one of the cornerstones of the federal No Child Left Behind (NCLB) Act. In Michigan, Adequate Yearly Progress (AYP) is a measure of year-to-year student achievement on state-wide assessments such as the Michigan Education Assessment Program (MEAP) test, and the new Michigan Merit Exam (MME). Other indicators, such as the number of students that participate in the assessments and, for high schools, graduation rate, are also considered in the calculation. The majority of our schools have consistently met AYP. Others have not, but we feel confident in our ability to raise the achievement in those buildings including the high schools to meet the standards as well as the increased graduation requirements of the State of Michigan.

According to NCLB, Michigan and other states must develop annual target goals for AYP. The State must raise the targets in gradual increments with the expectation that 100 percent of the students in Michigan will demonstrate proficiency on state assessments by the 2013/14 school year. Targets will increase each year until that point.

During 2013/14, the Michigan School Accountability Scorecards system was developed and uses a color coding system of green, lime, yellow, orange, and red to indicate school performance and combine traditional accountability metrics with Top-to-Bottom priority and focus school designations and other state/federal requirements.

The accountability system also replaces goals requiring all students to be 100 percent proficient by next school year, previously required under the federal No Child Left Behind (NCLB) Act. Under the new system, rather than expecting all schools to meet the same academic goals, Michigan has set individual goals for each school and district with the expectation that they will show incremental growth to reach 85 percent proficiency by the 2021/22 school year.

A total of 3,397 schools and 873 districts received scorecards. Approximately three percent of schools received a green scorecard, 15 percent received red scorecards and 82 percent received yellow, orange or lime green scorecards. The new system also holds schools accountable for the academic growth of their lowest-performing 30 percent of students.

Focus Schools are the 10 percent of schools with the widest achievement gaps between highest and lowest performing students. This gap may still occur even in schools whose overall performance is relatively high compared to the state average.

This year, 349 Focus Schools were identified from 185 different school districts across Michigan. 164 of these schools are on the Focus List for the first time, while 185 of these schools were also designated Focus in 2012.



Twice, Farmington Public School District has been designated a Blue Ribbon School District by Expansion Management Magazine. To be ranked as a Blue Ribbon School, a district must rank nationally in the upper third of all school districts. We were also recognized and awarded a gold medal in Expansion Management's magazine's 16<sup>th</sup> annual Education Quotient Rating program.

During 2010/11, the District was recommended for Accreditation status by an AdvancEd Quality Assurance Review (QAR) Team. AdvancED is a global leader in advancing education excellence through accreditation and school improvement. The AdvancEd Accreditation Process, a protocol embraced around the world, is a clear and comprehensive program of evaluation and external review, supported by research-based standards, and dedicated to helping schools, districts and education providers continuously improve. The District was measured against seven standards for quality systems that reflect research and best practice, not just in education, but in organizational excellence in general. In five of the seven standards the District received a "highly functional" rating which is considered exemplary.

The District has received the ASBO Meritorious Budget Award seventeen times for its 1997/98 through 2012/13 budget document as well as seventeen times for the Certificate of Excellence in Financial Reporting for its 1996/97 through 2001/12 financial reports. We recognize the financial support of the community and continually seek to improve services, meet expectations of the community, and be fiscally responsible.

Farmington Public School District  
Farmington, Michigan

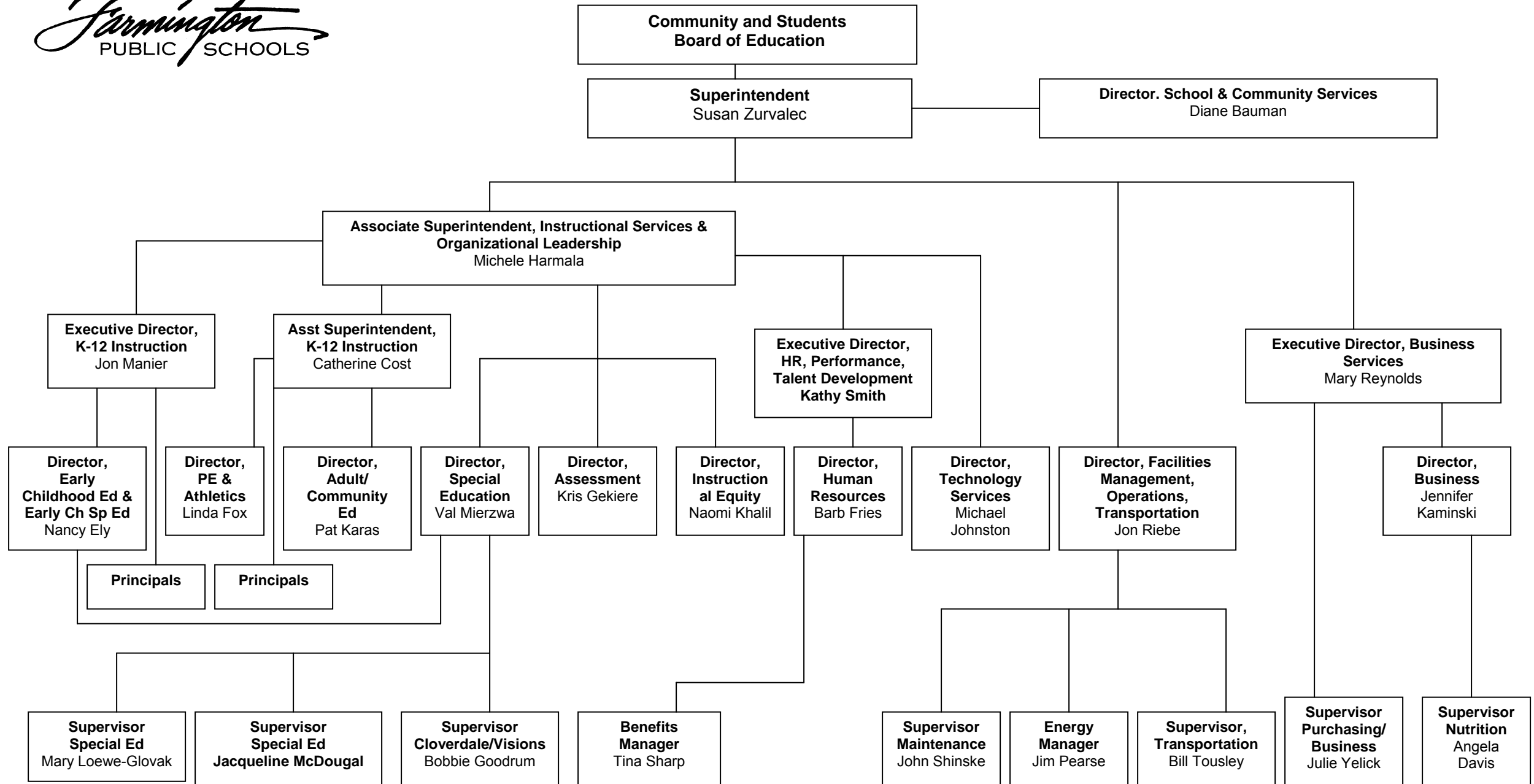
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# Organizational Section



ADMINISTRATIVE ORGANIZATIONAL CHART

Effective July 2013



# FARMINGTON PUBLIC SCHOOL DISTRICT 2014/2015 BUDGET

## STRATEGIC PLANNING

The **Mission** of the Farmington Public School District states:

Farmington Public School District, together with our community, will engage every student in a quality learning experience, empowering each student to become a thoughtful contributing citizen in a changing world.

This statement was developed with broad input by parents, community, instructional and support staff and students of the District. In addition, a vision statement and District goals, shown below, are the driving force behind District financial decisions.

The **Vision** of Farmington Public School District is high achievement by all students, where learning is our most important work. We are a District in which:

- Students, teachers, parents, community members, support staff and administrators work collaboratively to create a positive learning environment to ensure all students are successful, competent and productive.
- Teachers hold high expectations for all students.
- We rely on our diversity of thought, perspective and people to build on our strengths.
- All students and staff feel empowered and supported.
- Teachers use best practice in every classroom to engage each child.
- Each school provides a safe, caring and nurturing environment for students, staff and parents that enable every child to experience the joy of learning.
- Decisions are based on data and quality information.

The **Culture Statement** of Farmington Public School District is everything we do is focused on learning:

- We are all accountable for our students' success
- We all engage in continuous learning, collaboration and personal growth

- We respect and care for students and each other
- We are inclusive and respect everyone
- We foster innovation, creativity and risk taking
- We reward and recognize what we value
- We model civility in our language and actions

During the 2006/07 school year, the District began a dynamic planning process to update the goals and initiatives of the District which has been termed Farmington Forward to give the District a plan for continuous improvement for our future. A committee of approximately 40 individuals, including Board members, the superintendent, administrators, staff, parents, community members and students, drafted new goals for the District. The goals, as recommended, were approved by the Board in June 2007. The District, in collaboration with the Central Office Team and Leadership Team, will develop implementation strategies, objectives and measurements. The intent of this process is to focus on what we want to accomplish, and if it doesn't fit, then we shouldn't do it. Existing committee structures will be used to reduce fragmentation.

## **District Goals 2014/15**

### **Goal #1:**

#### **Curriculum, Instruction and Student Achievement**

Farmington Public Schools will continuously grow as a community of learners integrated with the world where:

- Each member will feel physically, emotionally and academically safe.
- All learners will experience and achieve a challenging, relevant, high-level learning environment which will prepare them to be lifelong learners, successful in a global society.
- All learners will develop into critical and creative thinkers to be adaptable citizens of the future able to embrace change through processing, accessing, designing and managing information.

**Goal #2:  
Community Relations**

Farmington Public Schools will inspire every community member to invest in our children's future and build participation and ownership in our school district by:

- Promoting honest, trustworthy relationships through open communication.
- Seeking out and respecting each other's diverse ideas, perspectives and abilities.
- Increasing collaborations with business, government and cultural organizations to make the most of our vast community resources.

**Goal #3:  
Budget/Finance**

Farmington Public Schools will develop and implement a proactive financial management model that enables it to make decisions based upon requirements and priorities including:

- Prioritizing needs and acknowledging requirements.
- Investigating renewable energy resources.
- Consolidating services and facilities.
- Providing access to health and wellness.
- Building public support/involvement.

**Goal #4:  
Human Resources/Operations/Technology**

To support and enhance educational excellence to develop all students to thrive as global citizens, Farmington Public Schools will:

- Attract, develop and retain staff with multiple perspectives who inspire and foster a world class learning community.
- Build upon and sustain a culturally competent district.
- Create and maintain exemplary physical and virtual facilities.
- Utilize cutting edge technology that supports learning and facilitates operations.

For 2013/14, goals for Business Services, Instructional Services and Organizational Leadership, Facilities Management, Operations and Transportation and School and Community Services areas were established within the Superintendent's Goals which are driven off of the strategic planning process. The goals for 2014/15 will be established based upon a year-end review of the progress made and initiatives to be undertaken in the upcoming fiscal year and embody Farmington Forward.

## THE COMMUNITY

Farmington Public School District is a suburban community located in the Cities of Farmington and Farmington Hills and the Township of West Bloomfield, all located in southern Oakland County, Michigan. The District encompasses 28 square miles with a population of approximately 84,300. All of the City of Farmington lies within the District boundaries and the majority of the City of Farmington Hills. Only a small portion of West Bloomfield Township is within the District boundaries.

The District has a mixture of residential, commercial and industrial properties. In 2010, the average household size was 2.34 persons. The median housing sale in 2011 was \$132,000 and \$97,000 for the City of Farmington Hills and the City of Farmington, respectively. The median household income in 2010 was \$60,955 for the City of Farmington and \$69,183 for the City of Farmington Hills. Due to its proximity to I-696, Northwestern Highway, Grand River, I-96 and I-275, the District has a significant commercial and industrial tax base to support community services and provide for a strong economic climate. The City of Farmington boasts a historic downtown area filled with shops and offices which serve as a community focal point.

Municipal services are a strong attraction to the community. They include full-time police and fire protection, recreation facilities including playgrounds, parks, an indoor ice arena and extensive recreation programs. Attention is given to the beautification of numerous parks in the cities. Street and sewer repairs reflect commitment to the community's future. The Cities of Farmington and Farmington Hills work closely on many projects and services for the benefit of its residents, the majority of whom are located in the Farmington Public School District. Annually, the District and the two cities conduct a joint meeting and discuss topics of mutual concern and involvement.

The Farmington Public Schools is rich in ethnic and linguistic diversity with 91 languages spoken by our student body. These students are serviced in a variety of different ways. We also have staff that can communicate in 19 different languages. The District serves a community that prides itself on its ethnic and cultural diversity through such activities as its Multi-Cultural/Multi-Racial Community Council, which sponsors the annual Rainbow Recognition Awards Breakfast. Other activities include the Multi-Cultural Book Fairs, Student Multi-Cultural Forums in each high school, Cultural Gap Forums, as well as our membership in the Minority Student Achievement Network and the Learning Achievement Coalition – Oakland to name a few.

Community support for the District and municipalities continues to be enthusiastic and is the driving force behind the excellence in the many school and governmental services provided to residents.

Several non-profit agencies within the area work closely with the schools and cities to improve the quality of life for Farmington residents. Neighborhood House brings resources to the needy of the community by serving as a clearinghouse putting those in need in contact with those whom can provide help. Farmington Youth Assistance, housed at the Maxfield Education Center, provides a vital link between Oakland County Probate Court and local law enforcement agencies for the benefit of youth.

The Commission on Children, Youth and Families is committed to assisting all children who live in the community to feel safe, happy and reach their full potential. It is through the work of this group that federal funds were secured for an after school teen center program.

The District maintains several school/community/business partnerships that enhance educational opportunities for students with the assistance of a Community Partnership Advisory Council.

## **THE SCHOOL PROGRAM**

The District has always been a leader in instructional excellence. The attention to a strong academic curriculum continues to be an attraction for young families to the community.

The District has two early childhood centers, nine K-4 elementary schools, two 5-6 upper elementary schools, two 7-8 middle schools, three 9-12 high schools, two special education centers, a community school, a training center and several other support facilities. The community school houses Head Start, preschool, an alternative high school and the adult education programs.

The District has developed a comprehensive curriculum in the area of language arts, mathematics, social studies, science, art, music, physical education and health. All classrooms have wide area networked computers with Internet access and telephones. Curriculum development is guided by the District's student learning outcomes and the State Board of Education Model Core Curriculum. The approved K-12 Frameworks process guides staff through curriculum research, planning, piloting, implementation and evaluation. The District's educational program is rich in choice and offerings. Students may apply for admission to Farmington Schools other than their assigned home school if there is space available at the requested school. In addition, the early childhood centers provide preschool and child care programs. Highmeadow Common Campus, an elementary school, is available by parent choice and lottery. Head Start, a federally sponsored program, is operated by the District for eligible at-risk early childhood students.



In addition to a strong core curriculum, offered enhancements include applied technology programs, advanced placement opportunities, bilingual and special education programs, secondary alternative academy, International Baccalaureate for high school students, musical strings at the secondary level, a full range of athletic offerings, numerous enrichment programs as well as online learning and alternative options in cooperation with Oakland Schools.

Music, art and full day kindergarten are provided at the elementary level. In cooperation with the Farmington YMCA, the District provides Prime Time, before and after school child care, at its elementary sites and an infant care program at one of the city activity centers. The Community Education Department offers a preschool program as well as English as a second language. Special education services are provided district wide for infants to age 26 years. District wide a student assessment and evaluation program to provide information about individual, school and District achievement is also conducted.

A multitude of staff development opportunities are provided for staff. TV10, located at North Farmington High School, provides educational cable programming for residents of the District.

The projected blended pupil count for 2014/15 is 10,577 students of which 435 are special education and the remaining 10,142 are general education.

The chart below represents our 2013/14 enrollment by level, by school:

**FARMINGTON PUBLIC SCHOOL DISTRICT  
ACTUAL ENROLLMENT BY SCHOOL**

<b>SCHOOL</b>	<b>ACTUAL 2013/14</b>
<b>ELEMENTARY</b>	
BEECHVIEW	302
FOREST	394
GILL	465
HIGHMEADOW	310
HILLSIDE	552
KENBROOK	384
LANIGAN	507
LONGACRE	342
WOOD CREEK	354
<b>UPPER ELEMENTARY</b>	
WARNER	828
POWER	689
<b>MIDDLE SCHOOL</b>	
DUNCKEL	782
EAST	923
<b>HIGH SCHOOL</b>	
FARMINGTON HS	1160
HARRISON HS	1186
NORTH FARMINGTON HS	1286
FARM CENTRAL HIGH	78
<b>SPECIAL EDUCATION &amp; EARLY CHILDHOOD</b>	
CLOVERDALE	106
VISIONS	83
EARLY CHILDHOOD CTRS	47

# **SUMMARY OF SIGNIFICANT LEGAL REQUIREMENTS/POLICIES/ PROCEDURES RELATED TO BUDGET**

## **Legal Requirements**

### Audit

An annual audit, performed in compliance with Generally Accepted Accounting Principles (GAAP) by a certified public accountant and appointed by the Board, is required at year end. All funds are required to be audited, even though fiduciary funds are not budgeted. Single audit requirements for federal programs must be met. State compliance audits are also performed on federal program operations.

### Budget

The State of Michigan requires all school districts to comply with Public Act 43 of 1963, Budget Hearings of Local Governments and Public Act 2 of 1968, Uniform Budgeting and Accounting Act. These acts require all school districts to prepare budgets for their funds, which account for the day-to-day operations of the District; however fiduciary funds are not required to be budgeted. The budgets are prepared in accordance with generally accepted accounting principles and a specific uniform chart of accounts established by the State. Budgets must be approved no later than June 30 for the fiscal year beginning July 1, and ending June 30 the subsequent year. Prior to adoption, the Board must conduct a public hearing and make the budget available for review as well as provide notice of the hearing in a newspaper of general circulation at least six days prior to the hearing. Formal adoption of the budget is accomplished through a general appropriations resolution approved by the Board which sets forth the amounts to defray the expenditures and meet the liabilities of the District as well as a statement of estimated revenues, by object in each fund. Once approved, expenditures cannot exceed the budget by function and object during the fiscal year without Board approval of revisions.

### Investments

The District is authorized by Michigan Public Act 132 of 1986 to invest surplus monies in U.S. Bonds and notes, certain commercial paper, U.S. government repurchase agreements, bankers' acceptances and mutual funds and investment pools that are composed of authorized investment vehicles. The District manages cash flow constantly in order to assure that surplus funds are invested to maximize the earnings on investments that supplement the revenues of its funds. At its annual organizational meeting, the Board designates the depositories in which District funds may be deposited.

## Tax Levy

In addition, the law also requires the District to determine the amount of money to be raised by taxation to defray the expenditures and meet the liabilities of the District. The District levies a hold harmless millage on homesteads, commercial personal and industrial personal property of 9.4872 mills, 18.0000 mills on non-homesteads, an additional 6.000 mills of the non-homestead millage rate on commercial personal property and 2.26 mills for debt on all properties. One-half of these millages are levied and collected in July and the remainder in December.

## Reporting Entity

The Farmington Public School District is governed by an elected seven member Board. This Board is a separate legal entity under P.A. 451 of 1976-Revised School Code and fiscally independent from other surrounding municipalities. It is the responsibility of the Board to set policy and appoint a Superintendent to ensure policy implementation. Act 451 of 1976 established the Michigan School Code along with applicable laws of the State of Michigan and set forth the parameters within which the Board may operate.

## **Policies/Procedures**

### Fund Balance Policy

This policy of the Board requires that the general fund budget adopted by the Board reflect a fund balance of not less than 8 percent with a targeted range of 8-12 percent as the guideline. The Board recognizes that a fund balance is necessary to provide working capital to meet cash flow needs and avoid borrowing, serve as a budget stabilization fund and provide for unanticipated or emergency expenditures. A 2001 Blue Ribbon Financial Strategies Committee, charged with reviewing the District's need for millage renewal, reconfirmed by recommendation that the District's fund balance be maintained at 8-12 percent. The District's prior fund balance provided funds for remodeling of spaces at various schools through Capital Projects Fund transfers and the infusion of networked technology in all buildings. It becomes evident, however, through the use of long-range budget projections that this type of strategy will not be able to continue in the future since revenue growth is limited under Proposal A. As we are currently below the range, the Board has asked for a strategy to bring us back up to the range in the policy. They understand the difficulty of reducing more from our programs. We want to be attractive to our community and the more we reduce programs and staff, the more we are likely to lose student population. It has a spiraling effect.

## Budget Development

The budget is a formalized statement of anticipated revenues and expenditures of the District needed to carry out the District's educational mission and goals and includes all District funds.

In accordance with Board policy, development of the District's budgets lies with the Superintendent and the administration. Annually, a budget calendar is established and reviewed with the Board. The calendar sets forth in detail a timeline for budget development. The budget calendar set forth on the next page outlines significant dates and responsibilities that were undertaken to present a budget to the Board by June 30, 2013.

### **2014/15 Budget Development Timeline**

12/10/13	Board of Education Review of timeline/assumptions/parameters
1/7/14	Board Budget Workshop
1/14/14	Board of Education approval of timeline/assumptions/parameters for 2014/15
2/3-14/14	Online Budget Survey
2/25/14	Budget Public Forum
2/26/14	Budget Public Forum
3/4/14	Board Budget Workshop
3/31/14	Board Budget Workshop
4/1/14	Board Budget Workshop
4/1/14	Board approval of resolution to conduct public hearing on budget
4/3/14	Board of Education Review of Budget Reduction Plan Considerations
4/21/14	Board Budget Workshop
4/29/14	Board resolution to move forward with Budget Reduction Plan Considerations
6/2/14	Board Document to Board of Education for 6/10/14 Board meeting
6/10/14	Board study session on proposed budget
6/10/14	Conduct budget and truth in budgeting hearing

6/24/14 Adopt the 2014/15 budget

6/24/14 Set tax levy

Prior to adoption, Board policy requires copies of the proposed budget be forwarded to city libraries and be available on the District website for community review. A notice of public hearing on the budget, published in a newspaper of local circulation, advertises the date, time, and place of the public budget hearing and informs the community where the proposed budget document is located for their review. Following the public hearing on the budget, the Board adopts the budget at another meeting and the adopted budget is forwarded to the libraries and placed on the District website for community accessibility. As part of the budget adoption process, the Board sets forth the total number of mills of property taxes to be levied by the District and the purpose for which that millage is to be levied.

### Budget Parameters

Budget parameters are developed with the District's Budget Advisory Committee. These parameters are then presented to and discussed with the Board of Education at a regular public meeting. Input received at the Board meeting is incorporated.

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

The work of Facilities Forward will be integral to the direction of the future budget process. In light of the current economic climate in Michigan, this budget year poses challenges that are unprecedented. The proactive budget process allows the District to prioritize its expenditures and align these with the anticipated revenue sources. The process is ongoing with a multi-year approach to meeting the budget challenges.

The parameters for 2014/15 are as follows:

1. Wage costs will be budgeted at negotiated levels. Social security and Medicare costs will be budgeted as 7.65% of negotiated wages.
2. The projected blended MPSERS retirement rate will be at 25.6% of wages with an additional 4.56% for the Unfunded Actuarial Accrued Liability (UAAL) liability. The rate established by the retirement system from 10/1/2013-9/30/14 is 24.79% and from 10/1/2014-9/30/2015 is 25.78%. ***The rate used in the budget is 24.78% of wages plus an additional 7.22% of the UAAL to be a total of 33% based upon adjusted estimates from the Office of Retirement Services.***

3. Historically insurance costs have increased an average of 10% annually. We will use a rate of approximately 5% as we anticipate a lower trend line due to the increased level of cost sharing by employees. At this time it is difficult to estimate the impact of the Affordable Care Act. ***Due to plan changes authorized by the Board of Education at the May 13, 2014 meeting the estimate for increase is offset by the 5% increase, therefore insurance costs are budgeted flat prior to any adjustments made through the reduction plan.***
4. Revenues from preschool education and ESL programs will move toward covering direct program costs, as well a portion of indirect program costs.
5. Special education center programs will continue to cover direct and indirect program, including capital improvement costs. Consideration will be calculated for the effect of anticipated flat property tax revenues from Oakland Schools on the PA-18 distribution.
6. The Capital Projects Technology Fund had a June 30, 2013 fund balance of \$350,000. At June 30, 2014, the anticipated fund balance is \$100,000. This fund is used to keep equipment in the District's network operations center up-to-date and for the purchase of staff and student computers, printers and other ancillary technology equipment needs The EdTac and Technology Advisory Groups will be reviewing the Fund's budget, forecast and technology plans. It is anticipated that \$200,000 will be needed from the general fund to cover the forecasted costs of upgrading our phone system in 2014/15. No additional technology dollars are budgeted for 2014/15. ***It was decided to delay the phone system router upgrade in 2013/14; therefore \$200,000 will be transferred back to the General Fund to help to offset a portion of the current year structural deficit.***
7. Expenditures for bus purchases and maintenance are made from the Bus Purchases/Maintenance Fund. It is recognized that money will need to be budgeted for the 2014/15 fiscal year of \$2.3 million to accommodate the bare minimum of projects needed for the District's aged physical plant. A list of capital projects to be undertaken in 2014/15 and projects deferred at this time will be included within the final budget document. It is also noted that TMP Architects, in their report commissioned by the Board of Education and dated September 8, 2009, estimated more than \$100 million in infrastructure needs which cannot be addressed within the current budget framework. ***Due to the extent of the current structural deficit in the General Fund, a pared down list of projects are proposed. The transfer is budgeted at \$145,000. Approximately \$50,000 in fund balance will remain in this fund to cover the startup costs of 2015/16 projects.***
8. Revenues from the nutritional services program will continue to cover direct program expenditures and dollars will be budgeted to transfer back to the general fund to support a portion of the indirect costs. ***Noon supervision in the amount of \$50,000 will be charged directly to the Nutrition Services Fund.***

9. Student enrollment will be based upon a five year average of fall to fall student count due to the decline noted in the fall of 2013. We will also have Plante Moran CRESA provide updated projections. The five year average decline is 244 students. ***The CO Team decided that a four year average would be a more conservative estimate as the 5<sup>th</sup> year out had a much smaller decline. A decline of 298 students is included in the budget.***
- 10a. The economy in Michigan has declined substantially and school funding is highly political. While the State is showing an increase in support to the school aid fund the majority of the increase went to meeting the State pension obligation, not dollars to local school districts. Until the Governor's proposed budget is introduced, we are estimating a flat foundation allowance which will pose a challenge to the budget process. We have also assumed that our 20J funds equating to \$191.22 per pupil have not been reinstated and the rebasing of the foundation allowance to the 2011/12 level plus \$30 in 2013/14 remains the same. ***Based upon the Governor's preliminary budget proposal an increase of \$83 per pupil is included in the budget to a foundation level of \$10,008 per pupil.***
- 10b. We are hopeful that categorical funding such as, but not limited to adult and early childhood education will continue at their reduced levels. The only increase in this revenue category will be from additional costs incurred as a partial reimbursement of special education programming. Additional funding received in 2013/14 for best practices and performance funding have not been included due to the uncertainty of the requirements of these revenue streams. ***Based upon the Governor's preliminary budget proposal both best practices at \$52 per pupil and performance funding of \$70 per pupil have been included in the budget. An amount equal to the increased UAAL costs of 7.22 percent of payroll over the current budgeted 4.56 percent is also included as categorical funding representing the State's commitment to hold down the costs or retirement that are born by the local school districts.***
- 10c. Federal grants are expected to remain at current levels and are budgeted so that proceeds are budgeted to be spent. We will need to closely monitor federal grants as several positions are paid through these funds which should portions of these funds be eliminated or are not continued by the Federal Government, we will need to determine an alternate source of revenue.
11. The District will continue to explore and implement cost savings and cost containment measures. The District has several initiatives in place to do this such as the Green Team and the Energy Savings Program. The District will continue to explore sharing services and expanded consolidation of services with the cities and other school districts.

12. Budget and financial reports will continue to be prepared in accordance with National Association of School Business Officials Meritorious Budget process and Certificate of Excellence in Financial Reporting, the highest standards of excellence. To provide transparency, financial reports will be made available to the public in a variety of ways, including the District's website.

### Budget Formulation

The process used for budget formulation for each of the last twelve years subsequent to the events that occurred on 9/11/01 differed from the past due to the realization that revenues would not increase enough to cover expenditure growth. The economy in Michigan began to slide before that infamous date and we are still in the process of feeling the effects of an ever changing economy and business climate. The reality of a State without the dependence on the auto industry is continuing to take shape. Many families have moved out of Michigan to pursue job opportunities in other areas of the country and we have to repurpose ourselves and our economy within the State. Our Governor believes that the State should have a two year budget in place to help to stabilize our industry and provide for more stability in light of these economic times, unfortunately the timeframe for this still falls short to where we need to be for our budget planning purposes.

Since 2002/03 the District implemented over \$60 million in reductions, efficiencies and revenue enhancements as well as closed four elementary schools and an administrative site. We also changed from a semester block schedule to a trimester schedule, changed class sizes, reduced some programming as well as reconfigured our instructional program into K-4, 5-6, 7-8 and 9-12 levels. We have had very positive negotiations with our associations and many costs that could have grown substantially over that time have remained flat or declined due to the implementation of these changes. The last round of negotiations tied future increases to known fund balance levels. We have learned to take a longer term approach to our budget and provide some stability for our students, staff and families by also balancing our reductions of the past with a targeted use of fund balance over time; however, we have a structural problem that we cannot keep cutting our way out of.

The budget development process is an on-going, annual process that includes input from both staff and our community. We use a budget advisory committee to assist with the design and implementation of all steps within the process. This process has been used and refined annually as we receive feedback on those things that work well and are challenges to ensuring the best results through collaborative work. In years of required budget reductions, we ensure that our process includes opportunities for input while clarifying that decisions related to the final budget recommendations that will be presented to the Board of Education are assigned to Central Office administration. Central Office carefully considers all feedback, as well as multiple other data to draft budget recommendations.



The annual budget planning process includes various stages of information gathering and dialogue with personnel. The Budget Advisory Committee (BAC), whose membership includes administrators from across the organization as well as association leaders, meets monthly to provide advice and counsel to the Central Office Team to assist with the development of our annual budget. BAC's work this year has included the following:

- September—review of the budget development timeline and the ingredients of our budget by appropriation unit;
- October—review of the 2012/13 audit results, including factors impacting budget variance;
- November—dialogue and discussion to determine budget parameters for the 2014/15 budget and the associated impact of each parameter and the parameters in aggregate;
- December—review of the first budget amendment for the 2013/14 budget and the impact on the 2014/15 budget projection, and preliminary brainstorming related to engaging stakeholders in the budget development process;
- January—development of the input process with staff and the community related to the development of the 2014/15 budget, particularly related to gathering input for potential revenue enhancements, efficiencies and reductions;
- February—analysis of on-line survey results; and
- March—review of draft suggestions for enhancement, efficiencies and reduction developed by Central Office Team from knowledge of the District and stakeholder feedback.

The projected budget for the 2014/15 school year includes expenditures that exceed revenue. As a result, we are looking at ways to reduce this gap through potential revenue enhancements, efficiencies in programs and services, and potential reductions. The BAC developed a process by which stakeholders, staff and community members, could provide input for consideration in the development of the 2014/15 budget. The engagement process included sharing of budget information and feedback gathering processes including, an online survey, school/department staff meetings and community forums, and multiple meetings with the Leadership Team (all administrators and association leaders). Providing information and gathering input from stakeholders throughout the development process is intended to ensure consideration of multiple perspectives, to clarify information and misunderstandings, to understand potential implications, and to keep people informed along the way. Central Office Team meets at least weekly to review the input and to revise/draft recommendations for the 2014/15 budget.

The communication activities include:

- January 16, 2014—Leadership Team meeting to define the budget challenges we face for 2014/15, to provide ideas for a budget development engagement

process and to begin generating revenue enhancement ideas, as well as efficiencies and potential reductions;

- February 4-14, 2014—on-line survey available to provide input on potential revenue enhancements, efficiencies and reductions;
- February 5, 2014—meeting with Student Round Table to gather input related to potential revenue enhancements, efficiencies and reductions. The on-line survey was extended two additional days because students wanted to engage more of their peers in responding to the survey;
- February 20, 2014—meeting with Leadership Team to understand the budget development engagement process and to brainstorm potential revenue enhancements, efficiencies, and reductions;
- February 24-28, 2014—administrators host staff meetings to gather feedback related to potential revenue enhancements, efficiencies and reductions;
- February 24, 2014—meeting with Expanded Instructional Leaders Team (membership includes up to four teacher representatives from each school who are leaders for instructional initiatives and representative association leaders and instructional administrators) to ensure understanding of the budget development engagement process, to provide feedback on the instructional lens to be used in analyzing budget suggestions, and to suggest potential revenue enhancements, efficiencies and reductions;
- February 25-26, 2014—host five community forums to share information about our current budget and to gather ideas related to potential revenue enhancements, efficiencies and reductions;
- March 4, 2014—Board of Education workshop to review the projected gap between expenditures and revenue for the 2014/15 based on factors known to date;
- March 6, 2014—Leadership Team meeting to use survey, forum, and staff feedback, as well as experience and expertise to provide potential revenue enhancements, efficiencies and reductions;
- March 20, 2014—Leadership Team meeting to prioritize and provide feedback related to the impact of revenue enhancements, efficiencies and reductions drafted by Central Office Team with consideration of all survey, forum, staff meeting input, as well as professional experience and expertise;
- March 27, 2014—Leadership Team meeting to review draft material to be shared with the Board of Education at the workshop on March 31, 2014;
- March 31, 2014 and April 1, 2014—Board of Education budget workshop;
- April 3, 2014—Administration presents draft budget revenue enhancements, efficiencies and reductions suggestions to the Board of Education;
- April 17, 2014—Leadership Team meeting to review status of draft budget plan;
- April 29, 2014—Board of Education meeting for continued budget development consideration;
- May 15, 2014—Leadership Team meeting to review status of draft budget plan considerations;

- June 10, 2014—Administration presents 2014/15 budget to the Board of Education; and
- June 24, 2014—2014/15 Budget adoption by the Board of Education.

The engagement process included gathering feedback through multiple methods including, an online survey, school/department staff meetings and community forums, and multiple meetings with the Leadership Team (all administrators and association leaders) and the BAC. The survey, forum and staff input revealed common themes as well as contradicting suggestions and values. Common revenue enhancement suggestions included passing a bond, expanding schools of choice, and renting FPS spaces or buildings. Common efficiencies and reductions included reducing administrative staff, particularly central office personnel; consolidating and/or closing programs or buildings; and reducing salaries. Salary reduction suggestions included specific groups and/or roles, and references to all employees. Commonly mentioned values included the arts, technology, low class sizes, advanced placement classes, International Baccalaureate, rigorous and high expectations, gifted and talented, support systems, and test scores. Items that appeared to conflict included suggestions to close specialty programs, such as the International Baccalaureate, while other respondents said this was a program that would keep or attract families to FPS. Another conflict included some respondents suggesting cuts or reductions of Quality Instruction coaches while other respondents said this was a service that FPS should uphold to keep or attract families. Athletics and electives were also suggested for reduction consideration at the same time other respondents said these items keep or attract families to FPS. Feedback related to compensation or salaries included suggestions to reduce and suggestions to leave things as they are. Some feedback identified only particular groups for salary reductions (such as central office administrators), whereas other feedback referred to all personnel.

As described in the processes above, surveys, forums and meetings were used to gather input from personnel, students and community members. The feedback is summarized below.

The online survey provided to staff and the community was designed to allow sharing of ideas without limiting input by using closed or forced choice survey questions. Surveys used in the budget development process in past years included closed or forced choice questions and feedback from that process included concerns that input would not be used in recommendations because decisions were “already made.” Feedback cited the closed or forced choice questions as evidence that free flowing sharing of ideas was not welcome. The survey design used for the 2014/15 budget development process included open ended questions with no response limits to ensure respondents could freely share ideas. A few respondents said the open ended format made it difficult to respond.

Eight hundred-eighteen people opened the online survey. Of those who opened the survey, 749 people answered one or more questions. All participants with no

responses were eliminated from the data summary. Respondents self-selected their role as current FPS students, parents, staff or community members. Respondents could also identify themselves as former FPS parents. Not all participants responded to the demographic questions (35-144 dependent on the demographic question). Demographics of respondents who completed this portion of the survey are as follows:

Self-selected role:

- 41% Current FPS parents;
- 39% FPS Staff members;
- 11% Community members;
- 7% Former FPS parents; and
- 2% Current FPS students.

Self-selected age:

- 51% 31-45 years;
- 42% 46-60 years;
- 3% 61 years or older; and
- 2% 19-40 years and 2% 13-18 years.

Self-selected ethnicity:

- 88% Caucasian
- 6% African American
- 3% Asian
- 1% Native American, 1% Hispanic and 1% “other”

Survey respondents provided suggestions to three open ended questions. The responses were reviewed by the BAC and themes, or commonly mentioned ideas, were identified for each of the questions. The number of respondents identifying any item ranged between 1 and approximately 170. The approximation is noted because data analysis included drawing inferences about similar items across respondents. For example, some respondents used the term “advertise” to mean post business signs around the district and collect advertising revenue, whereas others used the term “advertise” to mean promote the district to draw families into the district or community. In most cases context provided clarity as to the respondent’s intentions; however, in some cases there was limited/no context. The top fifteen individual items were mentioned as few as 8 times to as many as 170 times.

The fifteen items mentioned most frequently for each question are listed below. Items may be feasible, may not be feasible for a variety of reasons, may have already occurred, or may need to be investigated. Items included below are listed regardless of feasibility or “do-ability.”

What ideas do you have regarding potential revenue enhancements?

- Advertise
- Rent buildings
- Donations, sponsorships & partnerships
- Bond
- Grant writing
- School of choice
- Fundraisers
- Athletic fees, pay to play fee, event fees
- Sell property & buildings
- Expand specialized programs
- Tuition programs
- Promote FPS
- School & technology upgrades
- Day care
- Increase taxes & millage

What ideas do you have regarding potential efficiencies?

- Reduce administrators
- Utility efficiencies
- Reduce or repurpose staff
- Use program evaluation
- Outsourcing
- Bulk purchasing
- Reduce transportation
- Calendar
- Cut specialty programs
- Consolidate programs
- Increase class size
- Reconfigure upper elementary to middle school
- Building usage
- Paperless text
- Update heating & cooling

What ideas do you have regarding possible reductions?

- Central Office
- Administration
- Superintendent's salary
- International Baccalaureate (IB), Highmeadow Common Campus (HMCC)
- Quality instruction (QI) coaches
- Salaries

- Administrative salaries
- Transportation
- Close buildings
- Outsource
- Athletics
- Administration shares buildings
- Electives
- Non instructional personnel
- Non unit secretaries
- Instructional personnel
- Media specialists

A fourth question was included in the survey to gather feedback related to the things that respondents' value in FPS. The top fifteen responses to the question, "What programs/services, standards, and outcomes do you feel FPS has to uphold to keep or attract students/families?" are listed below (number of respondents mentioning individual items ranged from 15-130). The most frequently named items are at the top of the list:

- The arts
- Technology
- Low class sizes
- Sports
- Advanced placement classes
- Quality instruction & professional growth
- Preschool
- Interventionists
- International Baccalaureate
- Quality instruction coaches
- Media specialists
- Rigorous & high expectations
- Gifted & Talented
- Electives
- Support systems
- Test scores
- Special education
- Common Core focus

A review of the responses to all survey questions reveals some items as those that "keep or attract" families while also showing up in an efficiency or reduction response.

Community forums were held to provide an opportunity for staff, parents, students and community members to understand the basics of school funding and how this relates specifically to the FPS budget. Sessions were also designed to gather input to be considered in the development of the 2014/15 and future budgets, including ideas for increasing revenue, becoming more efficient, and/or making reductions. Forum participants also reviewed a summary of the online survey data.

After a short presentation related to school funding and the FPS budget, FPS personnel facilitated small group dialogues to gather feedback of forum participants related to the following questions:

- What can the District do to save money? And, what would be the impact of these savings measures?
- What ideas do you have for generating new dollars for the district?
- What is the most important to preserve so families stay in or attracted to FPS?

Facilitators and assigned staff took notes and provided their notes to the BAC and Central Office Team to ensure participants' comments are considered in the budget development process. FPS held five forums over two days. One hundred-four people attended the forums (staff and community members). Data from the forums was reviewed by the BAC and revealed similarities to the survey data. The most frequently mentioned items are summarized below:

What can the District do to save money? And, what would be the impact of these savings measures? (The top fifteen ideas included 2-11 participants mentioning the individual items listed below):

- Reduce or repurpose staff, including expansion of roles for administrators or teachers
- Cut specialty programs
- Reduce transportation
- Utility efficiencies
- Consolidate programs, scheduling
- Investigate changes to the pension system
- Close buildings
- Reduce administrators
- Bulk purchasing
- Reconfigure upper elementary to middle school
- Online classes
- Outsourcing
- Use program evaluation
- Salaries (central office, administrators, all)

- Pay more for health insurance
- Early retirement incentives

What ideas do you have for generating new dollars for the district? (The top fifteen ideas included 1-24 participants mentioning the individual items listed below):

- Schools of choice
- Expand specialized programs
- Donations, sponsors & partnerships
- Advertise
- Bond or Sinking Fund
- Promote or brand FPS and benchmark what we offer compared to other districts
- Rent buildings
- Fundraisers
- Tuition programs
- Grant writing
- Sell property & buildings
- Offer day care or expand tuition preschool
- Increase athletic fees, pay for play, event fees
- School & technology upgrades
- Increase taxes & millage

What is the most important to preserve so families stay in or attracted to FPS? (The eight ideas included 3-9 participants mentioning the individual items listed below):

- Low class sizes
- Advanced placement classes
- International Baccalaureate
- Gifted & Talented
- Rigorous & high expectations
- Technology
- The arts
- Support systems
- Test scores

Additionally, three emails were received from community members providing additional feedback for the budget development process. Ideas submitted were included into the Community Forum data analysis.

The February Leadership Meeting was designed to assist all administrators in hosting a staff/department meeting to engage staff in the budget development process. Meetings were voluntary for staff. Administrators held meeting throughout late February and early March. The meeting design mirrored the forums. Budget



information was shared, including the PowerPoint used at the Community Forum, and feedback was gathered using a brainstorming and prioritizing process. Most schools/departments rank ordered the 5-7 most important areas for consideration during the budget development process. Priority items included a mix of potential enhancements, efficiencies and reductions. The top items are:

- Bond
- Schools of choice
- Reduce salaries
- Rent spaces & buildings
- Bid/reorganize insurance
- Decrease central office personnel

Many staff identified items enhancement, efficiency and reduction items similar to those suggested in the other feedback processes; however, the items were not ranked as high or with as much consistency across groups. Additional ideas, often suggested by only one group, are listed in Attachment A. In addition to staff feedback through meetings, a few staff/departments submitted letters or emails to Central Office team expressing their ideas. Ideas included careful consideration of the benefits of Instructional Technology Services, reduction of reproducible materials or consumable materials for instructional programs, bulk printing of instructional materials, and suggestions related to administrative staff reductions.

After considering all data from feedback tools, Budget Advisory Committee meetings and Leadership Team meetings, Central Office Team drafted a list of potential items for reduction and items for future study. Future study items include further reductions and potential revenue enhancements. The suggested reduction items attain approximately \$5 - \$6 million dollars in savings. The items, singularly and in aggregate, will have a significant impact on the programs and services offered by FPS. The implementation of many initiatives will be slowed or stalled due to limited capacity of remaining staff to lead, support and/or implement. It will be necessary to examine personnel workloads and to determine the work that will no longer be done.

The District Leadership Team worked to develop a “lens” through which potential reductions should be considered. The lens was made up of 12 categories which addressed a broad range of criteria including: legal mandates, community expectations, school safety impact and student equity. Of the current reduction list, a few of the reduction suggestions contradict several of the categories contained within the lens. The contradictory reductions include: increasing class sizes, reduction of upper elementary counseling, restructuring/reduction of instructional administration, reduction of hall monitors/responsibility room/parking lot supervision and reduction of middle school athletic teams. A limitation to the use of the lens, as crafted, is the subjectivity involved in applying criteria to the reduction items. Thus, this lens is a helpful “check & balance” within the process.

Central Office Team drafted potential reductions and asked the Budget Advisory Committee and Leadership Team members to prioritize the suggested ideas from ‘first to consider’ for reduction to ‘last to consider’ for reduction. Personnel were asked to add additional items and/or delete suggested items if they had alternative ideas. Central Office Team then reviewed all of the prioritization lists and consolidated the lists into one prioritized list.

Central Office also assessed general structures and staffing supports in our Central Office by benchmarking against six other districts with some similarities to Farmington. Those districts include: Huron Valley, Livonia, Rochester, Troy, Walled Lake and Waterford. All six districts are within a general range of total student enrollment from approximately 9,000 to 15,000 students overall, as well as a similar range of central office department structures and services. Departments examined include: business, human resources, school community relations, and the superintendent’s office. Although some job responsibilities within and across departments might vary, in general the following summarizes key personnel full-time equivalent (FTE) comparisons across districts. All 6 districts have 2 staff members in the Superintendent’s office. Currently in Farmington, there are 3 total staff members. In business, districts range from 6.5 to 8.5 except for one district at 13, which includes support for grants. Farmington currently has 12 staff in business. In Human Resources, districts range from 5.5 personnel to 8. Farmington currently has 7 staff in HR. In school community relations, other districts have 2 total staff members with the exception of one district with 5 staff, including a performing arts coordinator and pool and fitness coordinator. We currently have 4 staff members in our school community relations department. Overall, Farmington has 6-9 more total personnel at the Central Office level as compared to similar districts.

The lists for consideration were modified based upon feedback received and the plan was modified to include this feedback. The Board of Education provided critical feedback at its various budget workshops including moving items off the lists entirely or to be considered in future reduction plans.

The reductions as proposed have been incorporated into the budget document. The budget reductions include a reduction of 42.23 FTE. Additionally, the majority of the items in the will take a concerted effort to implement either immediately or over the next year. CO Team also identified numerous items from the input data that will require study to aid in future budget processes as well. These items include:

- Expansion of School of Choice
- Continued use of iObserve evaluation software
- Closing a school
- Creating a specialty school (i.e. STEM, STEAM, etc.)
- Consolidating early childhood sites

- Sharing services with another school district
- Closing the Newcomer Center Program
- Increasing shared time services
- Reducing or eliminating Police Liaison officers
- Offering Early Retirement Incentives
- Continued work of the Benefits Advisory Committee

CO Team is also working on a summary as to why certain suggestions were not considered in this planning process. We continue to get feedback from the community and staff and this feedback will be used for future processes.

Finally, CO Team looked at the aggregate and organizational impact of the reductions by conducting a Strengths, Weaknesses, Opportunities, Threats (SWOT) assessment for both Instruction and Instructional Support items.

During the final stages of budget planning, the District began the process of offering an early retirement incentive structured to the staff reductions to reduce the impact of layoffs. The teaching staff was offered an incentive of \$10,000 for the first 25 retirees. Upon reaching 26, the amount increases to \$15,000 per retiree. An incentive of \$5,000 limited to ten level 3 clerical staff in ESP as well as 2 custodians and 2 maintenance staff in CMC. For FASA, the amount is \$10,000. Individuals have up until June 13, 2014 to notify the District of their intent to retire. The incentive has not been incorporated into the budget, but will be part of the first amendment due to timing of budget completion.

The Benefits Advisory Committee has agreed to plan changes that have been approved by the Board of Education. These changes have been estimated and included in the budget.

The District will allow the proactive budget model to assist in reducing future expenditures in a systematic way that will give us the needed information to maintain a balanced budget in the future. We will be closely monitoring the current health of the State of Michigan and what additional factors may come into play that may affect the assumptions we have used. As we are below our fund balance target range, we will closely scrutinize cash flow and look to borrowing to help with potential cash shortfalls. We may need to consider adjustments in 2014/15 depending upon how close our forecasted numbers are.

The reductions of the past were devastating to the District as they affect our buildings, our students and our staff. We believe in a strong curriculum and maintain that we will deliver the best for our students and the community. In the future we will look for further revenue enhancements, efficiencies and reductions as we hold fast to doing what is best to increase student achievement and meeting the goals of the District.

The process used to arrive at capital projects is site driven with the building administrator submitting a prioritized list of building improvement needs. The Director of Facilities reviews the list with the Facilities Management department and additional projects are added as necessary from a maintenance perspective. All projects are then prioritized up to an amount normally spent for these types of items.

### Budget Management

The budget is managed by persons responsible for various program accounts and expenditures. Each office is equipped with on-line look-up capability and is able to access current, up-to-date information by account number and appropriation. Budget managers are able to make adjustments within specific lines; however, their total bottom line appropriation cannot be exceeded. Requests for budget adjustments may be made to the Executive Director of Business Services for review by the Superintendent's Administrative Team. If recommended, the request for budget adjustment would be brought before the Board for their action.

School administrators are able to carry over into the next year unexpended amounts from their school building budget. It is felt that this fosters responsibility within the building by not having to spend down their budget by year end due to fear of losing their unspent allocation. In turn, should a building overspend, the deficit amount is taken from their following year's per pupil allocation.

After the start of the school year and the official student count, on which the per pupil foundation is based, the District prepares an amendment to the budget. This allows adjustments based upon actual student enrollment, staffing ratios, actual year-end expenditures and fund balance to be considered. The amendment is designed to adjust to actual year-end balances, staffing and other extraordinary occurrences.

Prior to the preparation of formal amendments, a review of all line items is completed by the Executive Director of Business Services with input from budget managers. A review is also completed by examining currently known facts in comparison to the assumptions used during the last budget approval cycle and adjustments are formalized into a document that is presented to the Board of Education.

Formal budget amendments are taken to the Board of Education twice during the fiscal year. The first occurs just after the start of the new calendar year and the second with the preparation of the formal budget document for the subsequent year.

## **BASIS OF PRESENTATION**

The accounting system of the District is organized on the basis of funds and account groups, each of which is considered a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenue and expenditures. Government resources are allocated to and accounted for in individual funds based upon the purposes for which they are to be spent and the means by which spending activities are controlled. The various funds are grouped into three broad fund categories: governmental, fiduciary and proprietary. In addition, the District maintains two account groups.

### **Governmental Funds**

Governmental funds are those through which most District functions typically are financed. The acquisition, use and balances of the District's expendable financial resources and the related current liabilities are accounted for through governmental funds.

General Fund - The general fund is used to record the general operations of the District pertaining to education and those operations not provided for in other funds. Included are all transactions related to the approved current operating budget.

Instruction - Instruction includes the activities dealing directly with the teaching of pupils or the interaction between teacher and pupils. Teaching may be provided for pupils in a school classroom; in another location, such as online, in a home or hospital; and other learning situations, such as those involving co-curricular activities. Included here are the activities of aides, assistants of any type and supplies and machines that assist directly in the instructional process.

Support Services - Support services are those services that provide administrative, technical (such as guidance and health) and logistical support to facilitate and enhance instruction and, to a lesser degree, community services. Support services exist as adjuncts for the fulfillment of the objectives of instruction, rather than as entities within themselves. Support services also include the activities of the athletic program at the middle and high school levels.

Community Services - Community services are those services provided by the District outside of K-12 instruction including the operation of the community education preschool program and enrichment classes.

Building and Site Improvements - All fixed asset purchases for land, buildings and sites, are classified as building and site improvements.

Intergovernmental Payments – Payments made to other governments for programs our students attend.

Transfers & Other Transactions – Transfers to the Capital Projects (Technology/Other Projects) and Capital Projects (Maintenance/Bus Purchases) Funds.

Debt Service Fund - Debt service funds are used to record tax and interest revenue and the payment of interest, principal and other expenditures on long-term debt.

Special Revenue Fund - The Special Revenue Fund is used to account for the proceeds of specific revenue sources that are restricted to expenditures for specified purposes. The school service funds are used to segregate, for administrative purposes, the transactions of a particular activity from regular revenue and expenditure accounts. The District maintains full control of these funds. The two special revenue funds used within the District are the Special Education Center Fund and Nutrition Services Fund. Any operating surplus or deficit in the Special Education Center Fund, with the exception of contingency dollars, is transferred to or from the general fund. Any operating surplus in the Nutrition Services remains in this fund.

The Special Education Center Program Fund is used to record all transactions associated with special education center programs administered by the District on behalf of the Oakland Intermediate School District. The Nutrition Services Fund records all transactions associated with the mandated federal school lunch program including federal and State revenues and revenues from student paid lunches as well as costs associated with the program.

Capital Projects Fund – Historically, this fund has been used to account for financial resources to be used for the acquisition, construction or major renovation of facilities. The District separated this fund into two distinct funds: Technology/Other Projects and Maintenance/Bus Purchases.

The Capital Projects (Technology/Other Projects) Fund will be used for the replacement and addition of computers and other related technology.

The Capital Projects (Maintenance/Bus Purchases) will be used to purchase buses and fund maintenance projects throughout the District. The revenue source for this fund will be transfers from the General Fund.

## **Fiduciary Fund**

The fiduciary fund is used to account for assets held by the District in a trustee capacity or as an agent. This fund is custodial in nature (assets equal liabilities) and does not involve the measurement of results of operations. The District presently maintains an agency fund to record the transactions of student groups for school related purposes. The funds are segregated and held in trust for the students. These funds are not presented in this document. We are not required to formally adopt a budget for these funds.

## **Proprietary Fund**

The proprietary fund reporting focuses on economic resources measurement and an accounting method called full accrual accounting. The proprietary fund statements present a long-term view of operations and the services they provide to other funds.

Internal service funds account for benefit stabilization services provided to other departments and funds of the School District on a cost-reimbursement basis.

## **Account Groups**

Account groups are not funds - they do not reflect available financial resources and related liabilities or the measurement of results of operations - but are the District's accounting records of the general fixed assets and general long-term debt. The general Fixed Assets Account Group is used to maintain records of the cost of property owned by the District. The General Long-term Debt Account Group is used to record the District's outstanding bonded debt, long-term notes payable and other noncurrent obligations of the District. This group is not budgeted, and therefore not presented in this report.

## **Basis of Budgeting/Accounting**

The District generally recognizes revenue and expenditures for both budget and financial reporting purposes in the fiscal year when the underlying event takes place. This method of recognition is known as the modified accrual basis of accounting and is governed by Generally Accepted Accounting Principles (GAAP). Modifications in such method from the accrual basis are as follows:

- ➔ Property taxes and other revenue that are both measurable and available for use to finance operations are recorded as revenue when earned. Other revenue is recorded when received.
- ➔ Properties are assessed as of December 31 and the related property taxes are levied and become a lien the following year on July 1 for approximately 50 percent of the taxes which are due August 31 and the remainder due on

December 1. Taxes are delinquent after February 28.

- ➔ Principal and interest on general long-term debt are not recorded as expenditures in the debt service fund until their due dates.
- ➔ Employee compensated absences are recorded only when payment is due and are accrued in the appropriate governmental fund. The amount payable from future resources is recorded in the General Long-term Debt Account Group.
- ➔ Self-insurance health, dental and vision liabilities are recorded on the full accrual basis of accounting. Liabilities are recorded for claims incurred and reported as well as for those that have not yet been reported in the Internal Service Fund.
- ➔ The State of Michigan utilizes a foundation allowance approach, which provides a specific annual amount of revenue per student based on a state-wide formula. The foundation is funded from a combination of State and local sources. Revenues from State sources are primarily governed by the School Aid Act and the School Code of Michigan. The State portion of the foundation is provided from the State's School Aid Fund and is recognized as revenue in accordance with State law.
- ➔ The District also receives revenue from the State to administer certain categorical education programs. State rules require that revenue earmarked for these programs be used for its specific purpose. Certain categorical funds require an accounting to the date of the expenditures incurred. For categorical funds meeting this requirement, funds received that are not expended by the close of the fiscal year are recorded as deferred revenue. Other categorical funding is recognized when the appropriation is received.
- ➔ Federal revenues are recorded as they are earned by the District under terms of specific grants.
- ➔ Other revenues are recorded when received.
- ➔ Investments are recorded at cost and interest earned, but not received, is accrued.
- ➔ Expenditures, except for inventory-type items and prepaid expenditures, are recorded in the accounting period in which the fund liability is incurred, if measurable, except for principal and interest not matured on general long-term debt, which is recorded when due.
- ➔ Inventories are stated at cost on a first-in, first-out basis, which approximates market. Inventory recorded in the general fund consists of custodial, maintenance, teaching and office supplies and audiovisual aids. The Nutrition Services Fund



inventory consists of food and paper goods. The consumption method is used, meaning inventory-type items are recorded as expenditures at the time the items are used.

- ➔ General Fixed Assets are not depreciated and therefore no expense is budgeted. Purchase of long-term physical assets is included as budget expenditures in the year purchased. Construction period interest is recognized when earned.
- ➔ Long-term liabilities expected to be financed from governmental funds are accounted for in the general long-term debt account group, not in the governmental funds. However, the current year's principal and interest payments are budgeted in the appropriate governmental fund.
- ➔ Unexpended appropriations lapse at year end. Encumbrances are not included as expenditures.

### **System of Classifying Revenue and Expenditures**

Revenue of the District is classified by fund and object. Revenue is grouped into three areas: Local Revenue, State Revenue and Federal Revenue. An example of local revenue includes property taxes and interest on investments. State revenue examples include State Aid per pupil foundation and categorical aid. Federal revenue includes various grants such as Title I and IDEA-Special Education.

Expenditures in this presentation are classified first by fund by object and then by fund by function. Objects include salaries, fringe benefits, purchased services, supplies and capital outlay. Expenditures by function include basic instruction by level, added needs, adult education, pupil services, to name a few. Each function is described fully with the budget presented by function on the following pages.

## **Capital Projects Discussion**

Capital projects over the next year will concentrate on maintaining the District's physical plant as well as capital costs incurred with the renovation of buildings based upon the new instructional configuration. The District considers all of these projects as remodeling/ maintenance type projects and has chosen to include their expenditure and budget in the appropriate fund. The remaining projects are items that are normally budgeted in the maintenance budget of the general fund on an annual basis. A breakdown of these projects is included in the Informational Section.

The Capital Projects (Technology/Other Projects) Fund is used to purchase new and replacement classroom computers, television monitors and VCRs, and provide equipment for TV10. The source of funds for the Technology/Other Projects fund is by transfer from the general fund. The District changed from a five to a seven-year replacement cycle beginning with the 2006/07 fiscal year. Computers will be provided at the high schools and middle schools at a ratio of one computer per 3.0 and 3.7 students, respectively. At the elementary level, computers will be allocated at the rate of three computers in K-1 and resource rooms, five in grades 2-4, a wireless computer lab, and 18 computers for school support needs. Schools need not use the computers as allocated, but may develop other configurations based upon building plans and needs. The District established the EdTac committee during fiscal 2008/09 to look at ways to expand technology in the classroom. This committee will give advice and support on technology initiatives.

During 1997, the District was successful in passing a \$93.1 million bond issue for building additions and renovations and technology at all school sites. The bond issue had resulted from a year-long study of facility and technology needs culminating in recommendations by the Blue Ribbon Financial Strategies Committee in a report dated November, 1996. These projects were paid from the Capital Projects (Building & Site 1997 & 1999) Funds. Projects, including playground improvements, were also aided by monies set aside in the Capital Projects (Durant/Holly) Fund. In addition, funds from Durant/Holly were used to reduce the amount of bonds issued in 1999 for approved projects resulting in taxpayer savings during the term of the bonds. The remainder of the 1997 and 1999 Capital Projects funds was expended during 2003/04. The balance of the Durant/Holly funds was spent on the renovation of the bus garage in 2004/05.

During 2004, the District was successful in passing a \$25 million bond issue for the construction and renovation of outdoor facilities at the secondary schools. The bond issue was the culmination of the Secondary Outdoor Facilities Committee's

work in establishing a secondary outdoor facilities master plan. This report was presented in March, 2004. The project was completed during 2008/09.

The District established a new capital projects fund during 2004/05: Maintenance/Bus Purchases. This fund was created to meet the budget parameter of establishing a separate capital projects fund in order to remove the effect of one-time uses of fund balance from General Fund operating expenditures. It will be funded through transfers from the General Fund. This fund will be used to purchase buses and fund maintenance projects throughout the District. Future transfers to this fund are dependant upon financial operating conditions in the District.

During 2012/13 the Facilities Forward study teams was charged with examining the current state of our facilities and provide recommendations to the District on a vision for facilities for future work to be completed to meet the needs of 21<sup>st</sup> century learners. A report was given to the Board of Education in January, 2013. This report was a broad based vision for facilities with an estimated value of \$300 million. The Capital Finance Planning Task Team was charged with reviewing financing options and taking the Facilities Forward recommendation and to bring a financial proposal to the Board. Ballot proposals in August, 2013 and November, 2013 were voted down by the community.

After the defeat of the November proposal, the District reached out to stakeholders to determine the next steps to address the District's capital needs. Based upon the feedback from many stakeholders; including parents, civic leaders, and community members, there is strong support to go back to the community to request funding for another facilities plan (i.e. bond proposal). It was also clear from feedback that FPS needs to engage a cross section of stakeholders in this process in order to gain different perspectives from our community. Also, based upon feedback from experts, there appear to be two likely approaches to financing our capital needs that a committee and Board of Education should consider: either going back for one comprehensive bond proposal or a combination of a sinking fund with a later in time bond proposal.

The District hired an independent facilitator in the process and charged a Capital Advisory Planning Committee made up of community members, representatives from various stakeholder groups, and FPS staff to review earlier bond proposals, evaluate needs and priorities, and provide a recommendation to the Board that will include a critical needs spending plan, along with appropriate funding sources and ballot timing consideration.

The tasks the committee will accomplish are:

- Review the Facilities Forward Vision and Plan, along with other information used for the previous bond proposals; as well as any updated information to gain an understanding of the vision and estimated costs to meet those previously identified needs and priorities.
- Identify needs versus wants and new priorities with revised cost estimates.
- Develop and recommend funding options, including the amount of the financing plan and timing for the Board of Education's consideration.

A status report of the work of the committee was provided to the Board of Education on May 27, 2014.

Farmington Public School District  
Farmington, Michigan

# Financial Section



**Farmington Public School District  
Summary of Budgets  
All Fund Types  
2014-2015**

GOVERNMENTAL					PROPRIETARY
MEMORANDUM TOTALS ALL GOVERNMENTAL FUNDS	GENERAL FUND	DEBT SERVICE FUND	SPECIAL REVENUE FUND	CAPITAL PROJECTS FUND	INTERNAL SERVICE FUND

**Revenue:**

Property Taxes	\$ 48,578,305	\$ 41,241,624	\$ 7,336,681	\$ -	\$ -	\$ -
Tuition	1,265,540	1,265,540	-	-	-	-
Earnings on Investments	12,505	10,000	2,000	500	5	1,000
Other Local	4,602,576	2,436,576	-	2,166,000	-	21,601,281
<i>Total Local Revenue</i>	54,458,926	44,953,740	7,338,681	2,166,500	5	21,602,281
Interdistrict Revenue	12,833,492	757,476	-	12,076,016	-	-
State Membership Revenue	60,676,749	60,676,749	-	-	-	-
State Categorical Revenue	21,805,878	19,415,648	-	2,390,230	-	-
<i>Total State Revenue</i>	82,482,627	80,092,397	-	2,390,230	-	-
Federal Revenue	6,423,310	4,994,201	-	1,429,109	-	-
Transfers & Other Transactions	9,088,454	8,840,736	-	102,718	145,000	-
<b>Total Revenue</b>	165,286,809	139,638,550	7,338,681	18,164,573	145,005	21,602,281

**Expenditures:**

Elementary Instruction	35,250,117	35,250,117	-	-	-	-
Middle School Instruction	11,134,132	11,134,132	-	-	-	-
High School Instruction	24,315,444	24,315,444	-	-	-	-
Other Basic Programs	485,710	485,710	-	-	-	-
Added Needs	22,018,128	17,634,702	-	4,383,426	-	-
Adult Education	110,519	110,519	-	-	-	-
<i>Total Instruction</i>	93,314,050	88,930,624	-	4,383,426	-	-
Pupil Services	15,845,037	14,189,432	-	1,655,605	-	-
Instructional Staff Services	7,348,281	7,095,345	-	252,936	-	-
General Administration	1,162,327	1,162,327	-	-	-	-
School Administration	7,419,088	7,419,088	-	-	-	-
Business	1,876,071	1,876,071	-	-	-	-
Maintenance & Operations	10,986,113	10,819,084	-	167,029	-	-
Transportation	6,835,458	6,807,458	-	28,000	-	-
Athletics	1,940,380	1,940,380	-	-	-	-
Other Central Services	3,228,415	3,228,415	-	-	-	-
<i>Total Support Services</i>	56,641,170	54,537,600	-	2,103,570	-	-
Community Services	1,456,058	1,456,058	-	-	-	-
Debt Service	7,568,450	-	7,568,450	-	-	-
Nutrition Expenditures	3,895,486	-	-	3,895,486	-	-
Capital Projects Expenditures	543,320	-	-	-	543,320	-
Benefit Stabilization Expenditures	-	-	-	-	-	20,941,700
Intergovernmental Payments	624,111	151,111	-	473,000	-	-
Building and Site Improvements	26,800	1,800	-	25,000	-	-
Transfers & Other Transactions	8,028,736	145,000	-	7,683,736	200,000	-
<b>Total Expenditures</b>	172,098,181	145,222,193	7,568,450	18,564,218	743,320	20,941,700
<b>Excess Revenue over (under) Expenditures</b>	(6,811,372)	(5,583,643)	(229,769)	(399,645)	(598,315)	660,581
<b>Beginning Fund Balance</b>	14,021,913	9,898,936	717,985	2,689,791	715,201	135,929
<b>Ending Fund Balance</b>	\$ 7,210,541	\$ 4,315,293	\$ 488,216	\$ 2,290,146	\$ 116,886	\$ 796,510

***General Fund***

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# Farmington Public School District

## 2014-2015 Budget

### General Fund by Object

	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Revised</b>	<b>Budget</b>
<b>Revenue:</b>					
Property Taxes	\$ 49,753,515	\$ 45,428,286	\$ 43,832,315	\$ 42,028,559	\$ 41,241,624
Tuition	1,235,121	1,165,869	1,331,767	1,265,948	1,265,540
Earnings on Investments	240,310	167,591	51,890	60,000	10,000
Other Local Revenue	3,177,464	2,583,790	2,408,431	2,483,322	2,436,576
Interdistrict Revenue	407,040	422,048	421,899	837,998	757,476
State Foundation Allowance	67,199,602	65,071,141	65,166,502	61,933,584	60,676,749
State Categorical Revenue	7,755,457	10,905,955	12,968,105	17,033,532	19,415,648
Federal Revenue	9,221,322	5,255,651	4,276,125	4,994,201	4,994,201
Transfers & Other Transactions	9,123,378	8,116,765	7,999,197	7,151,892	8,840,736
<b>Total Revenue</b>	<b>148,113,209</b>	<b>139,117,096</b>	<b>138,456,231</b>	<b>137,789,036</b>	<b>139,638,550</b>
<b>Expenditures:</b>					
Salaries	82,227,911	80,589,163	81,599,133	82,428,186	80,402,939
Employee Benefits	43,171,784	42,339,188	43,210,928	46,701,096	48,311,895
Purchased Services	8,444,137	8,825,575	8,553,322	8,907,868	8,592,126
Supplies & Other	6,418,768	7,310,288	6,621,175	7,305,544	7,020,268
Capital Outlay	1,455,112	244,540	259,155	138,959	139,059
Payments to Other Districts	479,140	413,627	552,907	653,230	610,906
Transfers & Other Transactions	1,235,439	3,256,320	2,651,312	875,000	145,000
<b>Total Expenditures</b>	<b>143,432,291</b>	<b>142,978,701</b>	<b>143,447,932</b>	<b>147,009,883</b>	<b>145,222,193</b>
Excess Revenue over (under) Expenditures	4,680,918	(3,861,605)	(4,991,701)	(9,220,847)	(5,583,643)
Beginning Fund Balance	23,292,171	27,973,089	24,111,484	19,119,783	9,898,936
Ending Fund Balance	\$ 27,973,089	\$ 24,111,484	\$ 19,119,783	\$ 9,898,936	\$ 4,315,293

An explanation of the revenue and expenditures as well as assumptions for the general fund budget follow.



**FARMINGTON PUBLIC SCHOOL DISTRICT  
2014/2015 GENERAL FUND BUDGET  
REVENUE DESCRIPTIONS AND ASSUMPTIONS**

**PROPERTY TAXES**

Property taxes are one of the main sources of revenue for funding the operation of the Farmington Public School District. It is based on the taxable value of all property within the District and is collected by the local units of government. The 2014 taxable value for the District is \$3,238,856,280, an increase of 0.27 percent from 2013. This slight increase is mainly due to an increase in property values for homesteads after the last six years of declines because of the slumping economic climate. By law, individual taxable value of properties cannot increase more than the rate of inflation, or 5 percent, whichever is less. In nine of the past thirteen years, values have increased at the rate of inflation, which has been much less than five percent. This is advantageous to property owners. In a declining market, once taxable values are reduced to the level of assessed values, the values go down together dollar for dollar and in a market that is increasing it helps to reduce the amount of increase.

Revenue generated from local property tax levy for general fund operations is estimated at \$41,241,624.

The total millage proposed for levy for operations on non-homestead property is 18.0000 mills and on homestead property is 9.4872 mills. This is a decrease on homesteads of .9678 mills from 2013/14. Non-homestead mills remained the same as 2013/14. The millage rate, first established in 2009, for industrial personal property and commercial personal is 9.4872 and 15.4872, respectively. In August 2010, the voters approved the non-homestead rate at 18.0000 mills which is the maximum rate allowed under Proposal A. Previously the District's millage rate had been rolled back by the Headlee factor.

**TUITION**

Tuition revenue is primarily community education and preschool tuition as well as K-12 non-resident tuition students.

## **EARNINGS ON INVESTMENTS**

Earnings on investments are revenue received from the investment of District monies. Since this item is a function of fund balance, tax collections, interest rates, and the State Aid payment schedule, interest on investments is projected to decline from 2013/14 fiscal year due to the slow recovery in the overall national economy, extremely low interest rates and the spending down of the General Fund balance.

## **OTHER LOCAL REVENUE**

This line accounts for all other revenue collected locally such as building use, parking lot and field trip fees, Medicaid reimbursement as well as other miscellaneous receipts. Participation fees for athletic activities are budgeted in the General Fund starting with fiscal 2010/11. The annual participation fee is \$350 for high school and \$150 for middle school athletes.

## **INTERDISTRICT REVENUE**

This revenue includes the vocation millage, which passes through Oakland Intermediate School District (OISD) as well as tuition for special education services rendered to other local districts.

## **STATE MEMBERSHIP REVENUE**

This line represents the District's other main source of revenue in addition to property taxes. It includes receipts from the State based on a per pupil amount times the number of blended pupils less tax receipts.

It is estimated that the District's foundation allowance will be \$10,008 in 2014/15. This is an increase of \$83 per pupil over 2013/14. Estimating a blended pupil count of 10,142 pupils, not including special education students, results in per pupil revenue of \$60,574,261 in the form of State membership revenue.

## **STATE CATEGORICAL REVENUE**

The funds received from the State for special education, vocational education, transportation, adult education, funding for MPSERS offset, best financial practices,

performance funding and the Headlee data collection funding are recorded as categorical revenue.

Beginning with the 1997/98 school year, the \$8,019 per pupil foundation guarantee for special education has been reclassified as categorical rather than local revenue in the State's attempt to have it appear that it is funding special education in accord with its constitutional responsibilities.

## **FEDERAL REVENUE**

The funds received as a pass-through from the Oakland Intermediate School District and the State directly attributable to supplemental instructional programs are classified as federal revenue. The District pursues available funding and numerous grants are estimated to be received during the preparation of this budget. Federal grants are reserved for specific purposes including, but not limited to Title I and IDEA-Special Education.

At this time, we do not know if there will be a further effect of reductions due to sequestration, but we have not budgeted for any adjustment in this budget. This budget assumes that revenues will equal expenditures, and therefore has no effect on the District's fund balance.

## **TRANSFERS & OTHER TRANSACTIONS**

The State and County reimburse the special education center programs by including an indirect rate to cover necessary administrative costs not directly charged to those programs. Transfers & Other Transactions include the amounts necessary to reimburse the General Fund for these costs. The Nutrition Services Fund is budgeted to transfer \$108,160 to the General Fund to cover its maximum allowable indirect costs. As part of the reduction plan for 2014/15, the Capital Projects (Technology/Other Projects) Fund is transferring \$200,000. Also included is an estimate of \$20,000 for the sale of capital assets as well as \$1 million for the sale of two vacant school land parcels.

## **EXPENDITURE DESCRIPTIONS AND ASSUMPTIONS**

### **SALARIES**

Contracts for teaching staff, paraprofessional and clerical have been renegotiated and expire on June 30, 2016. Contracts for administrators and other non-affiliated staff expire on June 30, 2013. All other staff contracts currently expire on June 30, 2016. Teaching staff and paraprofessional staff wages have been budgeted to increase one percent for 2014/15. All other staff wages have been budgeted at the same level as 2013/14. Overall, a net decrease of 41.6 fte is budgeted due to the reduction plan being implemented with the 2014/15 budget.

### **EMPLOYEE BENEFITS**

The cost of negotiated insurance premiums, including health, dental, optical, life, and long-term disability for employees is estimated on average to increase five percent, however plan changes to move to full self-funding which is estimated to save approximately \$800,000 over the 2013/14 estimated costs including premiums. All staff will contribute a minimum of 20% toward health premiums (CMC employees pay 30%). Social security taxes, or FICA, are estimated at 7.65 percent of payroll up to new maximums. Retirement expense, paid on behalf of District employees into the Michigan Public School Employees Retirement Fund, will increase to a rate of 33 percent of wages paid for 2014/15. The revised percent is based upon updated information provided by the State retirement system for the 2014/15 school year. In 2013/14, the State implemented a pass through of a portion of retirement costs. The Unfunded Accrued Actuarial Liability (UAAL) is estimated at 7.22 percent of wages. Corresponding, the District receives revenue as a percentage of prior year wages. This was a commitment the legislature made when they revised the defined benefit retirement system in the fall of 2012.

### **PURCHASED SERVICES**

Purchased services include items such as conference fees, mileage paid, consultants, utilities such as electricity, telephone, water, refuse and gas, liability, property and fleet insurance, and any subcontracted services.

## **SUPPLIES & OTHER**

Supplies are fairly self-explanatory and primarily include classroom (including textbooks) and office supplies as well as athletic supplies and uniforms.

## **CAPITAL OUTLAY**

Capital outlay includes new and replacement equipment such as furnishing additional classrooms, replacement of classroom and media furniture, replacement band uniforms and purchase of maintenance vehicles.

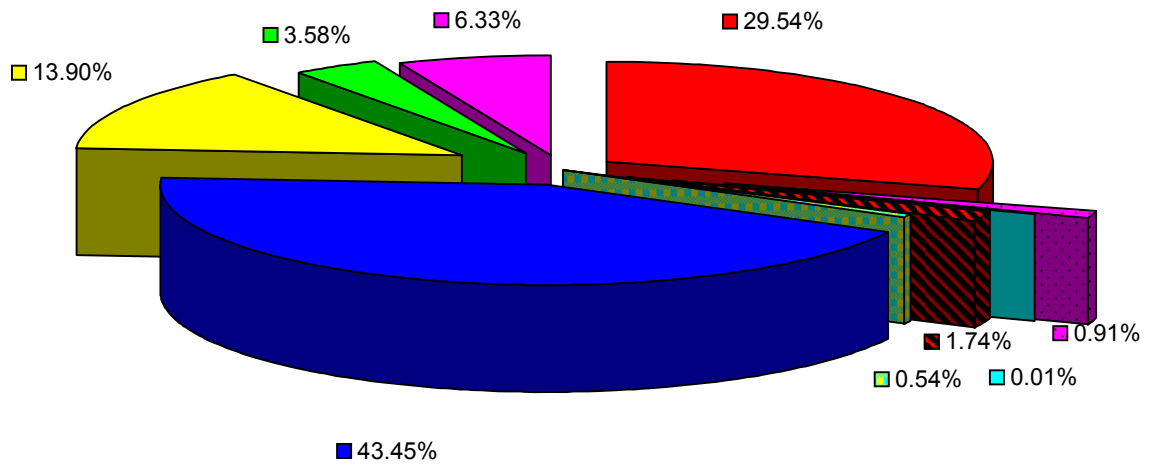
## **PAYMENTS TO OTHER DISTRICTS**

These are payments to other school districts for sub-grantee expenditures, rent for Visions and tuition paid to the intermediate school district for alternative educational programming.

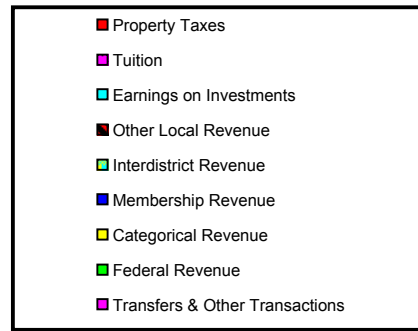
## **TRANSFERS & OTHER TRANSACTIONS**

A transfer of \$145,000 to the Capital Projects (Maintenance/Bus Purchases) Fund is budgeted to pay for maintenance project work for the summer of 2014. No transfer into the Capital Projects (Technology/Other Projects) Fund is budgeted for 2014/15.

**Revenue**  
2014-2015 General Fund Budget



Farmington Public School District

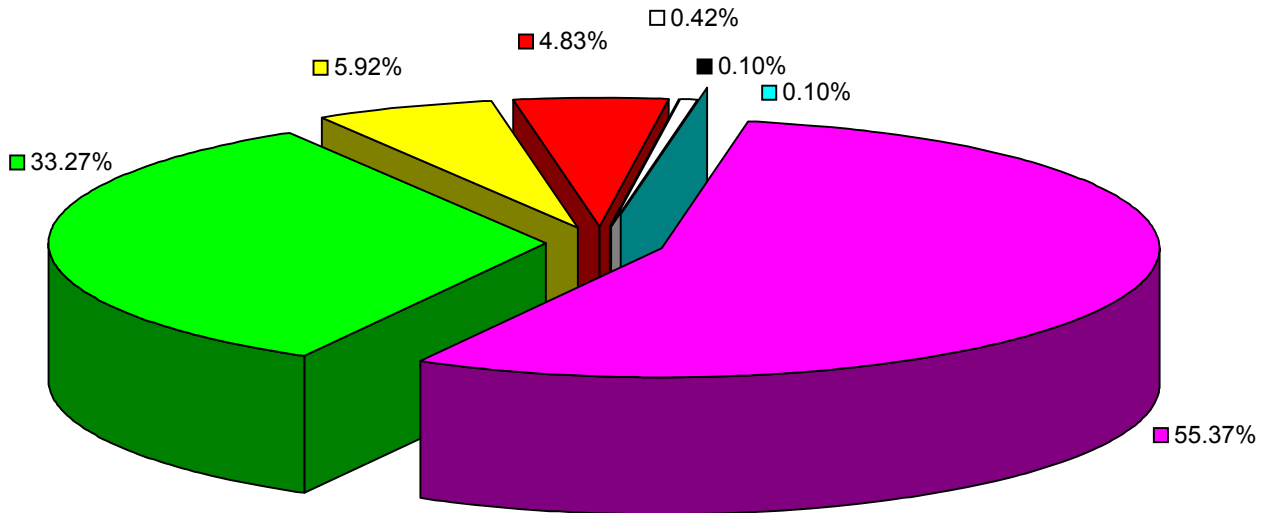


**Revenue Budget By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Property Taxes	\$43,832,315	\$42,028,559	\$41,241,624	(1.87%)	29.54%
Tuition	1,331,767	1,265,948	1,265,540	(0.03%)	0.91%
Earnings on Investments	51,890	60,000	10,000	(83.33%)	0.01%
Other Local Revenue	2,408,431	2,483,322	2,436,576	(1.88%)	1.74%
Interdistrict Revenue	421,899	837,998	757,476	(9.61%)	0.54%
State Membership Revenue	65,166,502	61,933,584	60,676,749	(2.03%)	43.45%
State Categorical Revenue	12,968,105	17,033,532	19,415,648	13.98%	13.90%
Federal Revenue	4,276,125	4,994,201	4,994,201	-	3.58%
Transfers & Other Transactions	7,999,197	7,151,892	8,840,736	23.61%	6.33%
<b>Total Revenue</b>	<b>\$138,456,231</b>	<b>\$137,789,036</b>	<b>\$139,638,550</b>	<b>1.34%</b>	<b>100.00%</b>

## Expenditures by Object

2014-2015 General Fund Budget



Farmington Public School District

- Salaries
- Employee Benefits
- Purchased Services
- Supplies & Other
- Capital Outlay
- Payments to Other Districts
- Transfers & Other Transactions

### Expenditure Budget By Object

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 81,599,133	\$ 82,428,186	\$ 80,402,939	(2.46%)	55.37%
Employee Benefits	43,210,928	46,701,096	48,311,895	3.45%	33.27%
Purchased Services	8,553,322	8,907,868	8,592,126	(3.54%)	5.92%
Supplies & Other	6,621,175	7,305,544	7,020,268	(3.90%)	4.83%
Capital Outlay	259,155	138,959	139,059	0.07%	0.10%
Payments to Other Districts	552,907	653,230	610,906	(6.48%)	0.42%
Transfers & Other Transactions	2,651,312	875,000	145,000	(83.43%)	0.10%
<b>Total Expenditures</b>	<b>\$ 143,447,932</b>	<b>\$ 147,009,883</b>	<b>\$ 145,222,193</b>	<b>(1.22%)</b>	<b>100.00%</b>

## Farmington Public School District 2014-2015 Budget

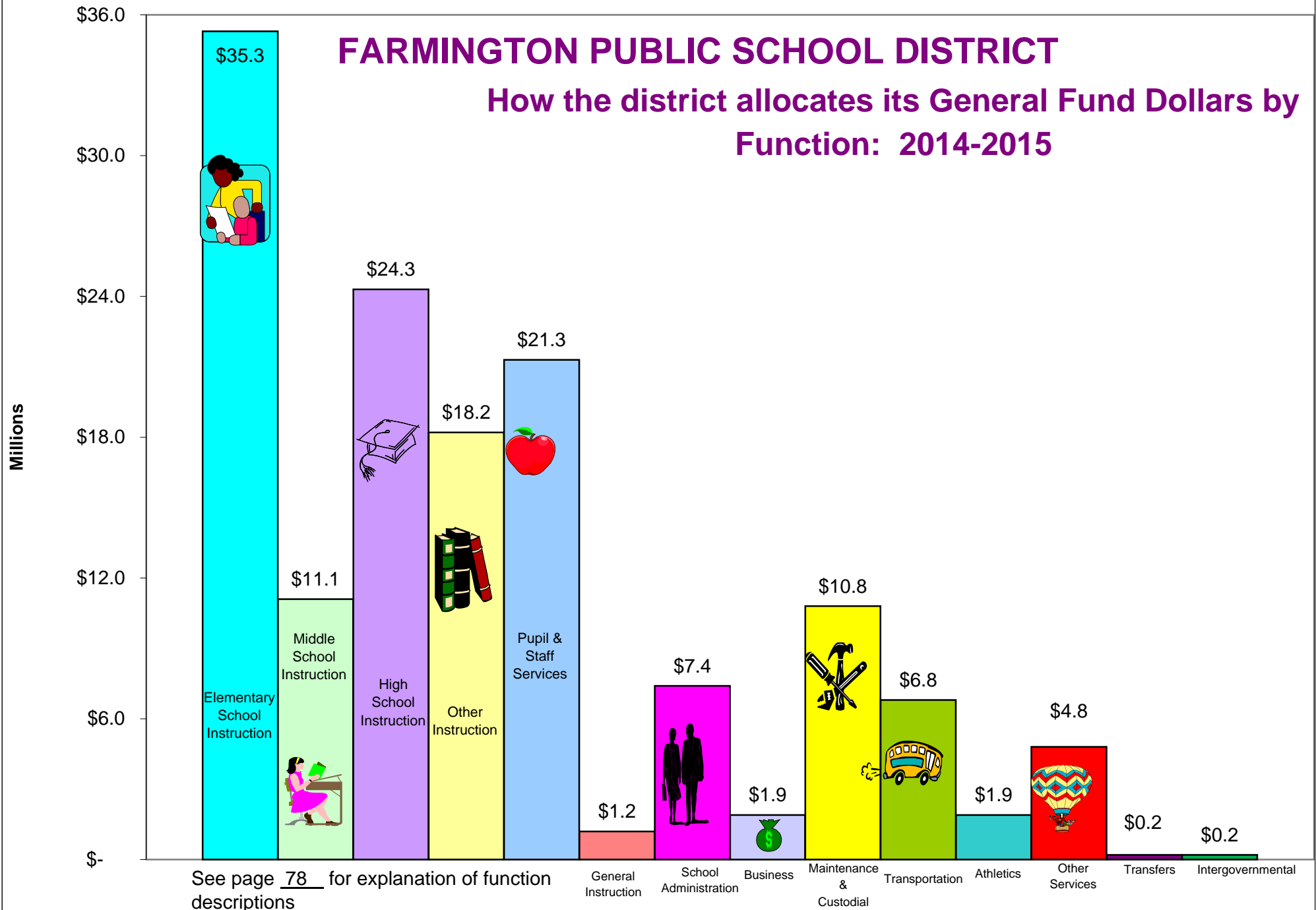
### General Fund by Function

	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 REVISED	2014-15 BUDGET
<b>Revenue:</b>					
Property Taxes	\$ 49,753,515	\$ 45,428,286	\$ 43,832,315	\$ 42,028,559	\$ 41,241,624
Tuition	1,235,121	1,165,869	1,331,767	1,265,948	1,265,540
Earnings on Investments	240,310	167,591	51,890	60,000	10,000
Other Local	3,177,464	2,583,790	2,408,431	2,483,322	2,436,576
Total Local Revenue	54,406,410	49,345,536	47,624,403	45,837,829	44,953,740
Interdistrict Revenue	407,040	422,048	421,899	837,998	757,476
State Membership Revenue	67,199,602	65,071,141	65,166,502	61,933,584	60,676,749
State Categorical Revenue	7,755,457	10,905,955	12,968,105	17,033,532	19,415,648
Total State Revenue	74,955,059	75,977,096	78,134,607	78,967,116	80,092,397
Federal Revenue	9,221,322	5,255,651	4,276,125	4,994,201	4,994,201
Transfers & Other Transactions	9,123,378	8,116,765	7,999,197	7,151,892	8,840,736
Total Revenue	148,113,209	139,117,096	138,456,231	137,789,036	139,638,550
<b>Expenditures:</b>					
Elementary Instruction	34,253,086	34,124,461	34,439,621	34,888,678	35,250,117
Middle School Instruction	10,502,615	10,433,800	10,685,310	11,405,204	11,134,132
High School Instruction	22,976,118	23,444,798	24,251,849	24,905,071	24,315,444
Other Basic Programs	339,974	405,163	405,595	481,534	485,710
Added Needs	15,532,813	15,502,810	15,713,643	17,799,785	17,634,702
Adult Education	76,563	100,221	81,309	97,456	110,519
Total Instruction	83,681,169	84,011,253	85,577,327	89,577,728	88,930,624
Pupil Services	13,424,406	12,934,177	13,332,148	13,779,900	14,189,432
Instructional Staff Services	8,031,591	8,157,804	8,076,197	7,186,275	7,095,345
General Administration	1,171,050	1,405,020	1,477,686	1,643,834	1,162,327
School Administration	7,212,750	7,102,142	7,166,229	7,526,985	7,419,088
Business	2,108,472	2,808,089	2,294,834	2,020,634	1,876,071
Maintenance & Operations	11,986,137	10,288,891	10,267,288	10,892,812	10,819,084
Transportation	6,651,347	6,104,613	6,052,563	6,579,706	6,807,458
Athletics	2,006,621	2,117,510	2,030,460	1,985,910	1,940,380
Other Central Services	3,202,636	3,405,507	3,057,827	3,289,768	3,228,415
Total Support Services	55,795,010	54,323,753	53,755,232	54,905,824	54,537,600
Community Services	1,215,179	1,257,702	1,433,219	1,498,520	1,456,058
Intergovernmental Payments	73,137	7,818	6,865	151,111	151,111
Building and Site Improvements	1,432,357	121,855	23,977	1,700	1,800
Transfers & Other Transactions	1,235,439	3,256,320	2,651,312	875,000	145,000
Total Expenditures	143,432,291	142,978,701	143,447,932	147,009,883	145,222,193
Beginning Fund Balance	23,292,171	27,973,089	24,111,484	19,119,783	9,898,936
Ending Fund Balance	\$ 27,973,089	\$ 24,111,484	\$ 19,119,783	\$ 9,898,936	\$ 4,315,293



# FARMINGTON PUBLIC SCHOOL DISTRICT

How the district allocates its General Fund Dollars by Function: 2014-2015



See page 78 for explanation of function descriptions

**FARMINGTON PUBLIC SCHOOL DISTRICT  
2014/2015 GENERAL FUND BUDGET  
EXPENDITURE DESCRIPTIONS BY FUNCTION**

**ELEMENTARY INSTRUCTION**

The direct classroom costs of the kindergarten through 6th grade are included in this line. These expenditures include teacher and paraprofessional salaries, benefits, services other than those performed by our employees, classroom equipment repair and rentals, classroom supplies, textbooks, capital outlay and payments to other districts.

**MIDDLE SCHOOL INSTRUCTION**

The direct classroom costs of the 7th through 8th grade are included in this line. These expenditures include teacher salaries, benefits, services other than those performed by our employees, classroom equipment repair and rentals, classroom supplies, textbooks, capital outlay and payments to other districts.

**HIGH SCHOOL INSTRUCTION**

The direct classroom costs of the 9th through 12th grade are included in this line. These expenditures include teacher salaries, benefits, services other than those performed by our employees, classroom equipment repair and rentals, classroom supplies, textbooks, capital outlay and payments to other districts.

**OTHER BASIC PROGRAMS**

This line represents the direct costs associated with the Michigan School Readiness Grant. The costs include salaries, benefits, services performed by other than our employees, equipment repair and rentals, supplies, capital outlay and payments to other districts.

## **ADDED NEEDS**

The direct classroom costs of primarily the special education, compensatory education (i.e. Headstart, Bilingual Services), and vocational education including salaries, benefits, purchased services, supplies and materials, capital outlay and payments to other districts are included in added needs.

## **ADULT EDUCATION**

The costs associated with the operation of the high school completion program are included in this line. The costs include salaries, benefits, purchased services, supplies and materials, capital outlay and payments to other districts.

## **PUPIL SERVICES**

The direct services provided to the students in support of basic classroom offerings are included in pupil services. These services include upper elementary, middle and high school counselors, occupational and physical therapists, nurses, psychologists, speech and audiological therapists, social workers, teacher consultants, and playground supervisors. These costs include all of the related payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function.

## **INSTRUCTIONAL STAFF SERVICES**

The costs associated with staff development and curriculum coordinators, media specialists, audiovisual services and supervision of staff. These costs include all of the related payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function.

## **GENERAL ADMINISTRATION**

The costs incurred by the Board in the areas of the mandated annual audit, legal fees, election costs, Board member stipends and the costs to the District of executive administration are included in general administration. These costs include all of the related payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function.

## **SCHOOL ADMINISTRATION**

This function includes all of the associated costs of school building administration, including the principals, assistant principals and school clerical staff. These costs include all of the related payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function.

## **BUSINESS**

The operation of the business office (accounting, accounts payable, payroll, budgeting, investments, purchasing and financial reporting) and the related costs including payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function. Expenditures for district wide mail costs and tax appeals comprise a large portion of the total expenditures within this function.

## **MAINTENANCE & OPERATIONS**

The costs associated with the maintenance of all District buildings including custodians, maintenance personnel and supervision are included in this function. These costs include all of the related payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function. The District maintains a maintenance schedule and the related projects from this schedule are budgeted in the appropriate lines. All District utilities and property and liability insurance coverage is also included in this function.

## **TRANSPORTATION**

All of the associated costs of transporting resident pupils to and from school and field trips are included in this function. These costs include all of the related payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function.

## **OTHER CENTRAL SERVICES**

Central Services include the associated costs of the personnel department, school and community relations, data processing and information management. These costs include all of the related payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function.

## **ATHLETICS**

Athletics include those activities concerned with financing the interscholastic athletic programs that are under the supervision of the District including payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function.

## **COMMUNITY SERVICES**

Community Services include the operation of the community service program (including preschool) and the related costs including payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function.

## **INTERGOVERNMENTAL PAYMENTS**

These are payments to other school districts for sub-grantee expenditures, rent for Visions and tuition paid to the intermediate school district for alternative educational programming.

## **BUILDING AND SITE IMPROVEMENTS**

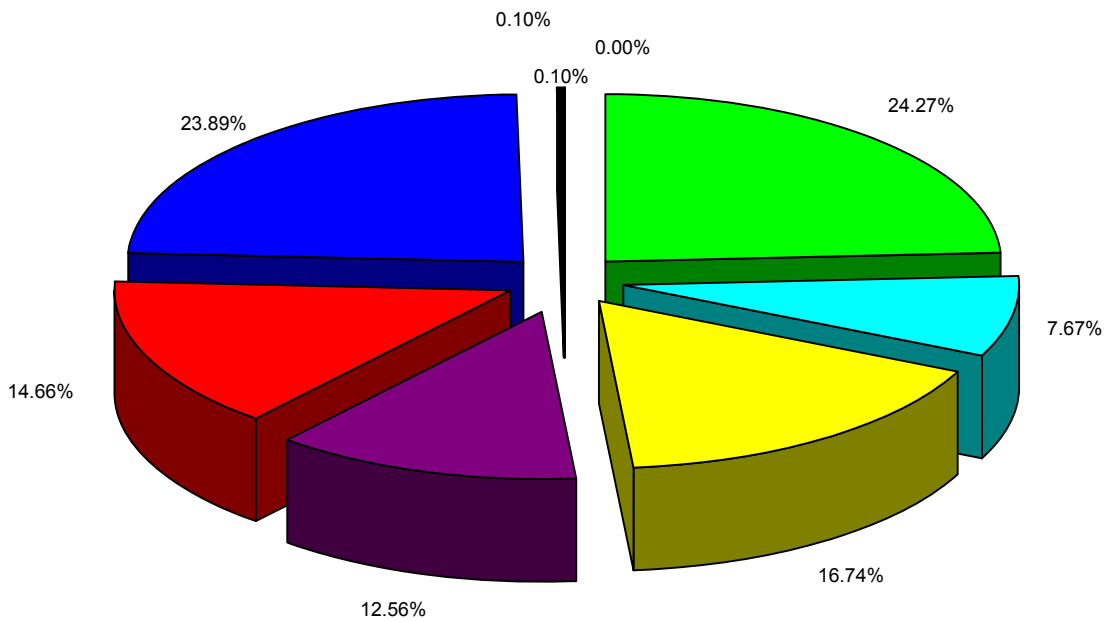
Building and Site Improvements include the costs of renovating our buildings and include supplies and capital outlay associated with this function.

## **TRANSFERS & OTHER TRANSACTIONS**

Transfers & Other Transactions are the funds that are transferred to other District funds (Capital Projects).

**Expenditures by Function  
2014-2015 General Fund Budget**

Farmington Public School District



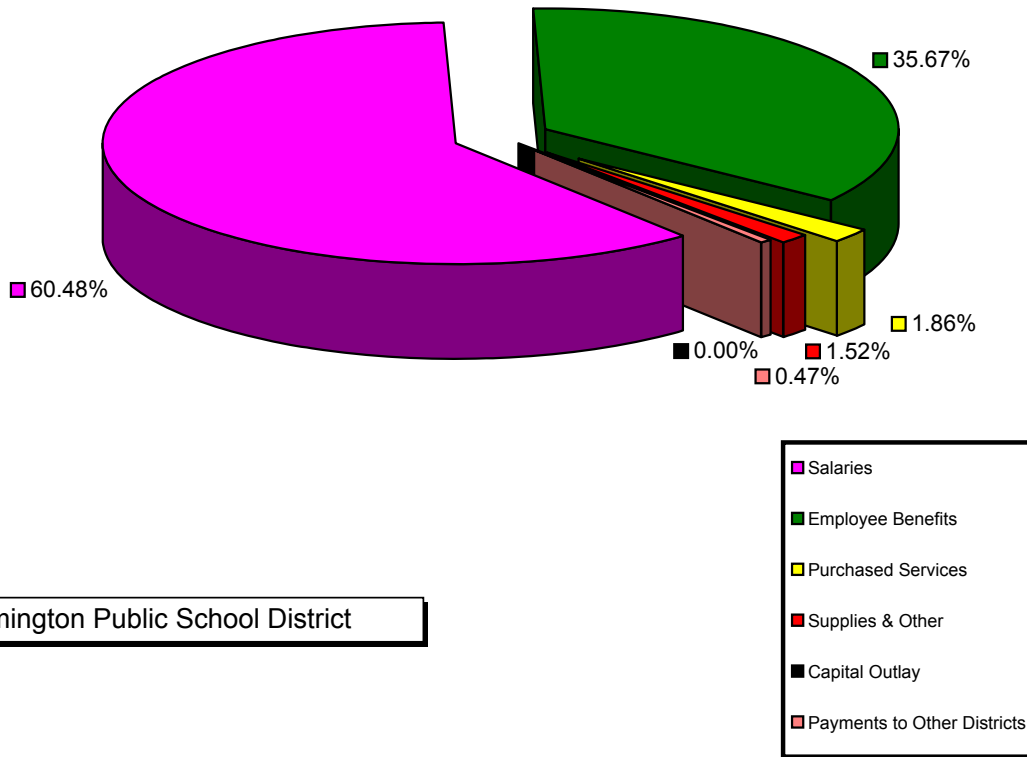
Elementary	Middle School	High School
Other Instruction	Pupil & Staff Services	Support Services
Intergovernmental Payments	Building and Site Improvements	Transfers & Other Transactions

**Expenditures by Function**

**2014-15  
BUDGET**

Elementary	\$ 35,250,117
Middle School	11,134,132
High School	24,315,444
Other Instruction	18,230,931
Pupil & Staff Services	21,284,777
Support Services	34,708,881
Intergovernmental Payments	151,111
Building and Site Improvements	1,800
Transfers & Other Transactions	145,000
	<u><u>\$145,222,193</u></u>

**Elementary Instruction\*  
2014-2015 General Fund Budget**

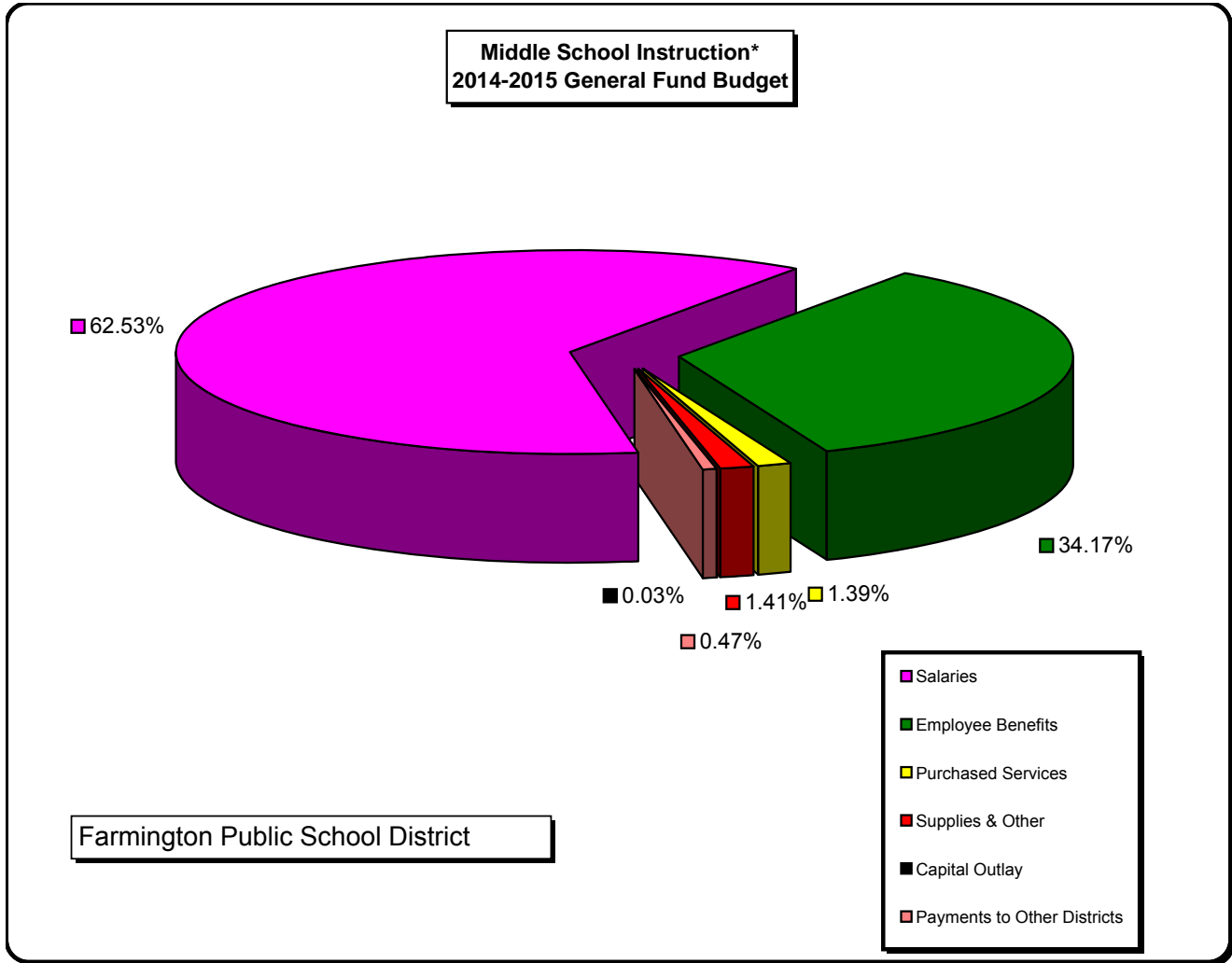


Farmington Public School District

**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 21,624,203	\$ 21,595,008	\$ 21,322,284	(1.26%)	60.48%
Employee Benefits	11,327,695	11,869,250	12,572,305	5.92%	35.67%
Purchased Services	814,846	682,389	655,312	(3.97%)	1.86%
Supplies & Other	568,070	581,031	535,516	(7.83%)	1.52%
Capital Outlay	-	-	-	-	-
Payments to Other Districts	104,807	161,000	164,700	-	0.47%
<b>Subtotal</b>	<b>\$ 34,439,621</b>	<b>\$ 34,888,678</b>	<b>\$ 35,250,117</b>	<b>1.04%</b>	<b>100.00%</b>

\* The direct classroom costs of the kindergarten through 6th grade is included in elementary instruction. These expenditures include teacher and paraprofessional salaries, benefits, services other than those performed by District employees, classroom, equipment repair and rentals, classroom supplies, textbooks, capital outlay and payments to other districts associated with this function. The reduction plan included the reduction of one coach position, right sizing of 5-6 classrooms, a reduction in the number of purchased services substitutes required for professional development as well as a reduction in per pupil allocations account for the decline in overall budget as well as plan changes to our self-funding of health insurance plans. Employee benefits are increasing due to a 12.4% increase in the cost of retirement, otherwise other benefit costs are flat.



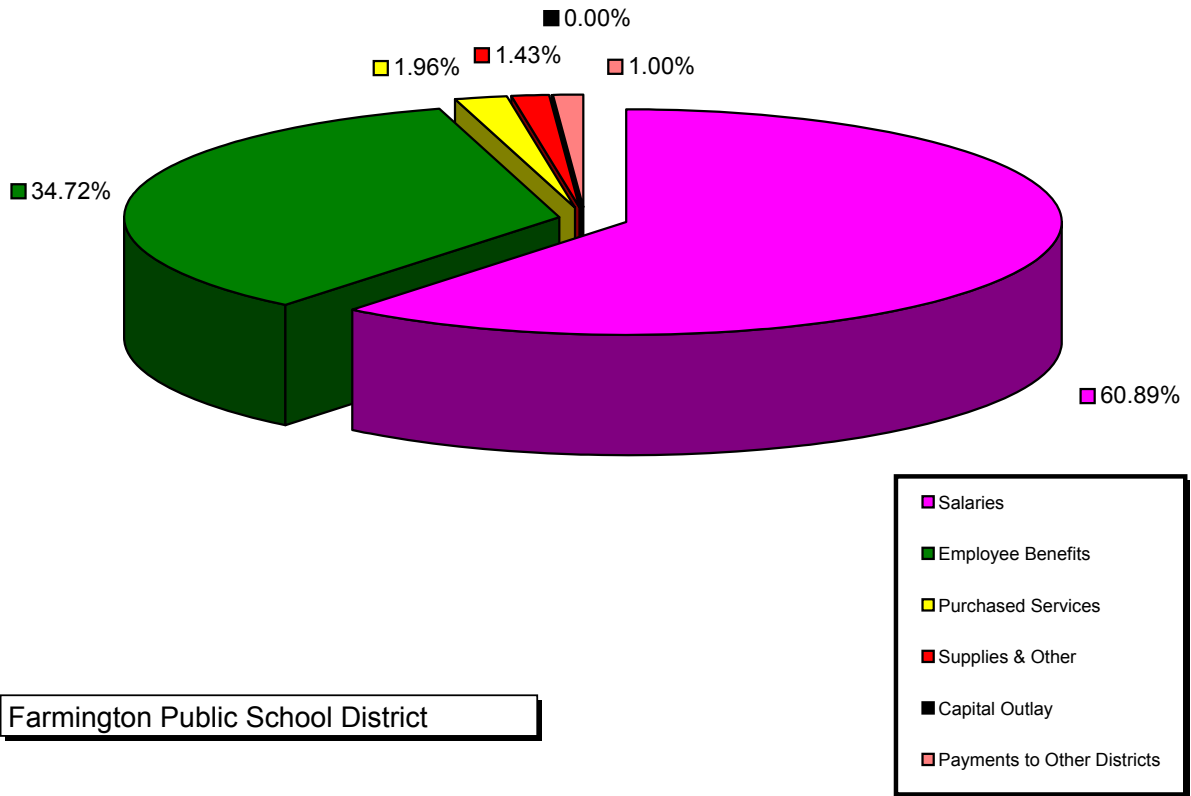
**Expenditure Budget by Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 6,799,851	\$ 7,268,661	\$ 6,962,094	(4.22%)	62.53%
Employee Benefits	3,503,066	3,741,183	3,805,209	1.71%	34.17%
Purchased Services	218,401	163,958	155,173	(5.36%)	1.39%
Supplies & Other	124,205	177,202	156,756	(11.54%)	1.41%
Capital Outlay	-	3,000	3,000	-	0.03%
Payments to Other Districts	39,787	51,200	51,900	1.37%	0.47%
<b>Subtotal</b>	<b>\$ 10,685,310</b>	<b>\$ 11,405,204</b>	<b>\$ 11,134,132</b>	<b>(2.38%)</b>	<b>100.00%</b>

\* The direct classroom costs of the 7th through 8th grade are included in middle school instruction. These expenditures include teacher salaries, benefits, services other than those performed by District employees, classroom equipment repair and rentals, classroom supplies, textbooks, capital outlay and payments to other districts associated with this function. The 2014-15 reduction plan included a reduction in the number of outside substitutes used for professional development, as well as right sizing 7-8 classrooms. Employee benefits are increasing due to a 12.4% increase in the cost of retirement which are offset by plan changes to our self-funding health insurance plans. Supplies in 2014-15 are reduced by 1/2 the estimated average carryover for school budgets.



**High School Instruction\*  
2014-2015 General Fund Budget**



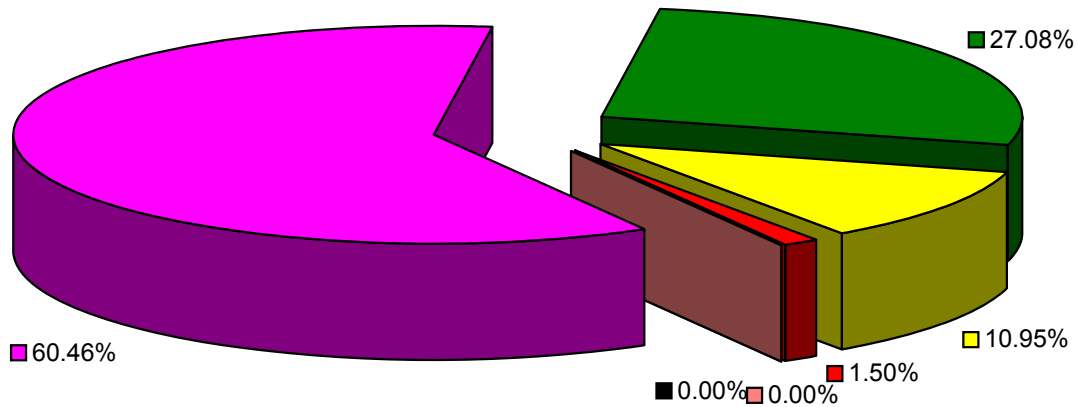
Farmington Public School District

**Expenditure Budget By Function By Object**

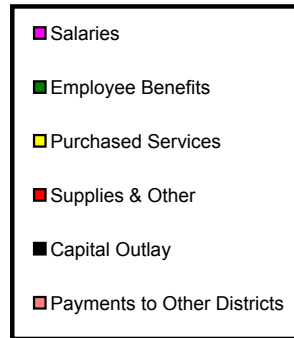
	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 15,245,342	\$ 15,418,285	\$ 14,804,807	(3.98%)	60.89%
Employee Benefits	7,726,013	8,270,640	8,442,799	2.08%	34.72%
Purchased Services	563,454	485,715	477,376	(1.72%)	1.96%
Supplies & Other	321,576	442,812	347,267	(21.58%)	1.43%
Capital Outlay	-	-	-	-	-
Payments to Other Districts	395,464	287,619	243,195	(15.45%)	1.00%
<b>Subtotal</b>	<b>\$ 24,251,849</b>	<b>\$ 24,905,071</b>	<b>\$ 24,315,444</b>	<b>(2.37%)</b>	<b>100.00%</b>

\* The direct classroom costs of the 9th through 12th grade is included in high school instruction. These expenditures include teacher salaries, benefits, services other than those performed by District employees, classroom equipment repair and rentals, classroom supplies, textbooks, capital outlay and payments to other districts associated with this function. The reduction plan included the right sizing of classrooms, a reduction in the number of purchased service substitutes required for professional development as well as a reduction in per pupil allocations account for the decline in overall budget. Employee benefits are increasing due to a 12.4% increase in the cost of retirement, offset by plan changes to our self-funded health insurance plans. Payments to other districts includes the elimination of tuitions as we are no longer participating in the International Academy, as well as a reduced student activity allocation per the 2014-15 reduction plan.

**Other Basic Programs\***  
**2014-2015 General Fund Budget**



Farmington Public School District

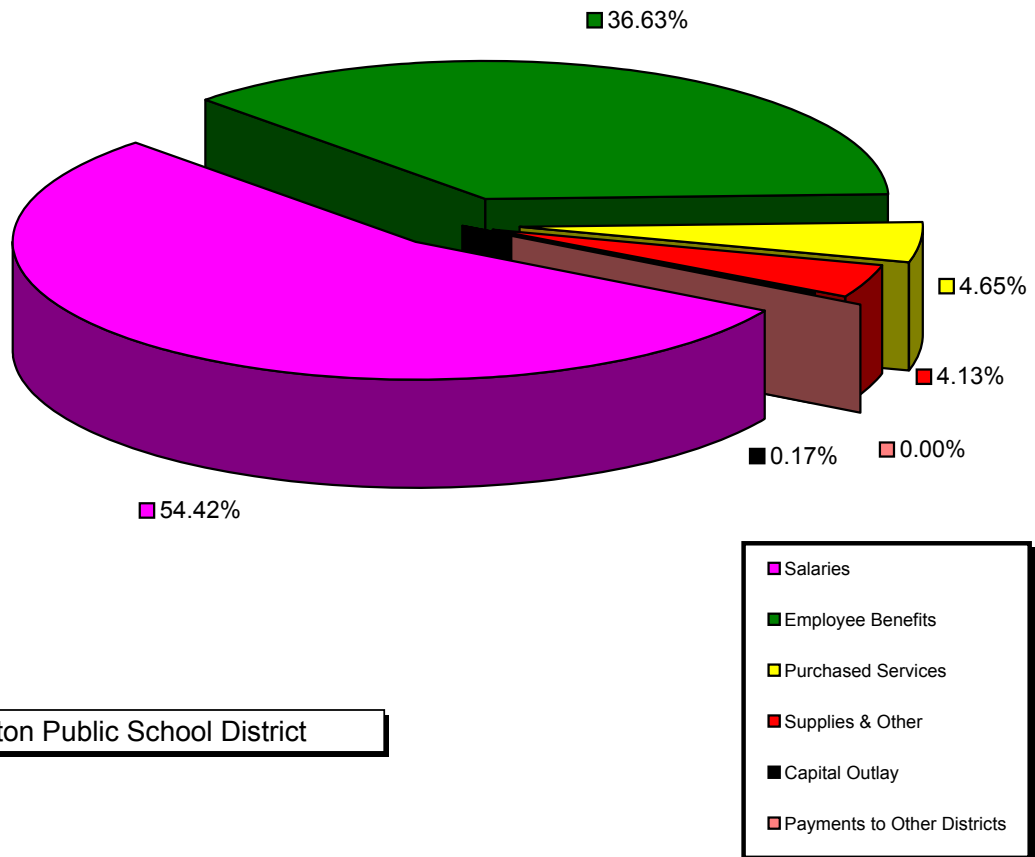


**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 259,334	\$ 292,850	\$ 293,672	0.28%	60.46%
Employee Benefits	93,974	128,182	131,536	2.62%	27.08%
Purchased Services	29,276	53,206	53,206	-	10.95%
Supplies & Other	23,011	7,296	7,296	-	1.50%
Capital Outlay	-	-	-	-	-
Payments to Other Districts	-	-	-	-	-
<b>Subtotal</b>	<b>\$ 405,595</b>	<b>\$ 481,534</b>	<b>\$ 485,710</b>	<b>0.87%</b>	<b>100.00%</b>

\* Other Basic Programs represents the direct costs associated with the Michigan School Readiness Grant offered through the District. The costs include salaries, benefits, services performed by other than District employees, equipment repair and rentals, supplies, capital outlay and payments to other districts associated with this function. Employee benefits are increasing due to a 12.4% increase in the cost of retirement offset by plan changes to our self-funded health insurance plans.

**Added Needs\***  
**2014-2015 General Fund Budget**



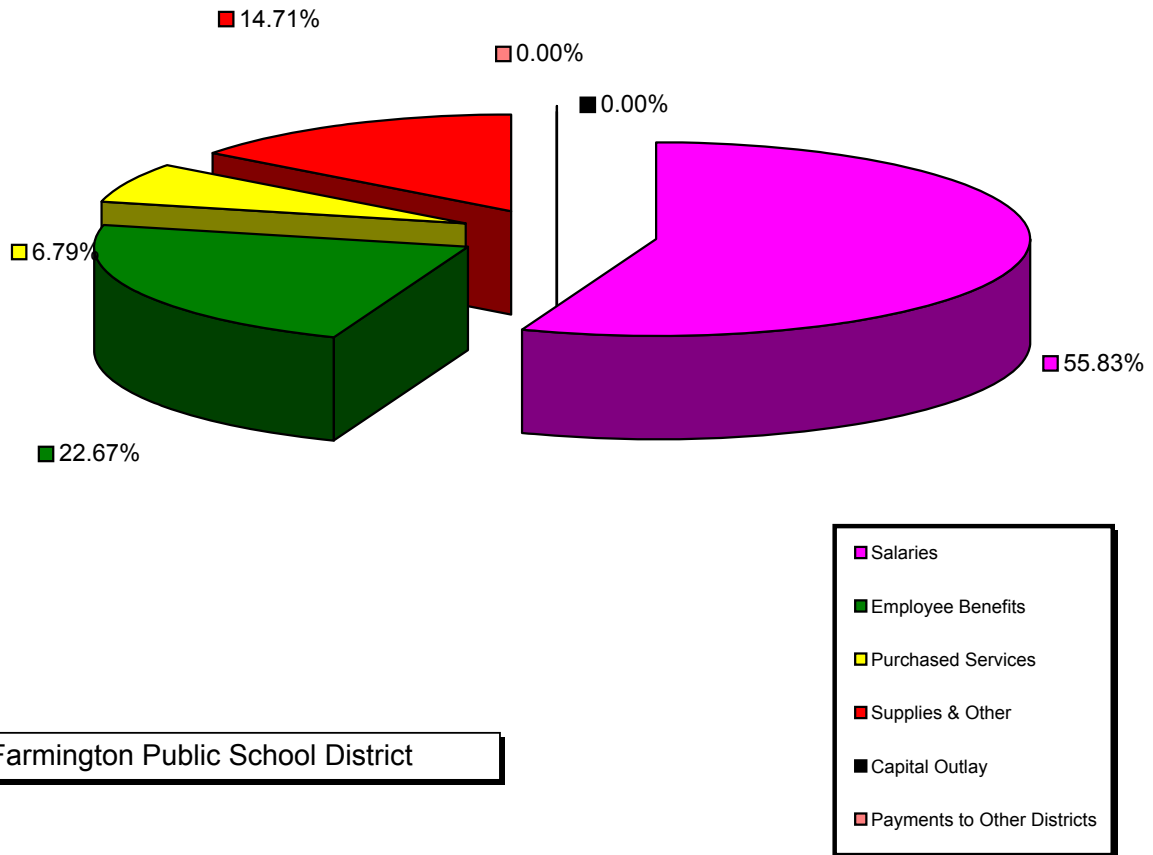
Farmington Public School District

**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 9,202,734	\$ 9,849,436	\$ 9,597,222	(2.56%)	54.42%
Employee Benefits	5,294,149	6,350,958	6,460,389	1.72%	36.63%
Purchased Services	775,778	839,597	819,597	(2.38%)	4.65%
Supplies & Other	360,112	727,494	727,494	-	4.13%
Capital Outlay	80,870	30,000	30,000	-	0.17%
Payments to Other Districts	-	2,300	-	-	-
<b>Subtotal</b>	<b>\$ 15,713,643</b>	<b>\$ 17,799,785</b>	<b>\$ 17,634,702</b>	<b>(0.93%)</b>	<b>100.00%</b>

\* The direct classroom costs of primarily the special education, compensatory education (i.e., Headstart, Bilingual Services), and the vocational education including salaries, benefits, purchased services, supplies and materials, capital outlay and payments to other districts associated with this function. A program at Visions which was previously charged to the Center Fund is now included in the General Fund. The 2014-15 reduction plan included the rightsizing of special education classrooms as well as a reduction in purchased service substitutes required for professional development. Employee benefits are increasing due to a 12.4% increase in the cost of retirement offset by plan changes to our self-funded health insurance plans.

**Adult Education\*  
2014-2015 General Fund Budget**

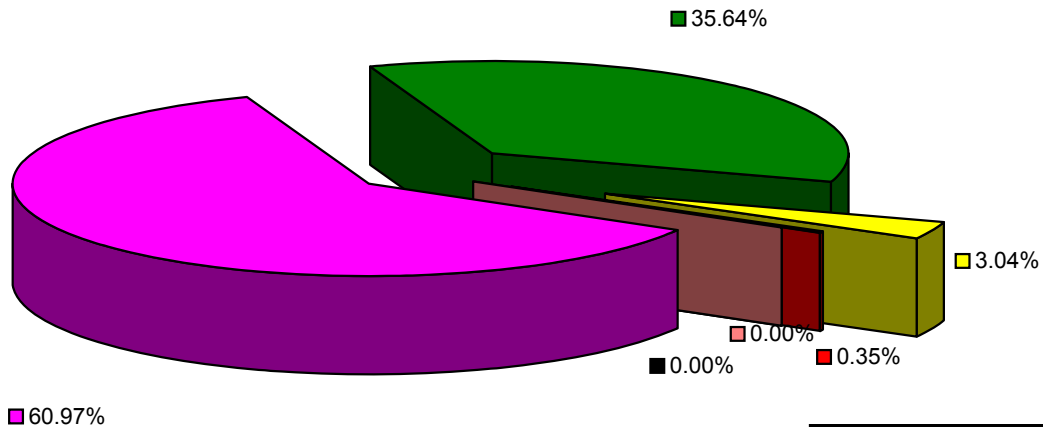


**Expenditure Budget By Function By Object**

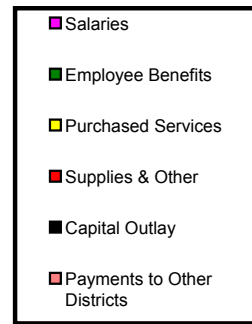
	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 42,769	\$ 46,030	\$ 61,711	34.07%	55.83%
Employee Benefits	14,210	19,056	25,054	31.48%	22.67%
Purchased Services	6,102	8,370	7,500	(10.39%)	6.79%
Supplies & Other	18,228	24,000	16,254	(32.28%)	14.71%
Capital Outlay	-	-	-	-	-
Payments to Other Districts	-	-	-	-	-
<b>Subtotal</b>	<b>\$ 81,309</b>	<b>\$ 97,456</b>	<b>\$ 110,519</b>	<b>13.40%</b>	<b>100.00%</b>

\* The costs associated with the operation of the high school completion program is included in Adult Education. The costs include salaries, benefits, purchased services, supplies and materials, capital outlay and payments to other districts associated with this function. The costs in this function are charged based upon current grant allocations.

**Pupil Services\***  
**2014-2015 General Fund Budget**



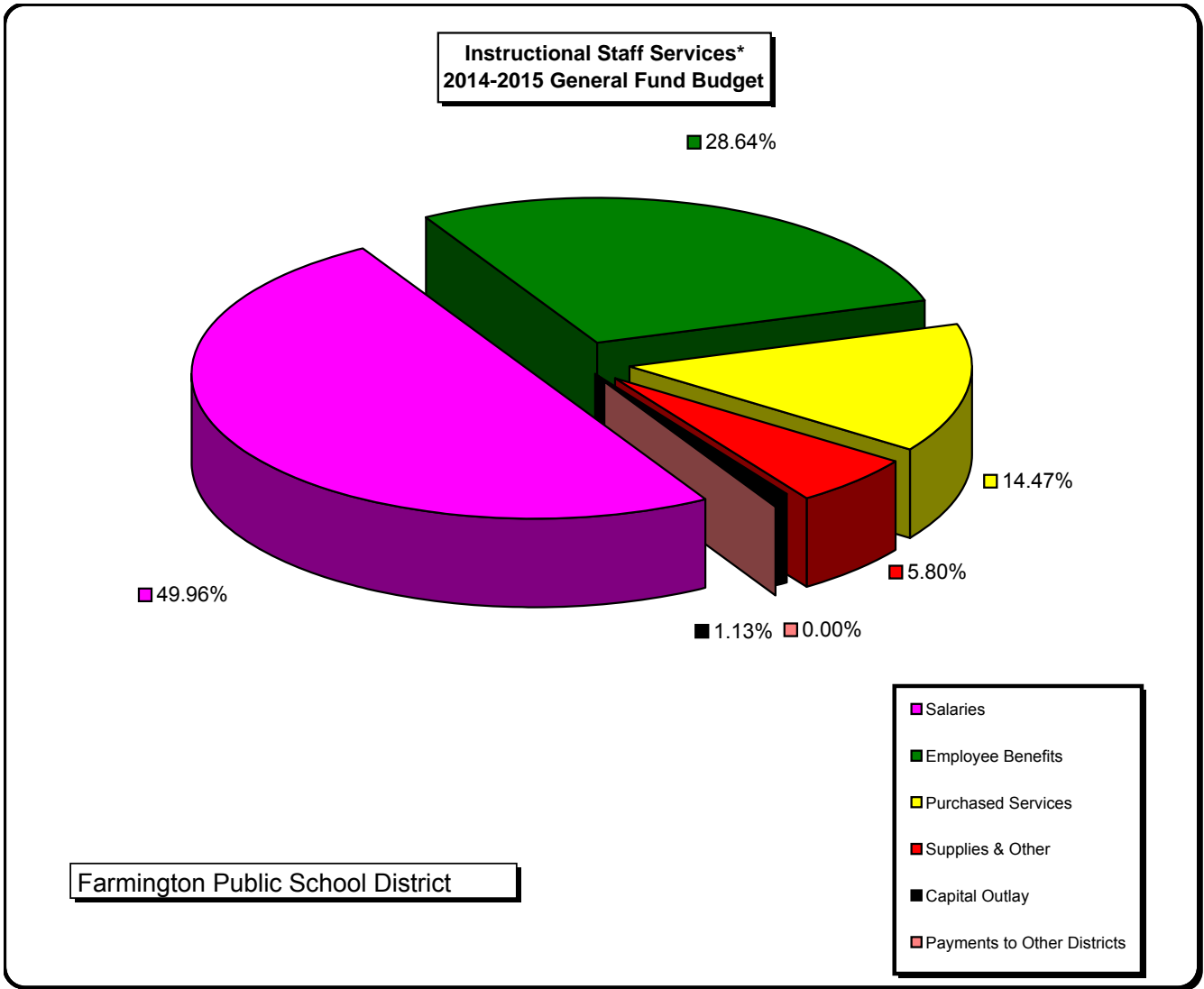
Farmington Public School District



**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 8,364,565	\$ 8,535,497	\$ 8,651,837	1.36%	60.97%
Employee Benefits	4,305,783	4,713,732	5,056,924	7.28%	35.64%
Purchased Services	617,842	481,676	431,676	(10.38%)	3.04%
Supplies & Other	43,958	48,995	48,995	-	0.35%
Capital Outlay	-	-	-	-	-
Payments to Other Districts	-	-	-	-	-
<b>Subtotal</b>	<b>\$ 13,332,148</b>	<b>\$ 13,779,900</b>	<b>\$ 14,189,432</b>	<b>2.97%</b>	<b>100.00%</b>

\* The direct services provided to the students in support of basic classroom offerings are included in pupil services. These services include ue, middle and high school counselors, occupational and physical therapists, nurses, psychologists, speech and audiological therapists, social workers, teacher consultants, and playground supervisors. These costs include all of the related payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function. Purchased services is budgeted to decline due to the charging of noon supervision time to the Nutrition Service Fund from the 2014-15 reduction plan. Employee benefits are increasing due to a 12.4% increase in the cost of retirement, offset by plan changes to our self-funded health insurance plans.

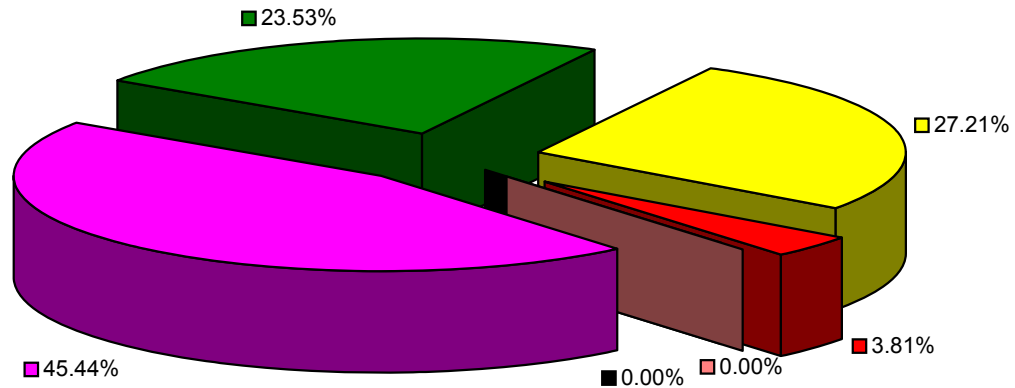


**Expenditure Budget By Function By Object**

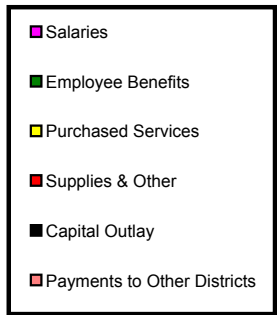
	<b>2012-13 Actual</b>	<b>2013-14 Revised</b>	<b>2014-15 Budget</b>	<b>% Increase (Decrease)</b>	<b>% Budget</b>
Salaries	\$ 4,607,924	\$ 3,638,338	\$ 3,544,642	(2.58%)	49.96%
Employee Benefits	2,248,212	2,005,237	2,031,766	1.32%	28.64%
Purchased Services	765,932	1,054,574	1,027,021	(2.61%)	14.47%
Supplies & Other	398,240	407,626	411,416	0.93%	5.80%
Capital Outlay	51,047	80,500	80,500	-	1.13%
Payments to Other Districts	4,842	-	-	-	-
<b>Subtotal</b>	<b>\$ 8,076,197</b>	<b>\$ 7,186,275</b>	<b>\$ 7,095,345</b>	<b>(1.27%)</b>	<b>100.00%</b>

\* The costs associated with staff development and curriculum coordinators, media specialists, audiovisual services and supervision of staff. These costs include all of the related payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function. Reduction in wages and purchased services are due to the reductions in the instructional department in the reduction plan. Employee benefits are increasing due to a 12.4% increase in the cost of retirement, offset by plan changes to our self-funded health insurance plans.

**General Administration\*  
2014-2015 General Fund Budget**



Farmington Public School District

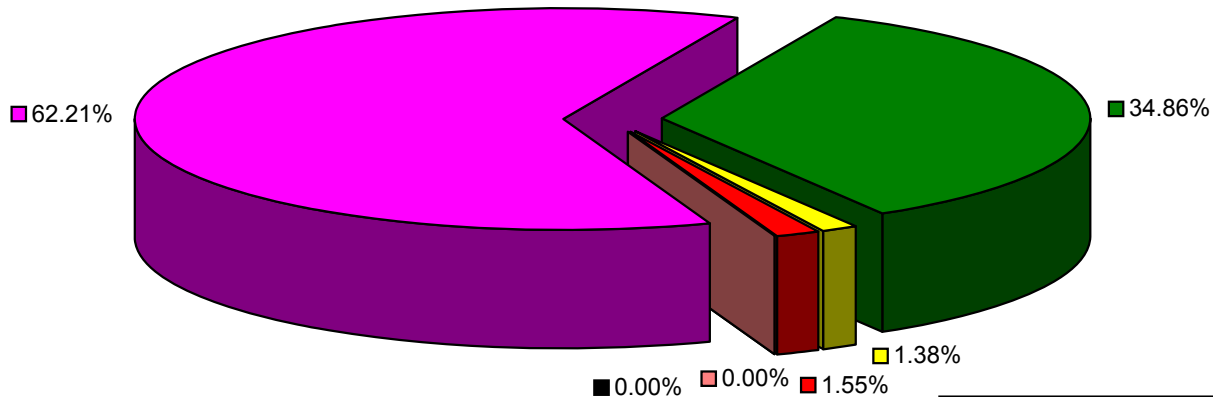


**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 852,085	\$ 813,284	\$ 528,153	(35.06%)	45.44%
Employee Benefits	381,393	365,164	273,526	(25.10%)	23.53%
Purchased Services	199,741	421,054	316,316	(24.88%)	27.21%
Supplies & Other	44,467	44,332	44,332	-	3.81%
Capital Outlay	-	-	-	-	-
Payments to Other Districts	-	-	-	-	-
<b>Subtotal</b>	<b>\$ 1,477,686</b>	<b>\$ 1,643,834</b>	<b>\$ 1,162,327</b>	<b>(29.29%)</b>	<b>100.00%</b>

\* The costs incurred by the Board in the areas of the mandated annual audit, legal fees, election costs, Board member stipends and the costs to the District of executive administration. These costs include all of the related payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function. The costs budgeted in 2013-14 include the cost of an August, 2013 election, the cost of hiring a Superintendent search firm, as well as the cost of vacation payoffs for both the Superintendent and Assistant Superintendent and increased legal costs incurred. The budget in 2014-15 includes the reduction of the Assistant Superintendent position as well as the Assistant to the Board of Education. The same adjustment for increased retirement costs and plan changes to the self-funded insurance plans.

**School Administration\*  
2014-2015 General Fund Budget**



Farmington Public School District

- Salaries
- Employee Benefits
- Purchased Services
- Supplies & Other
- Capital Outlay
- Payments to Other Districts

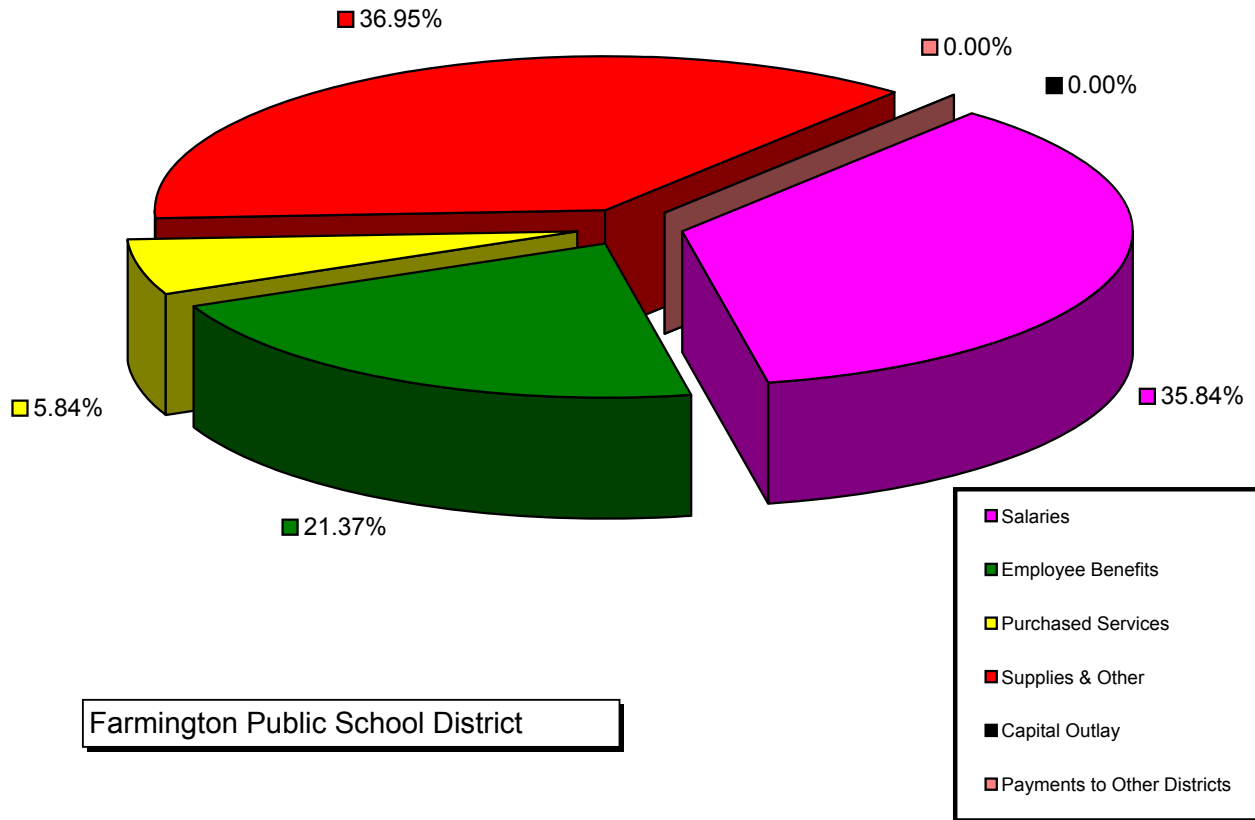
**Expenditure Budget by Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 4,576,281	\$ 4,758,032	\$ 4,615,749	(2.99%)	62.21%
Employee Benefits	2,333,640	2,541,678	2,586,064	1.75%	34.86%
Purchased Services	157,875	97,963	102,262	4.39%	1.38%
Supplies & Other	98,433	129,312	115,013	(11.06%)	1.55%
Capital Outlay	-	-	-	-	-
Payments to Other Districts	-	-	-	-	-
<b>Subtotal</b>	<b>\$ 7,166,229</b>	<b>\$ 7,526,985</b>	<b>\$ 7,419,088</b>	<b>(1.43%)</b>	<b>100.00%</b>

\* School Administration includes all of the associated costs of school building administration, including the principals, assistant principals and school clerical staff. These costs include all of the related payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function. The 2014-15 reduction plan included the reduction of one assistant principal as well as a reduction in the per pupil allocation which affects salaries, benefits, and supplies. Employee benefits are increasing due to a 12.4% increase in the cost of retirement, offset by plan changes to our self-funded health insurance plans.



**Business\***  
**2014-2015 General Fund Budget**

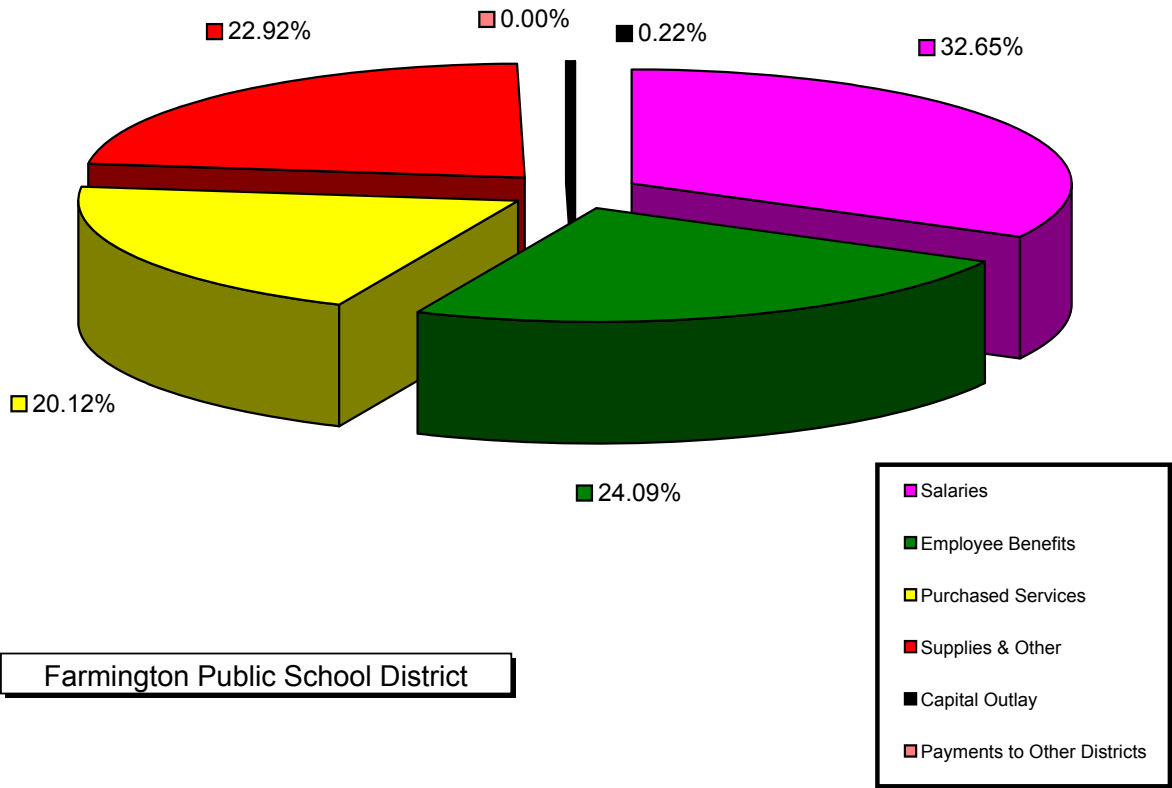


**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 758,596	\$ 772,299	\$ 672,397	(12.94%)	35.84%
Employee Benefits	420,586	438,740	400,980	(8.61%)	21.37%
Purchased Services	79,549	116,381	109,480	(5.93%)	5.84%
Supplies & Other	1,034,961	693,214	693,214	-	36.95%
Capital Outlay	-	-	-	-	-
Payments to Other Districts	1,142	-	-	-	0.00%
<b>Subtotal</b>	<b>\$ 2,294,834</b>	<b>\$ 2,020,634</b>	<b>\$ 1,876,071</b>	<b>(7.15%)</b>	<b>100.00%</b>

\* The operation of the business office (accounting, accounts payable, payroll, budgeting, investments, purchasing and financial reporting) and the related costs including payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function. Expenditures for districtwide mail costs and tax appeals are also included within this function. The 2014-15 reduction plan included the reduction of two bookkeeping positions within the department as well as reduced per pupil which includes mail operations in the schools.

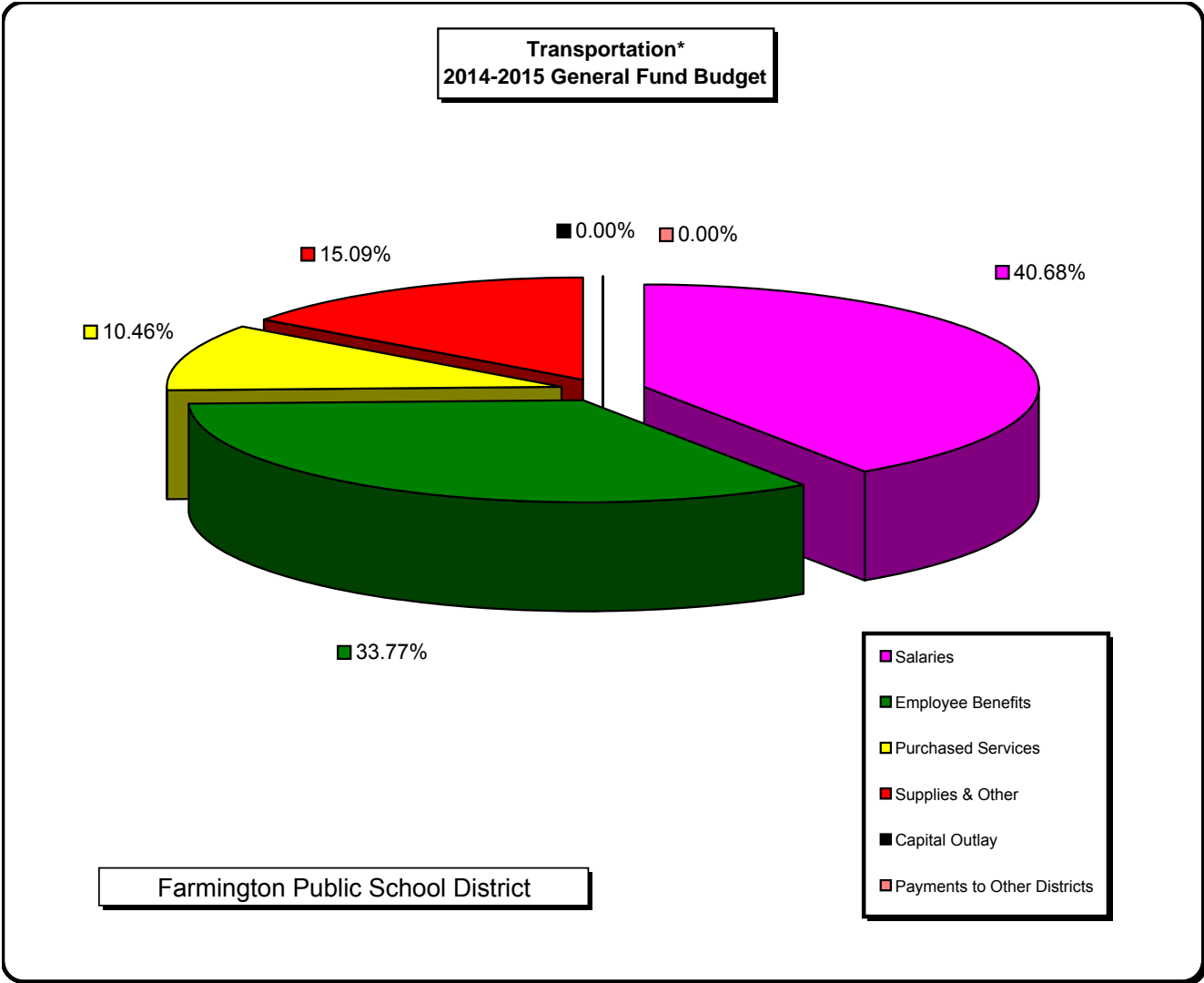
**Maintenance and Operations\*  
2014-2015 General Fund Budget**



**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 3,571,015	\$ 3,689,363	\$ 3,532,227	(4.26%)	32.65%
Employee Benefits	2,220,384	2,578,099	2,606,850	1.12%	24.09%
Purchased Services	2,177,004	2,166,831	2,176,479	0.45%	20.12%
Supplies & Other	2,247,562	2,434,760	2,479,769	1.85%	22.92%
Capital Outlay	51,323	23,759	23,759	-	0.22%
Payments to Other Districts	-	-	-	-	-
<b>Subtotal</b>	<b>\$ 10,267,288</b>	<b>\$ 10,892,812</b>	<b>\$ 10,819,084</b>	<b>(0.79%)</b>	<b>100.00%</b>

\* The costs associated with the maintenance of all District buildings including custodians, maintenance personnel and supervision. These costs include all of the related payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function. The District maintains a capital maintenance schedule and the related projects from this schedule are budgeted in the appropriate lines. The reduction plan included several positions in maintenance and the additional changes to the self-funded health insurance plans netted with the increase in the retirement rate. All District utilities and property and liability insurance coverage is also included in this function.

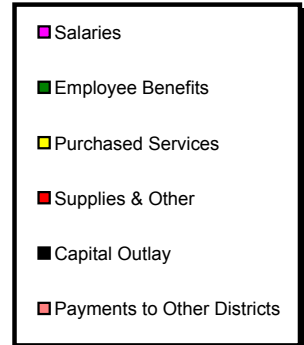
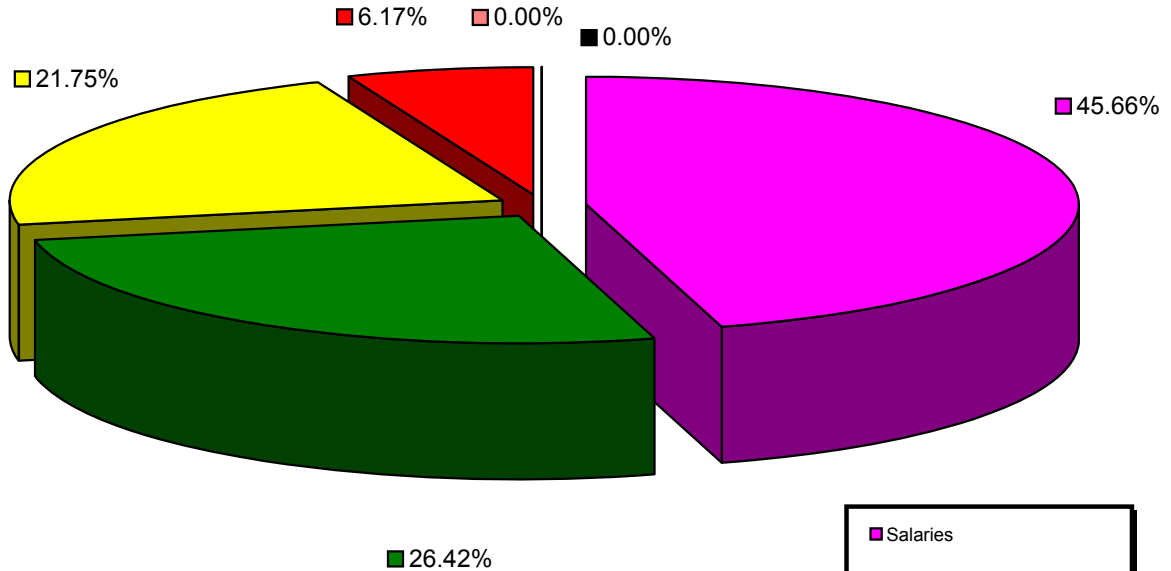


**Expenditure Budget By Function By Object**

	<b>2012-13 Actual</b>	<b>2013-14 Revised</b>	<b>2014-15 Budget</b>	<b>% Increase (Decrease)</b>	<b>% Budget</b>
Salaries	\$ 2,684,623	\$ 2,692,455	\$ 2,769,580	2.86%	40.68%
Employee Benefits	1,912,719	2,147,597	2,298,832	7.04%	33.77%
Purchased Services	582,306	711,204	711,796	0.08%	10.46%
Supplies & Other	872,915	1,028,450	1,027,250	(0.12%)	15.09%
Capital Outlay	-	-	-	-	-
Payments to Other Districts	-	-	-	-	-
<b>Subtotal</b>	<b>\$ 6,052,563</b>	<b>\$ 6,579,706</b>	<b>\$ 6,807,458</b>	<b>3.46%</b>	<b>100.00%</b>

\* All of the associated costs of transporting resident pupils to and from school and field trips. These costs include all of the related payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function. The purchase of buses are now budgeted in the Capital Projects (Maintenance/Bus Purchases) Fund when funds are available. The 2014-15 budget included the addition of a mechanic due to the fact that this will be the second year where no buses are projected to be purchases. The retirement increase of 12.4% is offset by plan changes in the District self-funded insurance plans.

**Central Services\***  
**2014-2015 General Fund Budget**



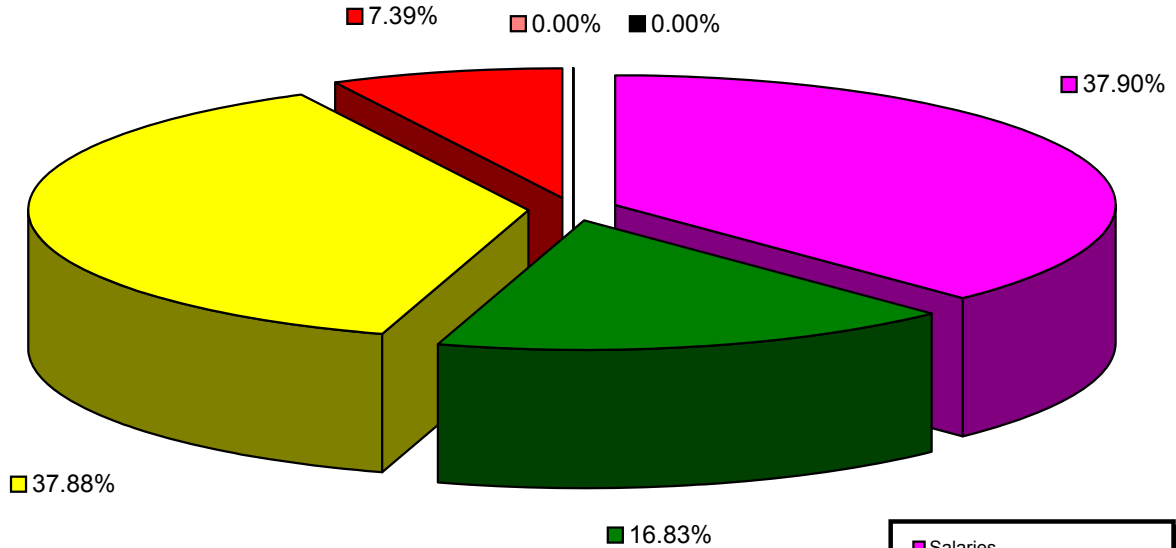
Farmington Public School District

**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 1,405,718	\$ 1,448,146	\$ 1,473,871	1.78%	45.66%
Employee Benefits	785,434	806,703	853,045	5.74%	26.42%
Purchased Services	634,585	719,312	702,312	(2.36%)	21.75%
Supplies & Other	180,152	315,607	199,187	(36.89%)	6.17%
Capital Outlay	51,938	-	-	-	-
Payments to Other Districts	-	-	-	-	-
<b>Subtotal</b>	<b>\$ 3,057,827</b>	<b>\$ 3,289,768</b>	<b>\$ 3,228,415</b>	<b>-1.86%</b>	<b>100.00%</b>

\* Central Services include the associated costs of the personnel department, data processing and information management. These costs include all of the related payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function. Purchased services has decreased due to the 2014-15 reduction plan. Supplies & other declined due to the fact that a one-time state grant was budgeted in 2013-14. Employee benefits are increasing due to a 12.4% increase in the cost of retirement, offset by plan changes to our self-funded health insurance plans.

**Athletics\***  
**2014-2015 General Fund Budget**



Farmington Public School District

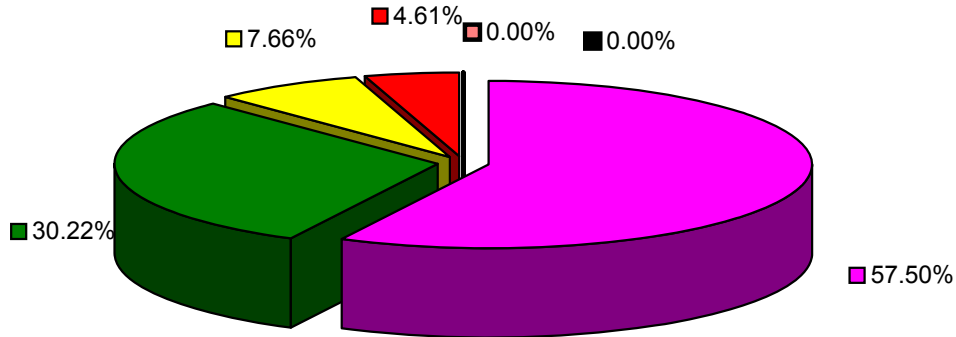
- Salaries
- Employee Benefits
- Purchased Services
- Supplies & Other
- Capital Outlay
- Payments to Other Districts

**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 742,298	\$ 726,542	\$ 735,392	1.22%	37.90%
Employee Benefits	249,110	290,092	326,634	12.60%	16.83%
Purchased Services	811,772	793,127	735,016	(7.33%)	37.88%
Supplies & Other	227,280	176,149	143,338	(18.63%)	7.39%
Capital Outlay	-	-	-	-	-
Payments to Other Districts	-	-	-	-	-
<b>Subtotal</b>	<b>\$ 2,030,460</b>	<b>\$ 1,985,910</b>	<b>\$ 1,940,380</b>	<b>(2.29%)</b>	<b>100.00%</b>

\* Athletics include the associated costs of the athletic department. These costs include all of the related payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function. The costs of the athletic department were previously included in a separate athletic fund. The rising costs of retirement account for the increase in employee benefits. The Athletic Director position was reinstated to full time with the reduction plan of 2014-15 and purchased services was adjusted to reflect current non staff coaching positions paid through a third party. Uniforms were budgeted in 2013-14, but are not reflected in 2014-15.

**Community Services\***  
**2014-2015 General Fund Budget**



Farmington Public School District

- Salaries
- Employee Benefits
- Purchased Services
- Supplies & Other
- Capital Outlay
- Payments to Other Districts

**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 861,795	\$ 883,960	\$ 837,301	(5.28%)	57.50%
Employee Benefits	394,560	434,785	439,982	1.20%	30.23%
Purchased Services	118,859	112,511	111,604	(0.81%)	7.66%
Supplies & Other	58,005	67,264	67,171	(0.14%)	4.61%
Capital Outlay	-	-	-	-	-
Payments to Other Districts	-	-	-	-	-
<b>Subtotal</b>	<b>\$ 1,433,219</b>	<b>\$ 1,498,520</b>	<b>\$ 1,456,058</b>	<b>(2.83%)</b>	<b>100.00%</b>

\* The operation of the community preschool program and the related costs including payroll, benefits, purchased services, supplies, capital outlay and payments to other districts associated with this function. Staffing adjustments were made according to the reduction plan of 2014-15. Employee benefits are increasing due to a 12.4% increase in the cost of retirement, offset by plan changes to our self-funded health insurance plans.

**INTERGOVERNMENTAL PAYMENTS\***  
**2014-2015 General Fund Budget**

**Expenditure Budget By Function By Object**

	<b>2012-13 Actual</b>	<b>2013-14 Revised</b>	<b>2014-15 Budget</b>	<b>% Increase (Decrease)</b>	<b>% Budget</b>
Salaries	\$ -	\$ -	\$ -	-	-
Benefits	-	-	-	-	-
Payments to Other Districts	\$ 6,865	\$ 151,111	\$ 151,111	-	100.00%
<b>Subtotal</b>	<b>\$ 6,865</b>	<b>\$ 151,111</b>	<b>\$ 151,111</b>	<b>-</b>	<b>100.00%</b>

\* This category includes payments to other districts as a subgrantee of a federal grant and is dependent year to year on the individual grant awards. Also included in this category is rent for a school that was previously budgeted for in the Special Education Center Program Fund prior to 2013-14.

**BUILDING AND SITE IMPROVEMENTS\***  
**2014-2015 General Fund Budget**

**Expenditure Budget By Function By Object**

	<b>2012-13 Actual</b>	<b>2013-14 Revised</b>	<b>2014-15 Budget</b>	<b>% Increase (Decrease)</b>	<b>% Budget</b>
Supplies & Other	\$ -	\$ -	\$ -	-	-
Capital Outlay	23,977	1,700	1,800	5.88%	100.00%
<b>Subtotal</b>	<b>\$ 23,977</b>	<b>\$ 1,700</b>	<b>\$ 1,800</b>	<b>5.88%</b>	<b>100.00%</b>

\* Payments for the building and site improvements due to the District's reconfiguration of its buildings to K-4, 5-6, 7-8, and 9-12 which was fully expended in 2011-12. Included in 2013-14 are costs for paving a playground.

**TRANSFERS AND OTHER TRANSACTIONS\***  
**2014-2015 General Fund Budget**

**Expenditure Budget By Function By Object**

	<b>2012-13 Actual</b>	<b>2013-14 Revised</b>	<b>2014-15 Budget</b>	<b>% Increase (Decrease)</b>	<b>% Budget</b>
Transfers	\$ 2,651,312	\$ 875,000	\$ 145,000	(83.43%)	100.00%
<b>Subtotal</b>	<b>\$ 2,651,312</b>	<b>\$ 875,000</b>	<b>\$ 145,000</b>	<b>(83.43%)</b>	<b>100.00%</b>

\* The funds that are transferred to other District funds (Capital Projects). \*The transfer in 2014-15 is based upon a reduced level of funding available for capital projects based upon budget constraints within the General Fund.

***Debt Service Fund***



## Farmington Public School District 2014-2015 Budget

### Debt Service Fund

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Budget	2014-15 Budget
<b>Revenue:</b>					
Property Taxes	\$ 8,039,570	\$ 7,544,517	\$ 8,337,225	\$ 8,287,417	\$ 7,336,681
Earnings on Investments	2,459	1,895	1,292	2,000	2,000
Proceeds-2013 Refunding	-	-	12,484,740	-	-
<i>Total Revenue</i>	8,042,029	7,546,412	20,823,257	8,289,417	7,338,681
<b>Expenditures:</b>					
Principal on 2004 Bond	1,975,000	2,025,000	2,075,000	2,150,000	-
Interest on 2004 Bond	846,063	779,406	428,203	75,250	-
Principal on 2005 Refunding Bond	3,670,000	3,805,000	3,950,000	4,075,000	4,215,000
Interest on 2005 Refunding Bond	1,380,762	1,270,663	1,147,000	1,018,626	876,000
Principal on 2013 Refunding Bond	-	-	-	125,000	1,935,000
Interest on 2013 Refunding Bond	-	-	-	496,582	442,200
Payment to Bond Escrow Agent	-	-	12,644,106	-	-
Bond Issuance Costs	-	-	128,622	-	-
Other expenditures	75,868	157,276	117,439	125,000	100,250
<i>Total Expenditures</i>	7,947,693	8,037,345	20,490,370	8,065,458	7,568,450
Excess Revenue over (under) Expenditures	94,336	(490,933)	332,887	223,959	(229,769)
Beginning Fund Balance	557,736	652,072	161,139	494,026	717,985
Ending Fund Balance	\$ 652,072	\$ 161,139	\$ 494,026	\$ 717,985	\$ 488,216

An explanation of revenues and expenditures as well as assumptions for the debt fund follow.

## **DEBT SERVICE FUND**

In September 1997, the District successfully passed a \$93.1 million bond issue for building, site and technology improvements identified in a November 1996 report to the Board from the Blue Ribbon Financial Strategies Committee. On November 12, 1997 the District sold the first series of the approved bonds in the amount of \$67,145,000 to finance approved projects and sold \$3,005,000 to refund its 1989 bond issue with less expensive debt saving taxpayers approximately \$148,000 in interest cost. The remaining \$25,955,000 was financed by a Series II \$18,255,000 bond issue and \$7.7 million from the State of Michigan in settlement of the Durant lawsuit. Use of Durant proceeds as well as low interest rates and shortened bond maturities have resulted in savings of \$36,947,859 in interest cost from 1997 projections. This results in an average .31 mill savings per year for 20 years for the taxpayer.

In August 2004, the District successfully passed a \$25 million bond issue for the improvement and development of middle and high school sites, including constructing and remodeling, furnishing and equipping outdoor facilities, fields and structures for athletics, physical education, marching band and community use. On September 21, 2004, the District sold the bonds in the amount of \$24,030,000 to finance the approved projects. This bond issue did not result in an increase to the debt millage rate for local taxpayers.

In February 2005, the District issued refunding bonds amounting to \$42,970,000 to pay off the callable portion of the 1997 bonds. The net present value savings to taxpayers in the community amounted to approximately \$3.3 million and increases the payment cycle of principal and interest by one year. Because of this refunding, the District anticipates it will be able to lower the debt millage at a faster pace than previously estimated.

In March 2013, the District issued refunding bonds amounting to \$11,180,000 to pay off the callable portion of the 2004 bonds. The net present value savings to taxpayers in the community amounted to approximately \$1.1 million and keeps the same payment cycle of principal and interest. Because of this refunding, the District anticipates it will be able to lower the debt millage at a faster pace than previously estimated.

Farmington Public School District levies a debt millage of 2.26 mills on both homestead and non-homestead properties in order to meet principal and interest payments on outstanding general obligation bonds.

Two issues (2005 and 2013) with total face amounts of \$28,575,000 outstanding are projected to be paid off by the year 2019.

### **Direct and Overlapping Debt**

The table on Page 103 depicts direct debt owed by the District and the debt of the cities, township, county intermediate school district, county and community college in order to determine all overlapping debt of Farmington Public School District residents. The ratios show the per capital debt of the District to be \$339 per person based on an estimated District population of 84,300 persons. This equates to about 0.9 percent of the District's taxable value as outstanding school debt.

The effect of this debt on the general fund is non-existent since a separate millage of 2.26 mills is levied for principal and interest payments on these bonds.

### **Budget Assumptions**

Revenue - The vast majority of revenue into the debt service fund is from the 2.26 mills levied on homestead and non-homestead properties. For 2014/15, taxable value of these properties increased approximately 0.27 percent, with the millage rate decreasing by .30 mills, resulting in revenue of \$7,336,681. Since taxes are collected prior to payment due dates in November and May, funds are invested in the interim and revenues on investments is earned.

Expenditures - expenditures represent actual principal and interest payments due from schedules determined at the time the bonds were issued.

### **Legal Debt Limits**

Legally, the District could issue non-voted debt equal to five percent of its taxable value less \$28,575,000 in existing outstanding bonds which equates to bonding capacity of \$133,367,814. However, principal and interest payments would need to come from the general fund, which it cannot support.

Publicly voted, non-qualified bonds (not backed by the full faith and credit of the State) could be issued up to 15 percent of taxable value less \$28,575,000 in outstanding bonds which equates to \$457,253,442. Additional debt millage would be required to meet principal and interest payments. Publicly voted, qualified bonds (backed by the full faith and credit of the State) have no dollar limit, but require prior approval by the State. Additional debt millage would be required to meet principal and interest payments.

**FARMINGTON PUBLIC SCHOOL DISTRICT  
SCHEDULE OF DIRECT AND OVERLAPPING DEBT  
AS OF MAY 2014**

<b>DIRECT DEBT</b>		<b>Face Amount Outstanding</b>	
General Obligation Bonds		\$ 28,575,000	
Total Direct Debt		\$ 28,575,000	
<b>OVERLAPPING DEBT</b>		<b>TOTAL DEBT</b>	
<b>City</b>			
100.00*	Farmington	13,945,306	13,945,306
92.78*	Farmington Hills	23,942,783	22,214,114
<b>Township</b>			
3.52*	West Bloomfield (Oakland)	45,248,163	1,592,735
<b>County</b>			
6.57*	Oakland	461,452,670	30,317,440
<b>Intermediate School District</b>			
6.59*	Oakland I/S/D	55,625,000	3,665,688
<b>Community College</b>			
6.61*	Oakland Community College	3,075,000	203,258
Total Overlapping Debt		71,938,541	
Total Direct and Overlapping Debt		\$100,513,541	
<b>RATIOS</b>			

Direct Debt to:

Taxable Value      0.9%  
Per Capita            \$339

Direct and Overlapping Debt to:

Taxable Value      3.1%  
Per Capita            \$1,192

\* Based on Taxable Value of \$3,238,856,280, which includes Renaissance Zone values of \$2,871,130, which the District may levy debt mills on.

\* Denotes percent of municipality total debt within Farmington Public School District.

\*\* Based on Estimated Population of 84,300

Source: Municipal Advisory Council of Michigan 5/14

*Special Revenue Fund*

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# Farmington Public School District

## 2014-2015 Budget

### Special Revenue Fund by Object

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-15 Budget
<b>Revenue:</b>					
Tuition	\$ -	\$ -	\$ -	\$ -	\$ -
Earnings on Investments	648	688	563	500	500
Other Local	2,523,645	2,297,522	2,207,357	2,166,000	2,166,000
Interdistrict Revenue	15,269,706	14,104,422	12,461,222	11,515,593	12,076,016
State Categorical Revenue	3,878,479	4,047,745	3,912,559	2,411,784	2,390,230
Federal Revenue	1,355,461	1,419,849	1,442,315	1,429,109	1,429,109
Transfers & Other Transactions	87,000	115,911	101,690	100,718	102,718
<i>Total Revenue</i>	23,114,939	21,986,137	20,125,706	17,623,704	18,164,573
<b>Expenditures:</b>					
Salaries	6,915,445	6,568,655	6,136,950	4,681,030	4,774,871
Employee Benefits	4,485,850	3,959,804	3,648,495	2,993,393	3,094,850
Purchased Services	562,829	647,932	702,191	544,004	589,641
Supplies & Other	1,877,292	1,819,082	1,849,953	1,853,068	1,897,278
Capital Outlay	180,845	3,505	89,505	56,399	50,842
Payments to Other Districts	648,270	812,985	655,352	473,000	473,000
Transfers & Other Transactions	9,145,332	8,163,558	6,940,679	7,198,892	7,683,736
<i>Total Expenditures</i>	23,815,863	21,975,521	20,023,125	17,799,786	18,564,218
Beginning Fund Balance	3,453,600	2,752,676	2,763,292	2,865,873	2,689,791
Ending Fund Balance	\$ 2,752,676	\$ 2,763,292	\$ 2,865,873	\$ 2,689,791	\$ 2,290,146

**FARMINGTON PUBLIC SCHOOL DISTRICT  
2014/2015 SPECIAL REVENUE FUND BUDGET  
REVENUE DESCRIPTIONS AND ASSUMPTIONS**

**EARNINGS ON INVESTMENTS**

Earnings on investments are revenue received from the investment of nutrition services revenue as it becomes available. The Special Education Center does not generate earnings on investments since monies are not actually deposited into the fund, but are used solely as an accounting mechanism.

**OTHER LOCAL REVENUE**

This line accounts for the sales of lunches and revenue from catering and vending in the Nutrition Services Fund.

**INTERDISTRICT REVENUE**

The District operates a State defined center program for the Oakland Intermediate School District. Transfers into the fund are generated from tuition for special education center students from Farmington Public Schools as well as other districts within the County who send students to the program. This revenue is classified as interdistrict revenue in accordance with the State accounting manual. The 2014/15 budget reflects an increase in revenue due to taxable values in the county increasing slightly from the previous year which allows additional funds to be distributed to the local districts. The revenue for this program is now included in the General Fund.

**STATE CATEGORICAL REVENUE**

The funds received from the State for special education are classified as categorical revenue. These include special education program revenue and special education transportation revenue. The 2014/15 budget reflects a slight decrease in revenue due to a decrease in the number of center program students. The revenue for this program is now included in the General Fund. The State also provides a small reimbursement for each student lunch served in the schools.

## **FEDERAL REVENUE**

Funds received from the federal government as a pass-through from the State directly attributable to a reimbursement for the cost of free and reduced breakfasts and lunches sold and commodities received are classified as federal revenue in the Nutrition Services Fund.

## **TRANSFERS & OTHER TRANSACTIONS**

Transfers & Other Transactions include amounts to cover additional nutrition expenditures for the center program as well as the amount charged for supervision of a nutrition program at a neighboring school district.

## **EXPENDITURE DESCRIPTIONS AND ASSUMPTIONS**

### **SALARIES**

Contracts for teaching staff, paraprofessional and clerical have been renegotiated and expire on June 30, 2016. Contracts for administrators and other non-affiliated staff expire on June 30, 2014. All other staff contracts currently expire on June 30, 2016. Teaching staff and paraprofessional staff wages have been budgeted to increase one percent for 2014/15. All other staff wages have been budgeted at the same level as 2014/15. In the Nutrition Service Fund, salaries increased slightly for those employees receiving a one-time off schedule payment of one percent.

### **EMPLOYEE BENEFITS**

The cost of negotiated insurance, including health, dental, optical, life, and long term disability for employees, are held flat. Social security taxes, or FICA, are estimated at 7.65 percent of payroll up to certain maximums. Retirement expense, paid on behalf of District employees into the Michigan Public School Employees Retirement Fund, is estimated at a blended rate of 33.00 percent of wages paid for 2014/15.



## **PURCHASED SERVICES**

Purchased services include items such as conference fees, mileage paid, consultants, utilities such as electricity, telephone, water refuse and gas, and tuition to other districts for the center programs.

## **SUPPLIES & OTHER**

Supplies are fairly self-explanatory and primarily include classroom and office supplies in the Special Education Center Fund and food, milk and paper products in the Nutrition Service Fund.

## **CAPITAL OUTLAY**

Capital outlay includes equipment specified by program administrators for their respective program.

## **PAYMENTS TO OTHER DISTRICTS**

This line reflects dollar amounts the District pays as tuition to other County special education center providers for Farmington students attending their programs.

## **TRANSFERS & OTHER TRANSACTIONS**

The funds that are transferred to the General Fund cover a portion of the indirect administrative costs incurred by the General Fund and also represent P.A. 18 monies distributed by the Oakland Intermediate School District to defray special education costs within the District. The Nutrition Services fund also transfers an amount to the General Fund to cover a portion of its indirect costs.

# Farmington Public School District

## 2014-15 Budget

### Special Revenue Fund by Function

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-15 Budget
<b>Revenue:</b>					
Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition	-	-	-	-	-
Earnings on Investments	648	688	563	500	500
Other Local	2,523,645	2,297,522	2,207,357	2,166,000	2,166,000
<i>Total Local Revenue</i>	2,524,293	2,298,210	2,207,920	2,166,500	2,166,500
<i>Interdistrict Revenue</i>	15,269,706	14,104,422	12,461,222	11,515,593	12,076,016
State Membership Revenue	-	-	-	-	-
State Categorical Revenue	3,878,479	4,047,745	3,912,559	2,411,784	2,390,230
<i>Total State Revenue</i>	3,878,479	4,047,745	3,912,559	2,411,784	2,390,230
Federal Revenue	1,355,461	1,419,849	1,442,315	1,429,109	1,429,109
Transfers & Other Transactions	87,000	115,911	101,690	100,718	102,718
<i>Total Revenue</i>	23,114,939	21,986,137	20,125,706	17,623,704	18,164,573
<b>Expenditures:</b>					
Elementary Instruction	-	-	-	-	-
Middle School Instruction	-	-	-	-	-
High School Instruction	-	-	-	-	-
Other Basic Programs	-	-	-	-	-
Added Needs	7,140,293	6,705,205	6,241,312	4,331,598	4,383,426
Adult Education	-	-	-	-	-
<i>Total Instruction</i>	7,140,293	6,705,205	6,241,312	4,331,598	4,383,426
Pupil Services	1,855,151	1,854,612	1,653,256	1,532,158	1,655,605
Instructional Staff Services	536,070	513,039	502,722	254,615	252,936
General Administration	-	-	-	-	-
School Administration	-	-	-	-	-
Business	-	-	-	-	-
Maintenance & Operations	324,387	205,412	203,841	162,596	167,029
Transportation	177,901	132,509	167,232	28,000	28,000
Other Central Services	-	-	-	-	-
<i>Total Support Services</i>	2,893,509	2,705,572	2,527,051	1,977,369	2,103,570
Nutrition Service Expenditures	3,807,614	3,584,696	3,658,731	3,793,927	3,895,486
Athletic Expenditures	-	-	-	-	-
Community Service Expenditures	-	-	-	-	-
Intergovernmental Payments	648,270	812,985	655,352	473,000	473,000
Building and Site Improvements	180,845	3,505	-	25,000	25,000
Transfers & Other Transactions	9,145,332	8,163,558	6,940,679	7,198,892	7,683,736
<i>Total Expenditures</i>	23,815,863	21,975,521	20,023,125	17,799,786	18,564,218
<i>Beginning Fund Balance</i>	3,453,600	2,752,676	2,763,292	2,865,873	2,689,791
<i>Ending Fund Balance</i>	\$ 2,752,676	\$ 2,763,292	\$ 2,865,873	\$ 2,689,791	\$ 2,290,146

**FARMINGTON PUBLIC SCHOOL DISTRICT  
2014/2015 SPECIAL REVENUE FUND BUDGET  
EXPENDITURE DESCRIPTIONS BY FUNCTION**

**ADDED NEEDS**

The direct classroom costs of the special education center programs including salaries, benefits, purchased services, supplies and materials, and capital outlay.

**PUPIL SERVICES**

The direct services provided to the students in support of basic classroom offerings within the center programs are included in pupil services. These services include physical and occupational therapists, nurses, psychologists, speech and audiological therapists and social workers. These costs include all of the related payroll, benefits, purchased services, supplies, and capital outlay associated with this function.

**INSTRUCTIONAL STAFF SERVICES**

The costs associated with the staff supervision of the center programs including all of the related payroll, benefits, purchased services, supplies, and capital outlay associated with this function.

**MAINTENANCE AND OPERATIONS**

The costs associated with the maintenance of the District buildings having only center programs including custodial personnel. These costs include all of the related payroll, benefits, purchased services, supplies, and capital outlay associated with this function.

**TRANSPORATION**

The costs associated with transporting students for a community based experience during the school day.

## **INTERGOVERNMENTAL PAYMENTS**

This line reflects dollar amounts the District pays as tuition to other County special education center providers for Farmington students attending their programs.

## **TRANSFERS & OTHER TRANSACTIONS**

The funds that are transferred to the General Fund cover a portion of the indirect administrative costs incurred by the General Fund and also represent P.A. 18 monies distributed by the Oakland Intermediate School District to defray special education costs within the District.

## **NUTRITION SERVICE EXPENDITURES**

All of the costs incurred in the operation of the Nutrition Service Program for the District including the related payroll, benefits, purchased services, supplies and capital outlay.

*Special Education Center Fund*

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# Farmington Public School District 2014-2015 Budget

## Special Education Center Fund by Object

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-15 Budget
<b>Revenue:</b>					
Other Local	\$ -		\$ -		\$ -
Interdistrict Revenue	15,269,706	14,104,422	12,461,222	11,515,593	12,076,016
State Categorical Revenue	3,701,134	3,877,328	3,763,343	2,264,505	2,242,951
<i>Total Revenue</i>	18,970,840	17,981,750	16,224,565	13,780,098	14,318,967
<b>Expenditures:</b>					
Salaries	5,804,297	5,654,250	5,229,343	3,729,693	3,841,234
Employee Benefits	3,584,433	3,270,770	2,980,916	2,273,765	2,349,263
Purchase Services	498,862	377,781	443,704	215,509	215,599
Supplies & Other	146,210	107,976	114,400	90,000	80,900
Capital Outlay	180,845	3,505	-	25,000	25,000
Payments to Other Districts	648,270	812,985	655,352	473,000	473,000
Transfers & Other Transactions	8,825,808	7,936,653	6,747,417	7,067,476	7,575,576
<i>Total Expenditures</i>	19,688,725	18,163,920	16,171,132	13,874,443	14,560,572
Excess Revenue over (under) Expenditures	(717,885)	(182,170)	53,433	(94,345)	(241,605)
Beginning Fund Balance	2,877,028	2,159,143	1,976,973	2,030,406	1,936,061
Ending Fund Balance	\$ 2,159,143	\$ 1,976,973	\$ 2,030,406	\$ 1,936,061	\$ 1,694,456

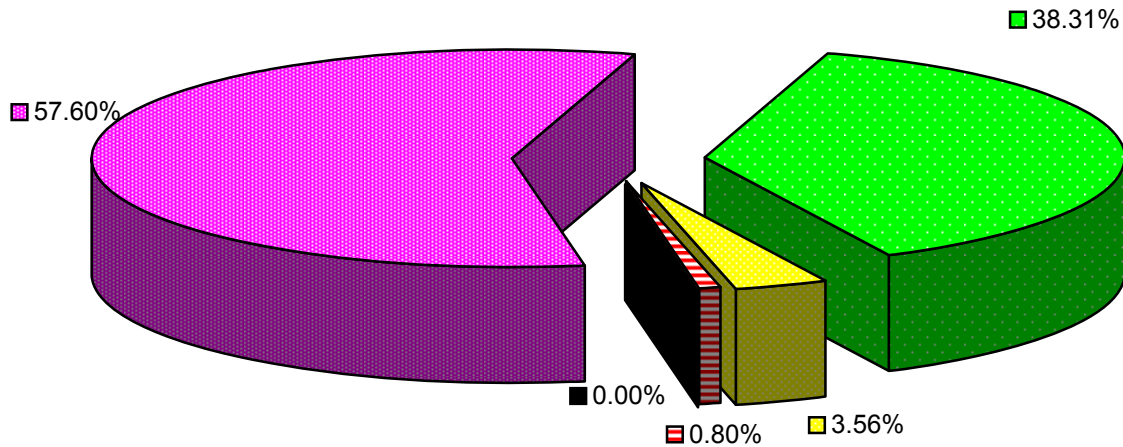
# Farmington Public School District

## 2014-2015 Budget

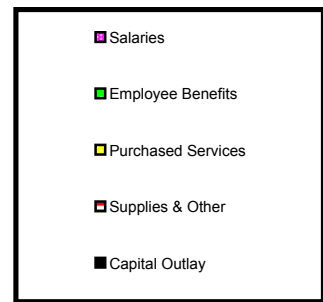
### Special Education Center Fund by Function

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-15 Budget
<b>Revenue:</b>					
Property Taxes	\$ -	\$ -	\$ -		\$ -
Tuition	-	-	-		-
Earnings on Investments	-	-	-		-
Other Local	-	-	-		-
<i>Total Local Revenue</i>	-	-	-		-
<i>Interdistrict Revenue</i>	15,269,706	14,104,422	12,461,222	11,515,593	12,076,016
State Membership Revenue	-	-	-	-	-
State Categorical Revenue	3,701,134	3,877,328	3,763,343	2,264,505	2,242,951
<i>Total State Revenue</i>	3,701,134	3,877,328	3,763,343	2,264,505	2,242,951
Federal Revenue	-	-	-	-	-
Transfers & Other Transactions	-	-	-	-	-
<i>Total Revenue</i>	18,970,840	17,981,750	16,224,565	13,780,098	14,318,967
<b>Expenditures:</b>					
Elementary Instruction	-	-	-	-	-
Middle School Instruction	-	-	-	-	-
High School Instruction	-	-	-	-	-
Other Basic Programs	-	-	-	-	-
Added Needs	7,140,293	6,705,205	6,241,312	4,331,598	4,383,426
Adult Education	-	-	-	-	-
<i>Total Instruction</i>	7,140,293	6,705,205	6,241,312	4,331,598	4,383,426
Pupil Services	1,855,151	1,854,612	1,653,256	1,532,158	1,655,605
Instructional Staff Services	536,070	513,039	502,722	254,615	252,936
General Administration	-	-	-	-	-
School Administration	-	-	-	-	-
Business	-	-	-	-	-
Maintenance & Operations	324,387	205,412	203,841	162,596	167,029
Transportation	177,901	132,509	167,232	28,000	28,000
Other Central Services	-	-	-	-	-
<i>Total Support Services</i>	2,893,509	2,705,572	2,527,051	1,977,369	2,103,570
Intergovernmental Payments	648,270	812,985	655,352	473,000	473,000
Building and Site Improvements	180,845	3,505	-	25,000	25,000
Transfers & Other Transactions	8,825,808	7,936,653	6,747,417	7,067,476	7,575,576
<i>Total Expenditures</i>	19,688,725	18,163,920	16,171,132	13,874,443	14,560,572
Beginning Fund Balance	2,877,028	2,159,143	1,976,973	2,030,406	1,936,061
Ending Fund Balance	\$ 2,159,143	\$ 1,976,973	\$ 2,030,406	\$ 1,936,061	\$ 1,694,456

**Added Needs\***  
**2014-2015 Special Education Center Fund**



**Farmington Public School District**



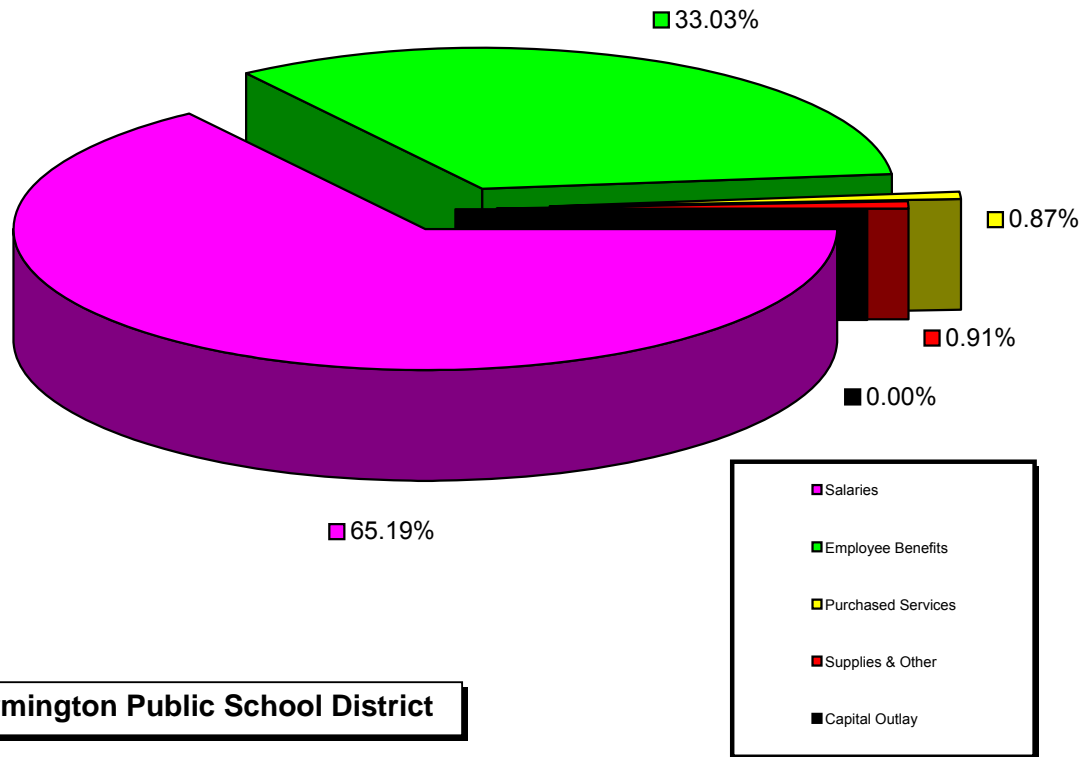
**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 3,699,098	\$ 2,497,135	\$ 2,524,804	1.11%	57.60%
Employee Benefits	2,238,686	1,638,463	1,667,622	1.78%	38.04%
Purchased Services	245,748	156,000	156,000	-	3.56%
Supplies & Other	57,780	40,000	35,000	(12.50%)	0.80%
Capital Outlay	-	-	-	-	-
<b>Subtotal</b>	<b>\$ 6,241,312</b>	<b>\$ 4,331,598</b>	<b>\$ 4,383,426</b>	<b>1.20%</b>	<b>100.00%</b>

\* The direct classroom costs of the special education center programs including salaries, benefits, purchased services, supplies and materials, and capital outlay. Center Fund operations include only the SXI program



**Pupil Services\***  
**2014-2015 Special Education Center Fund**



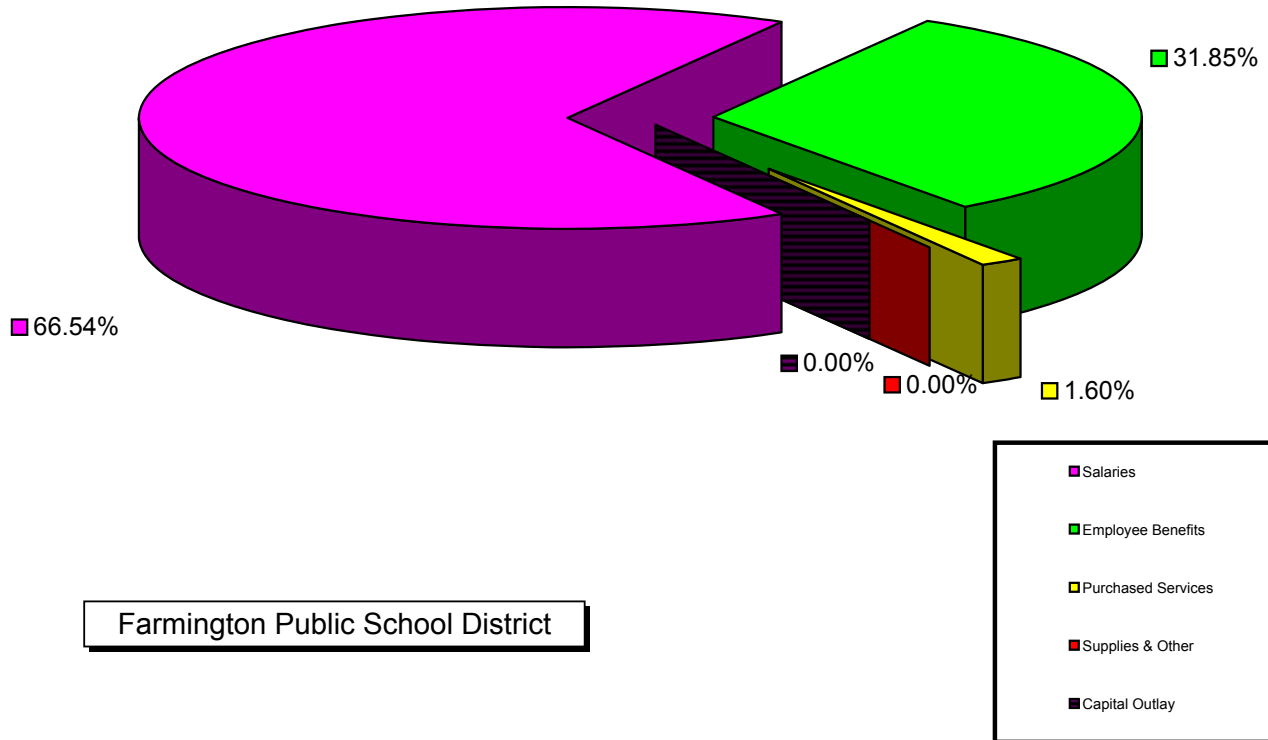
**Farmington Public School District**

**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 1,084,625	\$ 994,456	\$ 1,079,345	8.54%	65.19%
Employee Benefits	532,610	503,248	546,806	8.66%	33.03%
Purchased Services	14,053	14,454	14,454	-	0.87%
Supplies & Other	21,968	20,000	15,000	(25.00%)	0.91%
Capital Outlay	-	-	-	-	-
<b>Subtotal</b>	<b>\$ 1,653,256</b>	<b>\$ 1,532,158</b>	<b>\$ 1,655,605</b>	<b>8.06%</b>	<b>100.00%</b>

\* The direct services provided to the students in support of basic classroom offerings within the center programs are included in pupil services. These services include occupational and physical therapists, nurses, psychologists, speech and audiological therapists, and social workers. Costs include all of the related payroll, benefits, purchased services, supplies, and capital outlay associated with this function. Center Fund operations include only the SXI program as MoCI is now included in the General Fund.

**Instructional Staff Services\***  
**2014-2015 Special Education Center Fund**

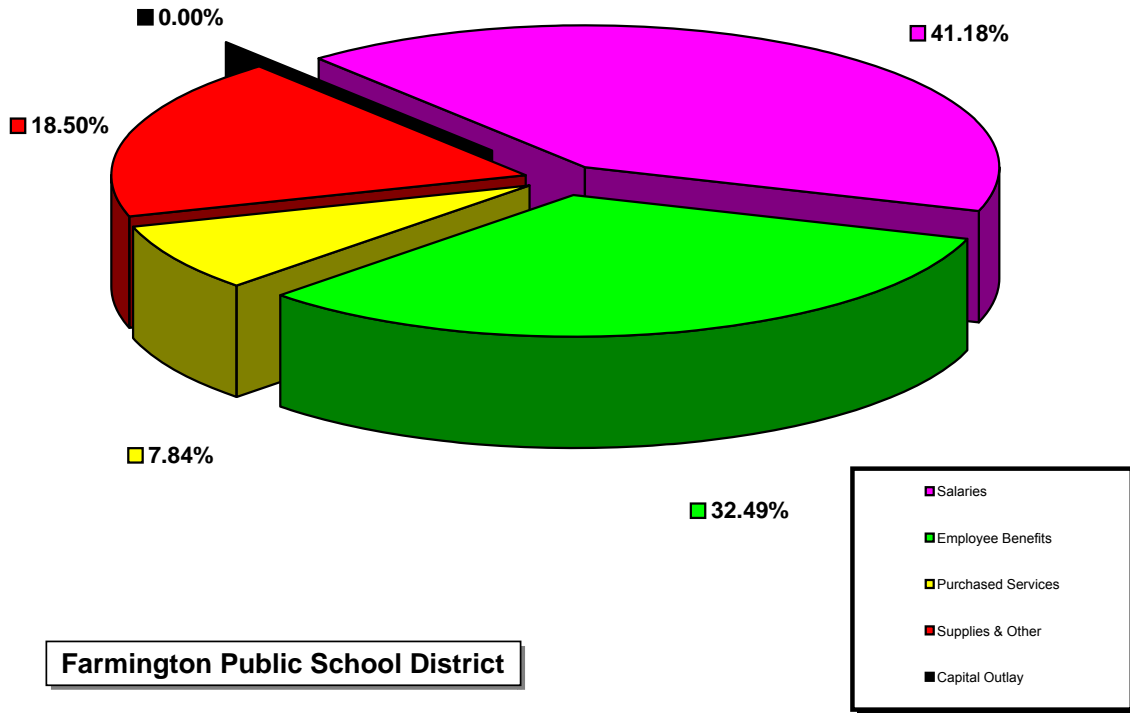


**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 333,830	\$ 170,010	\$ 168,312	(1.00%)	66.54%
Employee Benefits	162,389	80,550	80,569	0.02%	31.85%
Purchased Services	5,004	4,055	4,055	-	1.60%
Supplies & Other	1,499	-	-	-	-
Capital Outlay	-	-	-	-	-
<b>Subtotal</b>	<b>\$ 502,722</b>	<b>\$ 254,615</b>	<b>\$ 252,936</b>	<b>(0.66%)</b>	<b>100.00%</b>

\* The costs associated with the staff supervision of the center program including all of the related payroll, benefits, purchased services, supplies, and capital outlay associated with this function. Center Fund operations include only the SXI program as the MoCI program is now included in the General Fund.

**Maintenance & Operations\*  
2014-2015 Special Education Center Fund**



**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ 111,790	\$ 68,092	\$ 68,773	1.00%	41.18%
Employee Benefits	47,231	51,504	54,266	5.36%	32.49%
Purchased Services	11,667	13,000	13,090	0.69%	7.84%
Supplies & Other	33,153	30,000	30,900	3.00%	18.50%
Capital Outlay	-	-	-	-	-
<b>Subtotal</b>	<b>\$ 203,841</b>	<b>\$ 162,596</b>	<b>\$ 167,029</b>	<b>2.73%</b>	<b>100.00%</b>

\* The direct costs associated with the maintenance of the District buildings having only center programs including custodial personnel. These costs include all of the related payroll, benefits, purchased services, supplies, and capital outlay associated with this function. Center Fund programs include only the SXI program as MoCI is now included in the General Fund.

**TRANSPORTATION\***  
**2014-2015 Special Education Center Fund**

**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Salaries	\$ -	\$ -	\$ -	-	-
Employee Benefits	-	-	-	-	-
Purchased Services	167,232	28,000	28,000	-	100.00%
Supplies & Other	-	-	-	-	-
Capital Outlay	-	-	-	-	-
<b>Subtotal</b>	<b>\$ 167,232</b>	<b>\$ 28,000</b>	<b>\$ 28,000</b>	<b>-</b>	

\*The costs of transporting students for a community based experience during the school day. Reduced costs as only the SXI program is included in the Center Fund in 2013-14.

**INTERGOVERNMENTAL PAYMENTS\***  
**2014-2015 Special Education Center Fund**

**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Payments to Other Districts	\$ 655,352	\$ 473,000	\$ 473,000	-	100.00%
<b>Subtotal</b>	<b>\$ 655,352</b>	<b>\$ 473,000</b>	<b>\$ 473,000</b>	<b>-</b>	

\*Intergovernmental payments are tuition charges for district students attending center programs in other Oakland County districts.

**BUILDING AND SITE IMPROVEMENTS\***  
**2014-2015 Special Education Center Fund**

**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Building and Site Improvements	\$ -	\$ 25,000	\$ 25,000	-	100.00%
<b>Subtotal</b>	<b>\$ -</b>	<b>\$ 25,000</b>	<b>\$ 25,000</b>	<b>-</b>	

\*Building and site payments include the costs of capital repairs or equipment purchases.

**TRANSFERS & OTHER TRANSACTIONS\***  
**2014-2015 Special Education Center Fund5**

**Expenditure Budget By Function By Object**

	2012-13 Actual	2013-14 Revised	2014-15 Budget	% Increase (Decrease)	% Budget
Transfers & Other Transactions	\$ 6,747,417	\$ 7,067,476	\$ 7,575,576	7.19%	100.00%
<b>Subtotal</b>	<b>\$ 6,747,417</b>	<b>\$ 7,067,476</b>	<b>\$ 7,575,576</b>	<b>7.19%</b>	

\*The funds that are transferred to the General Fund to cover a portion of the indirect administrative costs incurred by the General Fund. Additional dollars are available as the Center Fund only includes SXI in 2013-14 and beyond as well as additional dollars are estimated to be distributed from the County due to small increases in taxable value.

***Nutrition Services Fund***

# Farmington Public School District

## 2014-2015 Budget

### Nutrition Services Fund

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-15 Budget
<b>Revenue:</b>					
Earnings on Investments	\$ 648	\$ 688	\$ 563	\$ 500	\$ 500
Other Local	2,523,645	2,297,522	2,207,357	2,166,000	2,166,000
State Categorical Revenue	177,345	170,417	149,216	147,279	147,279
Federal Revenue	1,355,461	1,419,849	1,442,315	1,429,109	1,429,109
Transfers & Other Transactions	87,000	115,911	101,690	100,718	102,718
<i>Total Revenue</i>	4,144,099	4,004,387	3,901,141	3,843,606	3,845,606
<b>Expenditures:</b>					
Salaries	1,111,148	914,405	907,607	951,337	933,637
Employee Benefits	901,417	689,034	667,579	719,628	745,587
Purchased Services	63,967	270,151	258,487	328,495	374,042
Supplies & Other	1,731,082	1,711,106	1,735,553	1,763,068	1,816,378
Capital Outlay	-	-	89,505	31,399	25,842
Transfers & Other Transactions	319,524	226,905	193,262	131,416	108,160
<i>Total Expenditures</i>	4,127,138	3,811,601	3,851,993	3,925,343	4,003,646
Excess Revenue over (under) Expenditures	16,961	192,786	49,148	(81,737)	(158,040)
Beginning Fund Balance	576,572	593,533	786,319	835,467	753,730
Ending Fund Balance	\$ 593,533	\$ 786,319	\$ 835,467	\$ 753,730	\$ 595,690

No budget exists by function for this fund.

# ***Capital Projects Fund***

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## Farmington Public School District 2014-2015 Budget

### Capital Projects Fund

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-15 Budget
<b>Revenue:</b>					
Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
Earnings on Investments	2,846	1,164	380	5	5
Other Local Revenue	57,130	12,000	9,071	4,782	-
Transfers & Other Transactions	1,205,439	3,238,928	2,651,312	875,000	145,000
<i>Total Revenue</i>	1,265,415	3,252,092	2,660,763	879,787	145,005
<b>Expenditures:</b>					
Capital Outlay	3,078,741	5,656,617	3,407,919	766,063	543,320
Transfers & Other Transactions	-	-	-	-	200,000
<i>Total Expenditures</i>	3,078,741	5,656,617	3,407,919	766,063	743,320
Excess Revenue over (under) Expenditures	\$ (1,813,326)	\$ (2,404,525)	\$ (747,156)	\$ 113,724	\$ (598,315)
Beginning Fund Balance	5,566,484	3,753,158	1,348,633	601,477	715,201
Ending Fund Balance	\$ 3,753,158	\$ 1,348,633	\$ 601,477	\$ 715,201	\$ 116,886



***Capital Projects (Technology/  
Other Projects) Fund***

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## Farmington Public School District 2014-2015 Budget

### Capital Projects (Technology/Other Projects) Fund

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-15 Budget
<b>Revenue:</b>					
Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
Earnings on Investments	2,846	1,164	380	5	5
Other Local Revenue	57,130	12,000	9,071	4,782	-
Transfers & Other Transactions	-	250,000	850,000	-	-
<i>Total Revenue</i>	59,976	263,164	859,451	4,787	5
<b>Expenditures:</b>					
Capital Outlay	529,206	2,463,498	1,666,086	16,063	35,000
Transfers & Other Transactions	-	-	-	-	200,000
<i>Total Expenditures</i>	529,206	2,463,498	1,666,086	16,063	235,000
Excess Revenue over (under) Expenditures	(469,230)	(2,200,334)	(806,635)	(11,276)	(234,995)
Beginning Fund Balance	3,786,427	3,317,197	1,116,863	310,228	298,952
Ending Fund Balance	\$ 3,317,197	\$ 1,116,863	\$ 310,228	\$ 298,952	\$ 63,957

In the past, this fund was used for districtwide building and site addition and improvement projects. As of the 1997/98 school year, it is now designated as the District's technology fund for districtwide technology.

The primary revenue source for this fund is comprised of transfers from the general fund. Earnings on investments also provide some revenue.

See page 28 for description of Capital Projects (Technology/Other Projects) Fund.

***Capital Projects (Maintenance/Bus Purchases) Fund***

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## Farmington Public School District 2014-2015 Budget

### Capital Projects (Maintenance/Bus Purchases) Fund

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-15 Budget
<b>Revenue:</b>					
Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
Earnings on Investments	-	-	-	-	-
Other Local Revenue	-	-	-	-	-
Transfers & Other Transactions	1,205,439	2,988,928	1,801,312	875,000	145,000
<i>Total Revenue</i>	1,205,439	2,988,928	1,801,312	875,000	145,000
<b>Expenditures:</b>					
Capital Outlay	2,549,535	3,193,119	1,741,833	750,000	508,320
Transfers & Other Transactions	-	-	-	-	-
<i>Total Expenditures</i>	2,549,535	3,193,119	1,741,833	750,000	508,320
Excess Revenue over (under) Expenditures	(1,344,096)	(204,191)	59,479	125,000	(363,320)
Beginning Fund Balance	1,780,057	435,961	231,770	291,249	416,249
Ending Fund Balance	\$ 435,961	\$ 231,770	\$ 291,249	\$ 416,249	\$ 52,929

The primary revenue source for this fund is a transfer from the General Fund to purchase busses and fund maintenance projects throughout the District.

See page 28 for description of Capital Projects (Maintenance/Bus Purchases) Fund.

No budget exists by function for this fund.

# ***Benefit Stabilization Fund***

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# Farmington Public School District

## 2014-2015 Budget

### Benefit Stabilization Fund

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-15 Budget
<b>Revenue:</b>					
Earnings on Investments	\$ -	\$ -	\$ 26	\$ 1,000	\$ 1,000
Other Local	-	-	642,370	21,900,840	21,601,281
Transfers & Other Transactions	-	-	-	-	-
<i>Total Revenue</i>	-	-	642,370	21,901,840	21,602,281
<b>Expenditures:</b>					
Salaries	-	-	-	-	-
Employee Benefits	-	-	-	22,408,281	20,941,700
Purchased Services	-	-	-	-	-
Supplies & Other	-	-	-	-	-
Capital Outlay	-	-	-	-	-
<i>Total Expenditures</i>	-	-	-	22,408,281	20,941,700
Excess Revenue over (under) Expenditures	-	-	-	(506,441)	660,581
Beginning Fund Balance	-	-	-	642,370	135,929
Ending Fund Balance	\$ -	\$ -	\$ 642,370	\$ 135,929	\$ 796,510

No budget exists by function for this fund.

Farmington Public School District  
Farmington, Michigan

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# Informational Section



FARMINGTON PUBLIC SCHOOL DISTRICT  
 General Fund Reductions Since 2002/03 by Year

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Budget Reduction Plan 2014/15	\$	5,779,619
Budget Reduction Plan 2013/14		7,176,853
Budget Reduction Plan 2010/11		17,289,241
Building Closing Savings		2,814,874
Budget Adjustments 2007/08		11,527,661
Budget Adjustments 2006/07		6,998,344
Budget Adjustments 2005/06		3,715,500
Budget Adjustments 2004/05		3,054,500
Budget Adjustments 2003/04		2,546,150
Budget Adjustments 2002/03		5,151,980
 Total Savings Implemented Since 2002/03	 \$	 <u>66,054,722</u>

This schedule is a compilation of all the adjustments that have occurred through the budget development process since 2002/03. The following pages detail the specific items included in each year. In the past a conscious effort was made to balance reductions with a responsible use of fund balance, however, the problem has become so large that the the district has been spending our fund balance to maintain some stability in our programs and use the proactive process to make reductions when necessary.



**FARMINGTON PUBLIC SCHOOL DISTRICT  
2014/15 BUDGET REDUCTION PLAN**

Item	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
1	Instructional Support	Reduction of 2 bookkeeping positions and restructure the supervisory roles to support other Non-Unit reductions elsewhere. Currently the department has 12 staff. This will be a 17% reduction.	Shifting responsibilities within department (mail, insurance claims, vendor payments, employee payments, etc), more planning necessary by school personnel, no more last minute or emergency processing. Accountability for following district procedures. Administrators will need clearer expectations and training.	\$ 152,955	2.00
2	Instructional Support	Eliminate human resource support position. Currently the department has 7 staff. This will be a 14% reduction.	Need to reassign additional duties: worker's comp, subfinder, medical leaves, medical claims. Generally reduced level of service from human resource, particularly at a time when reductions will increase workload and need for support.	81,933	1.00
3	Instructional Support	Reduce Capital Projects Budget. Reduction aligned to list provided by Facilities for 2014/15 work. No busses will be purchased in 2014/15	Reduction based upon current projected estimates for summer 2014 capital work. Future bond or sinking fund may assist with funding of items in the future. Also includes the reduction of the full amount of the busses of \$800,000, but the addition of one mechanic due to not purchasing busses for two consecutive years.	971,565	(1.00)
4	Instructional Support	Eliminate Skilled Maintenance Position. Currently there are 14 positions. This is a reduction of 7%.	Redistribution of work to other positions.	86,446	1.00
5	Instructional Support	Eliminate 1 Maintenance Secretary Position. Currently the department has 7 staff in the office. This will be a 14% reduction.	Loss of coordination within department: scheduling, ordering materials, etc. Work will have to be redistributed. Implementing a time card system may be necessary.	74,703	1.00
6	Instructional Support	Elimination of Board of Education Support Position upon retirement of the individual currently holding this position in September, 2014.	Additional duties to other central office staff. Examine the needs of the board of education from staff on a regular basis.	83,260	1.00
7	Instructional Support	Move Noon-aides to the Nutrition Service Budget. Costs that are part of playground supervision cannot be charged to the Nutrition Service Fund.	As funding that can be transferred to the General Fund is limited, the portion of time noon supervisors are spending in the cafeterias is being charged directly to Nutrition Services.	50,000	NA
8	Instructional Support	Eliminate election budget. The amount for this year was rolled into the forecast. This amount would be removed.	Budget will not include funds for an election in 2014/15. May need to add if committee decides that one is needed following study. There may be an election in 2014/15 depending upon results of the capital planning advisory committee which would need to be budgeted once we know.	73,000	NA
9	Instructional Support	Technology Fund Transfer to General Fund.	Phone system router upgrade to wait. Spare routers are available from closed schools.	200,000	NA

**FARMINGTON PUBLIC SCHOOL DISTRICT  
2014/15 BUDGET REDUCTION PLAN**

Item	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
10	<b>Instructional Support</b>	Reduction of Custodial Services at the high school level.	Rework of the custodial schedule to achieve savings.	62,118	1.00
11	<b>Instruction</b>	Eliminate responsibility room paraprofessionals at the High Schools. These rooms are designed to be for in school suspension. As a district the use is inconsistent and the staff is utilized in other ways.	Reduced "in school" suspension opportunities at the High Schools, which may result in more out of school suspensions, or more students serving suspensions directly with HS administrators. Alternatives to suspension will continue to be investigated; which coordinates with the recommendations of the Disproportionality Task Team.	143,648	3.00
12	<b>Instruction</b>	Elimination of an additional Administrator at one high school. This is offset by the addition of one counseling technician to support the IB program.	Administrator position has performed additional projects such as after school homework help system, IB support as well as electronic class recovery work. Reduced administrator but added counseling tech support.	117,864	-
13	<b>Instruction</b>	Reduce IB material allocation. The current budget was based upon the original design estimates. Current allocation will cover needed materials and training costs.	Reduction of amount allocated. Funds remain to meet supplies/training needs.	84,000	NA
14	<b>Instruction</b>	Remove funding for the students who were previously sent to Bloomfield Hills International Academy from budget. As 2013-14 is the last year for FPS students in IA (senior class is graduating), this is the amount used when the forecast was created.	FPS students will no longer be enrolled in International Academy in Bloomfield Hills.	90,111	1.00
15	<b>Instruction</b>	Reduction in student activity account allocation @ HS. Approximately \$50,000 was allocated from the general fund to assist with competitions and other fees. Approximately \$20,000 remains.	Concerns that are unknown centrally will need to be solicited from HS staff/administration. Some schools believe this will not have an impact others believe this will. Schools have a carryover annually.	30,000	NA
16	<b>Instruction</b>	Restructure MS AP at EMS.	Due to the declining enrollment at East, the additional .5 support can be reduced to ensure administrative support is aligned with MS administrative allocation by student enrollment. Could cause reduction of one full administrative school role within the staffing process.	89,912	0.50
17	<b>Instruction</b>	Restructure Athletic Director position increasing it .50 to full time. This position will take on additional duties as well as we will then reduce .60 fte teacher released time at the high schools.	Current AD support is minimally doable at current .5 FTE. Restructuring position with other administrative duties that may be less intensive. Restructure of position with duties is an add to the budget, the way to offset this add to net to zero is to reduce 1/2 of the release at each high school.	(6,668)	0.10

**FARMINGTON PUBLIC SCHOOL DISTRICT  
2014/15 BUDGET REDUCTION PLAN**

Item	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
18	Instruction	Move to one athletic team at the middle school level. We currently provide two teams at each school for several sports. Football, girls and boys basketball, girls volleyball would be reduced to one team. The other teams are one combined school team.	Fewer opportunities for students in the sports which will be reduced. The "pool" of students with experience in these sports will be reduced, which may negatively impact high school programs. May increase participation in the remaining teams that do not have "limited" participation, examples: track, cross country, wrestling. Potentially, our MS would be less attractive to families due to reduced opportunities in sports. Values survey identifies sports as important--this is a partial reduction.	80,634	NA
19	Instruction	Eliminate the Special Education clerical support from Alameda. This was an allocation over and above the current allocation to assist with IEP processing. The new software will aid the work.	Work load would shift to other ESP special education staff at 10 mile and/or Farmington Community School.	33,964	0.50
20	Instruction	Enrollment in 5-6 classes per student staffing ratio of 26:1. We are currently below the target. This is about continuing to create efficiencies in school schedules and eliminating low enrollment classes.	Fewer sections, most classes will range between 26-28 students, may incur overage payments for classes with higher enrollments, meeting with principals to define numbers/impact and account for declining enrollment.	355,378	4.00
21	Instruction	Special Education Department Reductions of paraprofessionals to align with student enrollment	Reductions to align with student enrollments	295,033	8.00
22	Instruction	Elimination of Science Kit Coordinator.	Need to develop a "different" method of supporting science kits, additional work to a Central Office member/or business department staff. We may or may not continue to provide services to other districts. We will continue to provide kits to our own district. Potential elimination of service with other districts has not yet been discussed with those districts. This does not directly impact the internal workgroup who is addressing the design/implementation of the Next Generation Science Standards	88,845	1.00
23	Instruction	Special Education Department Reductions of teaching positions to align with student enrollment	Reductions to align with student enrollments	150,931	2.00
24	Instruction	Reduce Quality Instruction Coaches by 2 FTE (1 at UE and MS levels)	This is the recommended reduction by Quality Instruction Coaches--0.5 at each upper elementary and each middle school. With the reduction of instructional leadership, coordinators, professional development subs and instructional department budgets, quality instruction coaches will be the primary vehicle for professional development within the district.	177,690	2.00

**FARMINGTON PUBLIC SCHOOL DISTRICT  
2014/15 BUDGET REDUCTION PLAN**

Item	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
25	<b>Instruction</b>	Reduce use of subs for Professional Development. Less dollars available to release teachers during the school day and pay for substitutes.	Fewer opportunities for teachers to be released from their classrooms to design/implement district initiatives. Will bring focus and keeps teachers in their classrooms. Slowdown to implementation of current and future initiatives. Reduced ability to "study" projects that could positively impact the District. May require extra duty payments to move some work forward (hourly rate for extra duty is higher than hourly sub rate).	210,000	NA
26	<b>Instruction</b>	Eliminate PESG Coaching Longevity. Longevity will only be paid for district employees, not PESG.	Difficult to fill/keep coaches. Boosters may want to incentivize coaches.	10,000	NA
27	<b>Instruction</b>	Per Pupil Reduction. This amount represents the average carryover amount for the last 10 years. This amount would be reduced prorata for the K-12 schools.	As the schools have had carryover funds from year to year, we are targeting an amount to reduce their annual allocation so that the budgets are determined based upon School Improvement and District Improvement needs. Less flexibility for schools to spend dollars and increased school-level accountability for creating budgets aligned to School Improvement Plans.	245,000	NA
28	<b>Instructional Support</b>	CO Team Compensation Reduction	Less compensation for roles that will accept increased duties as a result of reductions.	36,543	NA
29	<b>Instructional Support</b>	Board Room Control Reduced by 1/2	Have to have some skilled support on site. CO Team will have to provide a supplementary duty. Critical to continue to have good communication to our community.	2,553	NA
30	<b>Instructional Support</b>	Reduced all instructional support budgets 1-2%.	This is a target but factors that are uncontrollable such as utilities, cost of diesel, salt and overtime. Some portion of these budgets are included in personnel and other items already targeted for reduction.	20,000	NA
31	<b>Instruction</b>	Enrollment in middle school and high school classes per student staffing ratio. Middle school is at 25:1 and high school is at 28:1. This is about continuing to create efficiencies in school schedules and eliminating low enrollment classes.	Eliminate low enrollment electives, loss of some electives including some AP classes, more inflexibility in scheduling for students who want a handful of specific courses. May incur overage payments for classes with higher enrollments. Meetings underway with Principals to help to define number and areas. For some teachers, this may increase the total number of students they see each day. Benchmarking against other districts may help.	888,445	10.00

**FARMINGTON PUBLIC SCHOOL DISTRICT  
2014/15 BUDGET REDUCTION PLAN**

Item	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
32	Instruction	Reduce 2 instructional clerical support positions (ESP or Non-unit). This will retain three clerical positions within instruction. Aligns with administrative restructuring.	Additional duties to building secretaries; bilingual testing (wida), meap testing, mme testing, nwea testing, testing out, management of district materials. ESP support of the instructional department has fluctuated over time. Examination of redistribution of the work will be necessary, but this will result in less service being provided to the school buildings.	143,280	2.00
33	Instruction	Eliminate teacher evaluation coordinator. The current position is released 1/2 time and teaches the other half of the day.	Move duties to Executive Director of Human Resources. Concern for the completion of the ancillary components of the evaluation model that are unique to their roles. If large reductions of instruction this will effect our ability to move forward. Connectivity to the admin model will be impacted as well. Challenging to move forward without the support --study of implementation of initiatives over the years demonstrates a higher need for support in the first 3 years of implementation--the original design of implementation would have this position in place for one more year. Concern for the completion of the ancillary components of the evaluation model that are unique to their roles.	44,423	0.50
34	Instruction	Increase Athletic Pay to Participate	Target a dollar amount for increase in athletic participation fees, such as an increase of \$50 per student in the current HS structure. Families may respond negatively to the increased payment with frustration over having to pay more for no greater level of service. May need to reset payment and include a cap or 'not to exceed' when a student participates in multiple sports.	100,000	NA
35	Instruction	Reduce Instructional Administrative Position	A reduction of one administrative position due to the Assistant Superintendent leaving to become a Superintendent in another district.	225,091	1.00
36	Instructional Support	Reduction of clerical position in Nutrition Services due to retirement.	Realignment of work responsibilities.	37,000	0.63
<b>Items in Reduction Plan which were reduced in 2014/15 budget</b>				<b>\$ 5,529,657</b>	<b>42.23</b>
37	Instruction	Reduced central instruction budgets. Less improvement type funding. Dollars will need to come from school based per pupil allocations.	Reduced doability for improvements. Zero based budgeting will define work to be done in priority order. Slowed implementation of some initiatives. May reinforce a narrow focus.	286,962	NA
<b>Items in Reduction Plan which were reduced in 2013/14 budget</b>				<b>\$ 286,962</b>	<b>NA</b>
<b>Total Reduction Plan</b>				<b>\$ 5,816,619</b>	<b>42.23</b>
<b>General Fund</b>				<b>\$ 5,779,619</b>	<b>41.60</b>
<b>Nutrition Services Fund</b>				<b>\$ 37,000</b>	<b>0.63</b>

**FARMINGTON PUBLIC SCHOOL DISTRICT**  
**2013/14 BUDGET REDUCTION PLAN**

Item #	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
A.	Instruction	MSAN Student Conference travel funds to be covered by the Education Foundation per an approved grant application	<b>Pro:</b> Reduces total MSAN budget for fiscal year 2013/14 by \$2,000. No service impact. <b>Con:</b> Will require planning for inclusion of the Student Conference in 2014/15 budget if additional funding sources are not identified/accessed.	\$ 2,000	-
B.	Instruction	Galileo Tuition to be covered by the Education Foundation per an approved grant application	<b>Pro:</b> Eliminates Galileo budget for fiscal year 2013/14. No service impact. <b>Con:</b> Will require planning for inclusion of Galileo tuition in 2014/15 budget if additional funding sources are not identified/accessed.	4,400	-
C.	Instruction	Cost of Art therapist position will be shifted to Center Contingency	<b>Pro:</b> No service impact. <b>Con:</b> Will reduce Contingency Funds available for other needs, although slowly.	51,000	-
D.	Secondary	Eliminate North Farmington High School Service Learning Allocation	<b>Pro:</b> Not a part of other HS although they also have a service learning requirement; could be repurposed into Instructional Coach allocation. <b>Con:</b> Will feel like a reduction to NF as they are used to this allocation.	90,000	1.00
E.	Elementary	Eliminate Highmeadow Computer Teacher	Will require administrative support and positive messaging; <b>Pro:</b> Brings Highmeadow into alignment with all K-4 schools <b>Con:</b> Could create negative view by families. 90,000		1.00
F.	Instruction	10% reduction to Instructional Budgets	<b>Pro:</b> Dollars are available as they have been unspent. Close alignment with annual unused portion of funds. <b>Con:</b> Having dollars available in allocations that are not used does not allow for flexibility to allocate dollars for needed materials in other programs.	100,000	-
G.	Instruction	Reduce Building Allocation of substitutes for school business	<b>Pro:</b> Keeps teachers in classrooms where they have the greatest impact. May assist with narrowing our districtwide focus. <b>Con:</b> Reduces schools' ability to determine additional Professional Development opportunities for staff. Schools depend on these days to solve problems and support specific programs within their schools. These funds are tied to the FEA contract in the area of FEA conference funds. Will need to tell administration that they cannot allow days to be used.	116,000	-
H.	Instruction	10% reduction to K-12 per pupil allocation	<b>Pro:</b> Close alignment with annual unused portion of funds. May assist with aligning resources to district needs--narrower focus. <b>Con:</b> Will not 'feel' good to school administrators. Schools need these dollars to put materials in the hands of students.	130,000	-

**FARMINGTON PUBLIC SCHOOL DISTRICT**  
**2013/14 BUDGET REDUCTION PLAN**

Item #	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
I.	Instruction	Reduce Professional Development Substitutes by 36% (1065 days)	<p><b>Pro:</b> Reduce what we are doing; narrow focus to most critical Professional Development; keeps teachers in classrooms.</p> <p><b>Con:</b> Diminished ability to provide Professional Development and have teachers participate in other professional activities. May slow the pace of some implementation, as we won't have the time with staff that is necessary.</p>	150,000	-
J.	Instruction	Eliminate proposed ELA Materials 2012-2013	<p><b>Pro:</b> Will not interfere with the supply needs for future years-2013/14 focus is secondary materials.</p> <p><b>Con:</b> Unused portion of funds-one time savings. Can't allocate these dollars to other areas that are in need of materials, i.e. High School Math/Science.</p>	155,000	-
K.	Elementary	Eliminate Warner Upper Elementary School Administrative Intern	<p><b>Pro:</b> Aligns with smaller school (was put in place when size was 100+ students higher);</p> <p><b>Con:</b> Warner Upper Elementary is used to this support &amp; will have to restructure.</p>	90,000	1.00
L.	Elementary	SE 1832 (3-4) Restructuring *	<p><b>Pro:</b> Reduces extremely low class sizes; shifts philosophy from separate classes for most significant disabilities; will not have a service impact as class sizes are so low and will continue to be low even with the combination.</p> <p><b>Con:</b> May result in an increase in paraprofessionals in these classes due to increased needs which may offset reduction in class sizes.</p>	64,800	1.00
M.	Secondary	HS Electives/Small Classes	<p><b>Pro:</b> Aligns with stated practice for class sizes; will require school-based administrative messaging and support.</p> <p><b>Con:</b> Teachers of electives/small classes may react negatively; parents may complain depending upon what is reduced.</p>	270,000	3.00
N.	Instruction	Special Education Proportionate Share for Evaluations *	<p><b>Pro:</b> Amount is in excess of required share as determined by the Federal Government.</p> <p><b>Con:</b> May require per diem payment for evaluations outside of the school day. per diem is consistent with other areas of intermittent high need for evaluations.</p>	72,000	1.00
O.	Instruction	K-12 Special Education Teachers *	<p><b>Pro:</b> Aligns caseloads across schools; keeps elementary caseloads low to support interventions in early grades; brings caseloads closer to County averages/rule maximum.</p> <p><b>Con:</b> Schools will feel pinch because most SE staff are also the "go to" crisis staff, particularly in K-6 schools.</p>	291,600	4.50

**FARMINGTON PUBLIC SCHOOL DISTRICT**  
**2013/14 BUDGET REDUCTION PLAN**

Item #	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
P.	Elementary	K-4 Elementary Media	<b>Pro:</b> Aligns with school size changes; provides an opportunity for role changes/21st Century; will require school-based administrative messaging and support. <b>Con:</b> will require work with Media Specialists to restructure their work.	225,000	2.50
Q.	Elementary	K-6 Specials Teachers	<b>Pro:</b> Aligns with classroom reductions.	270,000	3.00
R.	Elementary	K-6 Classroom Teachers	<b>Pro:</b> Recaptures dollars that aren't being spent in alignment with the district priorities. <b>Con:</b> May include splits; teachers/administrators have become accustomed to lower class sizes in some schools/classes; families may react negatively to higher class sizes in some schools; will require school-based administrative messaging and support.	1,260,000	14.00
S.	Elementary	UE World Languages elimination	<b>Pro:</b> Awareness course may not be an effective instructional method due to duration and amount of material. <b>Con:</b> Eliminates awareness course at UE; may be viewed negatively by families; conflicts with view of language development as important by State, families, and some FPS staff.	180,000	2.00
T.	Instruction	Musical Instruments Capitals	<b>Pro:</b> Maintains \$10,000 in the budget. <b>Con:</b> Reduced allocation for purchasing new musical instruments.	9,500	-
U.	Secondary	Reduce Farmington Central Budget Allocation	<b>Pro:</b> Allocate a per pupil amount to Farmington Central similar to what is received by the comprehensive high schools. <b>Con:</b> This will be seen as a reduction in available dollars.	20,000	-
V.	Secondary	Eliminate Sabbatical Teacher	<b>Pro:</b> No additional positions have requested to be on sabbatical for the 2013/14 school year. This person would return to their role in the district.	70,000	0.50
W.	Secondary	Reduce Academic Dean at Harrison High School	Restructure the Academic Dean into a .5 FEA position.	75,000	0.50
X.	Secondary	E 2020 course recovery program	<b>Pro:</b> Align services to students who will be most successful versus all failing students; requires development of the 'successful' student profile. <b>Con:</b> Additional support for other students will be needed.	90,000	1.00
Y.	Secondary	Reduce Conflict Resolution Positions .6 per HS	<b>Pro:</b> If the FTE is not currently being used as prescribed reducing this makes sense. <b>Con:</b> May reduce a proactive, PBIS related service; uncertainty as to use of these funds by schools.	162,000	1.80
Z.	Instruction	Adult Education allocation	Additional budget provided. Department will use allocated funds from MDE in lieu of this additional amount.	9,000	-
AA.	Instruction	Parent Liaison contracted services	Moves all work to one liaison; may reduce services to families.	25,000	-
BB.	Instruction	Data Coordinator Restructuring	Data Coordinator position is restructured. Maintains director and pushes two .5 data coaches into instructional coaching roles.	40,000	0.50



**FARMINGTON PUBLIC SCHOOL DISTRICT  
2013/14 BUDGET REDUCTION PLAN**

Item #	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
CC.	Instruction	Reduce Bilingual Paraprofessionals	Reduced level of service. Performance based selection is not required for paraprofessionals so contract requires seniority.	100,000	2.00
DD.	Instruction	Athletic Uniforms	No budget will be allocated in 2013/14 to purchase uniforms.	40,000	-
EE.	Instruction	Eliminate Coaching contracted services	<b>Pro:</b> Requires application of learning to day-to-day work without support. Not necessarily elimination of services to talent development of other leaders through departmental budgets (i.e., 360-degree leadership practice inventory review and support).	45,000	-
FF.	Elementary	Reduce Special Education K-4 Paraprofessionals *	<b>Pro:</b> Intentional retention of teachers versus paraprofessionals to support highest skills supporting neediest students.	114,480	4.00
GG.	Instruction	Reduce Clerical Staffing	Reduction of .5 FTE of clerical staff in Special Education who were put into place during the electronic IEP process and the archiving of records. Archiving process is complete.	35,000	0.50
HH.	Instructional Support	Eliminate Transfers for Bus Purchases	Delay of purchases may mean additional monies will need to be budgeted in a future year.	800,000	-
II.	Instructional Support	No new buses mean funds need to be budgeted for parts/tires	Additional cost for parts and tires as no new buses will be purchased.	(134,000)	-
JJ.	Instructional Support	Eliminate Transfers for Capital Projects	Based upon the capital projects schedule maintained by facilities, this reduces that amount in half, as well as reduces for an estimate of the mechanical projects of approximately \$250,000 that were originally planned for this summer would be delayed. Impact of a future bond will need to be considered for future work.	975,000	-
KK.	Instructional Support	Eliminate Transfers for Technology	No transfers would be budgeted for the purchase of additional technology. Impact of a future bond will need to be considered for future purchases.	300,000	-
LL.	Instructional Support	Eliminate Capital outlay for operations	This line item is used for the bigger ticket custodial items such as floor scrubbers, vacuums, riding scrubbers, etc. A delay could mean additional items would be needed in future budget years.	30,000	-
MM.	Instructional Support	Reduce various line item adjustments proposed by Information Technology	May need to review needs in future budget years.	38,000	-
NN.	Instructional Support	Federal Communications Commission license cost in 2012/13	This was a one time cost to the General Fund in 2012/13 to update the FCC licenses.	2,825	-
OO.	Instructional Support	Reduce Superintendent/Board office expenditures	Reduction in a variety of areas including hours allocated for staff to provide technical support/camera work during the live board meetings/reduced overtime/food allocations/school improvement funding.	6,500	-
PP.	Instructional Support	Maintenance Vehicle	No additional vehicles will be purchased. The district could incur additional overtime, as we have no spares, in the case of inclement weather. This vehicle would be a snow plow.	23,433	-

**FARMINGTON PUBLIC SCHOOL DISTRICT  
2013/14 BUDGET REDUCTION PLAN**

Item #	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
QQ.	Instructional Support	Eliminate Storm water consultant	Due to new regulations that we are now updated on, this is a reduction for costs that will not be incurred in the future unless the regulations change.	20,000	-
RR.	Instructional Support	Eliminate Fertilizer	Cost of fertilizer to keep specific areas green. Curb appeal will be reduced.	25,000	-
SS.	Instructional Support	Reduced Watering because of reduction in fertilizer	Less watering as watering is done due to fertilizer treatment.	2,000	-
TT.	Instructional Support	Eliminate Facilities planning costs	Costs for consultants in 2012/13 for facilities planning.	135,432	-
UU.	Instructional Support	Eliminate Student energy grants	Stop funding allocation of \$200 per school on a grant basis for sustainability projects.	2,500	-
VV.	Instructional Support	Demolition MTC	Utility costs of maintaining MTC - Cost to demolish is budgeted in Capital Projects/Bus Purchases Fund.	45,000	-
WW.	Instructional Support	Reduce Facilities Supervisor	Reduction of 1.0 FTE of a supervisory position in the facilities department. This responsibility would fall to existing supervisors within the department.	122,000	1.00
XX.	Instructional Support	Reduce Skilled Maintenance	Reduction of 1.0 FTE of skilled maintenance. There will be a delay in completion of work orders as there are less staff available to complete them.	75,000	1.00
YY.	Instructional Support	Reduce Custodians	Reduction of 2.0 FTE of custodial work. A new cleaning schedule would need to be proposed to facilitate this reduction.	100,000	2.00
ZZ.	Instructional Support	Eliminate Contracted Benefit Consultant	Cost of an additional benefit consultant only in 2012/13.	51,000	-
AAA.	Instructional Support	Eliminate head custodian	CO and Ten Mile would not have a person during the day. One custodian would handle all cleaning in both buildings. Will need to discuss set ups in the board room and large room at Ten Mile.	56,000	1.00
BBB.	Instructional Support	YCARE revenue increase	Additional revenue per agreement with the YMCA.	6,552	-
CCC.	Instructional Support	Reduction of support for the Farmington/Farmington Hills Education Foundation	One time funds for district support of start up costs of the foundation.	22,831	-
DDD.	Instructional Support	Reduce School/Community Relations staffing	Restructure within department to reduce the number of overall positions in lieu of reducing communication vehicles.	20,000	0.20
EEE.	Instructional Support	Eliminate District Events	Eliminate or find alternative funding sources for the senior adult breakfast and retirement functions.	5,000	-
			Total	\$ 7,176,853	50.00
* Amounts shown are at 72% (net of the 28% reimbursement received from the State of Michigan)					

**FARMINGTON PUBLIC SCHOOL DISTRICT  
2010/11 BUDGET REDUCTION PLAN**

Item	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
A.	Elementary	Eliminate Elementary Choir	Reduced options for music performance for students in elementary. More time available to teach general music. (One period/school per week).	18,000	0.20
B.	Elementary	Eliminate Compass Learning (Compass Learning is a computer-aided instructional support, composed of a set of lessons that children can use on the computer)	Students and staff won't have Compass Learning to support instruction. Will need to investigate no cost alternatives to on-line learning	30,510	NA
C.	Elementary	\$10 reduction in School Teaching Supplies Budget	Fewer dollars for consumable supplies. Families may be asked to donate more \$ to classrooms	65,905	NA
D.	Elementary	Eliminate Art Therapy Position	Students who receive special education services will have art provided by the general education art department.	79,082	0.60
E.	Elementary	Eliminate Kindergarten Administrative Intern	Principals and remaining members of the curriculum/instructional departments will have to assume more responsibility for supporting teachers. The FPS model of support for teachers will have to evolve.	90,000	1.00
F.	Elementary	Eliminate Enrichments at HCC	If HCC wants to provide enrichments an alternative format will need to be developed. Enrichments will not be able to be provided as they are now.	90,000	1.00
G.	Elementary	Efficiency in scheduling elementary specials	Potential reduction of specialist travel time among schools. Less flexibility within elementary specialist schedule. Increased elementary specialist schedule efficiency. More rigorous daily work load for elementary specialist teachers	100,000	1.11
H.	Elementary	Eliminate Elementary Administrative Interns	Larger schools will have less support with administrative duties. Reduced opportunities for growing future principals. Each school will have a principal. Currently one position is contracted, the other is an employee.	223,115	1.00
I.	Elementary	Eliminate elementary DELTA program	Principals and school teams will be responsible for student double promotion. Enrichment services provided, hand-on-equations, Junior Great Books, WordMasters will have to be provided by other school faculty/volunteers or eliminated.	271,686	3.00
J.	Elementary	Eliminate Elementary Instrumental Music (band and orchestra) for fifth graders	All fifth grade students will take general music. Increased elementary specialist schedule efficiency. Reduced options for music experience during elementary school. Classes are being configured for new 5-6 schools.	299,672	3.00
K.	Elementary	Reduction of Elementary Media by 50% and/or Restructure Elementary Specialist Program	Media specialist reduction at each elementary school. Reduction, but not elimination of specialist programming. Realignment of specialist time allocation which may increase or decrease specific specialist programming.	594,310	6.50

**FARMINGTON PUBLIC SCHOOL DISTRICT  
2010/11 BUDGET REDUCTION PLAN**

Item	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
L.	Elementary	Eliminate Reading Recovery program	Intervention for struggling learners will have to be provided differently than current models. Reduced supplemental academic support	720,000	8.00
M.	Elementary	Elementary staffing efficiencies resulting in an additional two students per class	Potential for more "blended" or "combination" grade classrooms. More students will be in each classroom. Potentially, fewer students sent to "overflow" schools. More students in each school, potentially greater efficiency.	1,071,000	11.90
N.	Instructional Support	Professional Consultants	District will have less access to facilitation services. District may utilize more services from Oakland Schools.	35,000	NA
O.	Instructional Support	Residency Investigation Officers	Schools and district administration will be directly responsible for residency investigations.	36,683	NA
P.	Instructional Support	Tripod Survey (suspend for 1 year)	A student and staff climate survey will be performed "in house" Past climate survey data will not be able to be used to demonstrate district growth. Previously charged to a federal grant. Grant funds will be used in the future for other areas.	-	0.00
Q.	Instructional Support	Reduce Athletic Director 50%	Duties will have to be reassigned to a different administrative and/or staff position(s). Additional duties will need to be assigned to school-level high school athletic coordinators.	85,000	0.50
R.	Instructional Support	Eliminate Instructional Technology Administrative Intern	Duties will have to be reassigned to a different administrative and/or staff position(s). Grant funding will need to be sought to provide professional development support to staff.	90,000	1.00
S.	Instructional Support	Eliminate Career and Technical Education/Career Focused Education Coordinator	Duties will have to be reassigned to a different administrative and/or staff position(s). School level staff may have to assume additional program management duties.	90,000	1.00
T.	Instructional Support	Reduce Noon-Aide Supervision Hours	Duties will have to be reassigned to a different administrative and/or staff position(s).	96,000	NA
U.	Instructional Support	Reduce instructional department clerical support	Response times for community and schools will be slowed. District instructional staff will be responsible for providing self-support with clerical duties	114,100	1.63
V.	Instructional Support	Eliminate 2011 summer workshop staff compensation	Greater amount of professional development will have to occur outside the school day. Slowed pace teaching and learning innovation. District will need to develop alternative means of providing learning for staff.	130,019	NA
W.	Instructional Support	Close District Media Center	District materials will be distributed among schools. School media specialists will have additional responsibilities for managing the District's program.	141,080	0.50
X.	Instructional Support	Forty-percent reduction used for professional development subs	Greater amount of professional development will have to occur outside the school day. Slowed pace teaching and learning innovation. District will need to develop alternative means of providing learning for faculty.	180,000	NA

**FARMINGTON PUBLIC SCHOOL DISTRICT  
2010/11 BUDGET REDUCTION PLAN**

Item	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
Y	Instructional Support	Restructure Bilingual Programming	Duties will have to be reassigned to a different administrative and/or staff positions(s).	85,238	2.00
Z.	Instructional Support	Eliminate Curriculum Coordinators	Staff and school leaders will assume greater ownership for curriculum development. Potential to rely on outside supports such as Oakland Schools and national organizations.	360,000	4.00
AA.	Instructional Support	Eliminate Special Education Staff	Caseloads and services will be maximized to no more than what is allowable per Michigan Special Education rules. Special education staff will have additional responsibilities to maintain the services students need.	900,000	15.00
BB.	Instructional Support	Seventy-percent reduction in 2010-2011 departmental budgets	Capital outlay purchases and equipment maintenance will be delayed and/or eliminated. Fewer opportunities for participation in co-curricular events. Schools will be responsible for providing funding to fine arts programs out of school allocations.	541,974	NA
CC.	Instructional Support	Eliminate 2010-2011 allocation for textbook purchases	Current instructional resources will be utilized without revision or updating. Alternative forms of instructional resources may need to be developed (course packs, zero cost web resources). Fewer curriculum updates will be possible.	563,061	NA
DD.	Non Instructional Support	Reduce school improvement initiatives	Reduced support for school improvement initiatives	1,000	NA
EE.	Non Instructional Support	Eliminate the District wide Retirement Dinner	There would be no District wide recognition for FPS employees when they retire.	2,000	NA
FF.	Non Instructional Support	Reduce refreshments/food account	Reduced refreshments/food which were sometimes provided on a limited basis for staff and community meetings.	2,000	NA
GG.	Non Instructional Support	Eliminate the Senior Adult Breakfast	Would need to find a sponsor to continue to support this breakfast.	4,000	NA
HH.	Non Instructional Support	Eliminate the Superintendent's Awards of Excellence Breakfast	Would need to find a sponsor to continue to hold this awards breakfast.	4,000	NA
II.	Non Instructional Support	Reduce field trip transportation allocation	Reduced student support for District field trips	4,000	NA
JJ.	Non Instructional Support	Reduce supplies	This has been ongoing. This is due to check stubs being emailed in lieu of printing copies and envelopes.	5,000	NA
KK.	Non Instructional Support	Elimination of paying for the printing Friday Folders for the elementary schools	Elementary schools would have to pay for their Friday Folders from their school budgets	5,000	NA
LL.	Non Instructional Support	Print one less version of the UpDate community newsletter	Would rely on other vehicles of communication to inform the community about district events.	5,500	NA
MM.	Non Instructional Support	Implement a surcharge for field trips	Field trip users will cover the cost to process a trip		NA

**FARMINGTON PUBLIC SCHOOL DISTRICT  
2010/11 BUDGET REDUCTION PLAN**

Item	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
NN.	Non Instructional Support	Reduce national conference budget, eliminate Metro Bureau dues, Eliminate National School Board Association Dues	Reduced support, networking, information and professional development opportunities.	10,675	NA
OO.	Non Instructional Support	Eliminate District Wellness Program	Staff will refer to their own physicians for wellness information	22,500	NA
PP.	Non Instructional Support	Decrease amount allocated for legal services	Strive to minimize amount spent on legal fees	30,000	NA
QQ.	Non Instructional Support	Reduce seasonal lawn crew by 1/3	Sites will not look as good.	32,900	NA
RR.	Non Instructional Support	Reduce 1/2 clerical position	Responsibilities will need to be redistributed to other Human Resources staff	35,000	0.50
SS.	Non Instructional Support	Reduce 1/2 clerical position	Some work will take longer to do or will have to be eliminated	35,000	0.50
TT.	Non Instructional Support	Reduce one bookkeeper position	More efficiencies will be found or some work will take longer to do	70,000	1.00
UU.	Non Instructional Support	Move custodial and bus aide substitutes and part time staff to contracted services (PESG).	May be more difficult to fill positions	79,531	NA
VV.	Non Instructional Support	Reduce contracted services	Less professional development and support for administrators	82,624	NA
WW.	Non Instructional Support	Reduce one IT engineer	Work will be absorbed by IT technicians.	99,000	NA
XX.	Non Instructional Support	Eliminate energy incentives to schools.	Schools will have less money for activities	95,050	NA
YY.	Non Instructional Support	Reduce maintenance and custodial supplies	Some work orders will not be completed	154,150	NA
ZZ.	Non Instructional Support	Reduce IT supplies in 2010/11 school years	Less supplies will be purchased	99,000	NA
AAA.	Non Instructional Support	Assure indirect costs are recouped.	Reduce costs, increase price of lunch 50 cents and/or use a portion of reserves	245,603	NA
BBB.	Non Instructional Support	Eliminate Adult and Community Education Program except English as a Second Language	Positions and supplies and contracted services. City may provide community education.	257,519	3.00
CCC.	Non Instructional Support	Eliminate 13 school media technician positions. Add five central Information Technology (IT) positions.	5 Central IT technicians will service schools	413,351	8.00
DDD.	Non Instructional Support	Reduce custodial, mechanic and utility positions. Reduce nutrition service driver to 11 months	Twelve fewer custodians in the schools; two less bus mechanics; three high school outdoor utility positions reduced. Responsibilities picked-up by custodial and maintenance staffs.	1,235,000	17.00
EEE.	Secondary	10% Reduction Of Teaching Supplies	Schools will have to make do with fewer consumable supplies Parent group dollars may need to be spent on consumable supplies Teachers may need to find alternatives to current practices.	65,905	NA
FFF.	Secondary	An activity fee will be charged to families to cover the costs associated with participation in extracurricular activities. This does not include athletics.	This fee structure would apply to all extra-curricular activities. The following are some examples of the types of activities that would incur this fee: school clubs, forensics, debate, model United Nations, plays, musicals, quiz bowl, student council, etc.	60,000	NA

**FARMINGTON PUBLIC SCHOOL DISTRICT  
2010/11 BUDGET REDUCTION PLAN**

Item	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
G.G.G.	Secondary	Eliminate the ½ time paraprofessional position allocated to the school store	The school store will have to be closed during the school day, including lunches, or staffed by other staff within the school.	58,652	1.29
H.H.H.	Secondary	Reduce the number of hall monitors/parking lot attendant at each high school by 1 employee	Academic interventions will need to be built into the delivery of core curriculum. This group of Employees are being transferred to PESG.	108,789	15.00
I.I.I.	Secondary	Eliminate the intervention allocation (0.4 teacher per school) at each of the high schools.	Reduction of 1.2 teaching positions at the high school level.	108,000	1.20
J.J.J.	Secondary	Eliminate media specialists at the high school level.	Reduction of 3 media specialist positions at the high school level. - Restructure with other positions. Net reduction = 0 staff.	135,000	-
K.K.K.	Secondary	Eliminate Academic Dean Position at Harrison High School	Grant funding will be sought out to support additional intervention programming at the high schools.	147,207	1.00
L.L.L.	Secondary	Eliminate High School Administrative Intervention Specialist	Additional duties will need to be assumed by other members of the administrative team.	90,000	1.00
M.M.M.	Secondary	Reduce media specialists at the middle school level to ½ time and share them amongst schools.	Media specialists will only be available, a portion of each day, at our middle schools. Reduction of 2 media specialist positions at the middle school level	180,000	2.00
N.N.N.	Secondary	Eliminate 1 High-School 11-month secretarial position	The responsibilities of the secretarial position being eliminated will have to be delegated to other members of the secretarial staff. An automated system for tracking attendance and tardiness will be purchased to automate certain aspects of the attendance process.	213,000	3.00
O.O.O.	Secondary	All high school classes, both core and elective, require a minimum of 25 students enrolled in order to be offered at a particular school site.	Conservatively, a reduction of three classroom teaching positions, approximately 1 at each high school. Students will be permitted to take classes on any of our high school campuses as a "guest student." Guest students will attend a sister school for ½ of their school day. Some programs, those with low student enrollment, will be shared among schools. Students may have to travel between school sites to take particular courses. Additional course offerings will be explored at the Oakland County Technical Campuses. In some curricular areas, distance learning may be utilized to offer curriculum to students, at the same time, at different school sites.	270,000	3.00
P.P.P.	Secondary	Reduce 1 guidance counselor position at each of our high schools.	Guidance counselors, at the high school level, will have their students to counselor ratio increase from approximately 350:1 to 450:1 in all of our traditional high schools.	270,000	3.00
Q.Q.Q.	Secondary	Eliminate the intervention allocation (1 teacher per school) at each of the middle schools.	Reduction of 4 teaching positions at the middle school level	360,000	4.00

**FARMINGTON PUBLIC SCHOOL DISTRICT  
2010/11 BUDGET REDUCTION PLAN**

Item	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
RRR.	Secondary	Eliminate middle school positions dedicated to instructional coaching.	Reduction of 8 middle school teaching positions (2 per middle school) currently allocated for instructional coaches.	720,000	8.00
SSS.	Secondary	Increase high school staffing ratio to 28:1, Increase middle school staffing ratio to 25:1.	Middle School classes would, at times, reach as high as a 32:1 student to teacher ratio. Reduction in our instructional staff by 9.0 at the Middle School Level	810,000	9.00
TTT.	Secondary	Increase revenue in the area of athletics to off-set the cost of operating our athletic programs. We are suggesting that this be done by: Increasing the pay-to-play fee that is charged to student athletes and their families. Increase the "gate fee" charged at events hosted at our schools. Increase advertising at our schools to include signage and announcements at our athletic contests	Families will be required to pay an increased fee if their child(ren) participate in middle school or high school athletics. Families will be required to pay an increased fee to enter athletic events. This increased fee will also be paid by the spectators of our visiting teams as well. Increased exposure to advertising and promotional materials, for students and their families, when visiting our facilities.	665,812	NA
UUU.	Secondary	Increase high school staffing ratio to 28:1, Increase middle school staffing ratio to 25:1.	High School classes would, at times, reach as high as a 35:1 student to teacher ratio. Reduction in our instructional staff by 24.8 at the High School Level	2,232,000	24.80
VVV.		<b>Items in Reduction Plan which were reduced in 2010/11 budget</b>		<b>16,625,203</b>	<b>169.23</b>
WWW.	Instructional Support	Mid-Year Reduction in 2009-2010 Departmental Budgets	Capital outlay purchases and equipment maintenance will be delayed and/or eliminated. Fewer opportunities for participation in co-curricular events. Schools will be responsible for providing funding to fine arts programs out of school allocations.		
XXX.	Instructional Support	Eliminate 2010 summer workshop staff compensation	Greater amount of professional development will have to occur outside the school day. Slowed pace teaching and learning innovation. District will need to develop alternative means of providing learning for staff. Potential for increased demand for professional development learning during school staff meetings.		
YYY.	Instructional Support	Mid-year reduction of 2009-2010 staff development funds	Reduction in the amount of training that staff is provided. Slowing the pace of innovation and curriculum development. District will need to develop alternative ways of providing learning for staff.	511,038	NA
ZZZ.	Non Instructional Support	Reduce supplies in 2009/10	Less supplies will be purchased	153,000	NA
		<b>Items in Reduction Plan which were reduced in 2009/10 budget</b>		<b>664,038</b>	<b>NA</b>
<b>Total Reduction Plan</b>				<b>17,289,241</b>	<b>169.23</b>
<b>General Fund Positions</b>					<b>168.73</b>
<b>Athletic Fund Positions</b>					<b>0.50</b>
<b>Total Positions Reduced</b>					<b>169.23</b>



**FARMINGTON PUBLIC SCHOOL DISTRICT  
2010/11 BUILDING CLOSING SAVINGS/(COSTS)**

Item	Area	Recommendation	Implications	Adjustment Amount	Adjusted Positions
A.	Elementary	Close 4 Elementary Sites	Estimated costs to close net of cost to mothball **	2,607,444	30.00
B.	Instructional Support	Close Maxfield Training Center	Estimated costs to close net of cost to mothball. This includes the cost of 2 custodial positions.	207,430	2.00
<b>Net Building Closure Effect on Capital Projects Funds</b>				<b>2,814,874</b>	NA

\*\* The staffing positions included in each site are: the principal, one secretary, two custodians, one media specialist, one half staff allocation for art, music, and physical education, one paraprofessional and one allocation of special education itinerant staff.

**FARMINGTON PUBLIC SCHOOL DISTRICT  
2007/08 BUDGET ADJUSTMENTS**

**A. Transfer the balance of the Community Service Fund. Adjustment amount \$1,260,227**

The Community Service Fund special revenue fund will be eliminated and the balance in the fund will be transferred to the general fund to help offset further reductions.

**B. Additional Section 105 (Out of District) School-of-Choice. Adjustment amount \$168,000**

The addition of 20 openings for schools-of-choice students can be filled through the expansion into 2nd grade as well as from children of staff as allowed under recent legislation.

**C. Increase rental fees for before and after school programs. Adjustment amount \$60,000**

Current after school programs operated by the YMCA using District facilities will be charged an increased facility usage fee.

**D. Lease vacant early childhood center. Adjustment amount \$133,800**

The Fairview building will be leased by the Bloomfield Hills School District to operate a county special education program for one year while their district facility undergoes renovation.

**E. Implement fees for participation in certain extra curricular activities. Adjustment amt. \$10,000**

The District currently charges a fee for participating in athletic programs. A similar program will be implemented for other programs in the fine arts.

**F. Increase indirect charge for Nutrition Services. Adjustment amount \$25,000**

An increase to \$100,000 the amount Nutrition Services pays back to the General Fund for indirect costs such as equipment maintenance, garbage, and business services.

**G. Energy management savings. Adjustment amount \$125,000**

This represents the anticipated additional savings for the fiscal year based on our experience to date as a result of the District's ongoing energy management program.

**H. Implementation of a Health Reimbursement Account program. Adjustment amount 200,000**

In an effort to control health care costs, the District introduced a Health Reimbursement Account (HRA) program with Blue Cross-Blue Shield of Michigan, for non-unit employees and members of the Farmington Association of School Administrators. The anticipated savings are based upon the actual enrollment of 61 employees into the HRA program.

- I. Reduction of the per pupil allocation to buildings and departmental expenditure reductions.**  
**Adjustment amount \$453,083**  
 Reduced allocation to building per pupil amounts by 5%. These dollars are used for supplies, postage, printing, etc. 5% reduction in departmental budgets which pay for supplies, purchased services, substitutes and overtime.
- J. Reduction in media department staffing.** **Adjustment amount \$230,232**  
 The three high school media secretary positions will be eliminated.
- K. Restructure noon supervision for the elementary and secondary schools.**  
**Adjustment amount \$50,199**  
 Supervision of lunch at the secondary level will be shifted to non-district staff, and supervision at the elementary will be reduced to better align the level of coverage to the building student enrollment.
- L. Reduction in elementary staffing.** **Adjustment amount \$850,000**  
 Staffing at the elementary level will be provided using a 25:1 student to staff ratio, an increase of one. Adjustments were also made to itinerant schedules. These two items result in a reduction of 10 FTE.
- M. Reduction in bilingual paraprofessional staffing.** **Adjustment amount \$40,000**  
 The Bi-lingual Paraprofessional staff will be reduced by one and the remaining paraprofessional staff will be reallocated to the buildings.
- N. Reduction in paraprofessional staffing.** **Adjustment amount \$480,000**  
 The general education paraprofessional staffing will be reduced from the current level of 25 FTE (Full Time Equivalent) to 13 FTE which is required by the collective bargaining agreement (one per elementary building). This represents a reduction of 12 FTE.
- O. Reduction in Reading Recovery/Learning Center staffing.** **Adjustment amount \$255,000**  
 The District's Reading Recovery/Learning Center staff will be reduced by 3 FTE and the remaining staff reallocated across the individual buildings based upon need.
- P. Reduction in the elementary Student Assistance Program Coordinators (SAPC).**  
**Adjustment amount \$812,644**  
 The District's Student Assistance Program Coordinators (SAPC) will be eliminated.
- Q. Restructure media specialist staffing.** **Adjustment amount \$85,000**  
 The District's smallest elementary buildings, based upon enrollment, will share a media specialist time resulting in a reduction of one FTE.

**R. Eliminate noon-aide time added to office clerks and paraprofessionals schedules. Adjustment amount \$85,218**

Current elementary office clerks are allowed to work as noon aides to expand their work day, currently representing approximately 2 FTE. The noon-aide services will be shifted to hourly employees.

**S. Reduction in staff over enrollment allocation. Adjustment amount \$85,000**

The Highmeadow Common Campus has had an allocation of one additional staff over and above the staffing based upon enrollment. This position will be removed.

**T. Restructure high school schedule. Adjustment amount \$2,295,000**

Through the implementation of a tri-mester schedule at the high schools and a move away from the block schedule model, a reduction in staff required to operate the program will result. This reduction amounts to 27 FTE.

**U. Reduce small classes at the high school level. Adjustment amount \$255,000**

The number of small classes will be reviewed based upon demand, enrollment and curricular programming. The target will be those classes with less than 15 students enrolled. Approximate reduction is 33% or 3 FTE.

**V. Eliminate High School intramural sports. Adjustment amount \$13,503**

High School intramural sports will not be continued due to the number of sports programs currently offered at this level and the limited participation rates.

**W. Reduction of two office clerks at the high school level. Adjustment amount \$100,704**

Two of the District's high schools have had an additional office clerk due to scheduling of SET and SMART, which will be eliminated with the new scheduling model. This adjustment results in a balance between all three high school buildings.

**X. Reduction in building athletic coordinator release time. Adjustment amount \$48,500**

Each high school has had an individual released two periods per day to handle the building athletic activities. This release time will be reduced by ½ to one period per day.

**Y. Eliminate General Fund subsidy for community musical. Adjustment amount \$20,000**

The District has partnered with the community to produce a community musical. In the past, the District has subsidized the cost of this production. This will be discontinued in future years.

**Z. Reduce High School extra duty allocation. Adjustment amount \$15,000**

Each high school has been allocated an amount to cover the cost of miscellaneous extra duty time for staff. This allocation will be reduced equally at each of the three buildings.

- AA. Reduce summer co-op program. Adjustment amount \$25,000**
- The District has, in past years, operated a summer co-op program for students requiring use of staff to oversee the program for credit. Students will be able to continue in their positions, but without credit.
- BB. Reduction in graduation expenses. Adjustment amount \$20,000**
- The District will modify the manner in which it conducts the graduation ceremonies. District facilities can replace the cost of renting an offsite venue and the related costs of staffing and equipping that site.
- CC. Reduction in high school staff due to adjusting staffing ratios. Adjustment amount \$595,000**
- The District will change staffing ratios at the high school level from 23:1 to 24:1, representing a reduction in staff of approximately 7 FTE.
- DD. Reduction in high school professional staff. Adjustment amount \$255,000**
- The block schedule required additional staff to operate. The shift to a tri-mester model removes the demand for this additional staff or 3 FTE.
- EE. Restructure summer school program. Adjustment amount \$17,488**
- Summer programs operated by the District will be reduced and restructured to focus on students with the highest need for enrichment programs.
- FF. Reduce District guest staff for professional development. Adjustment amount \$53,000**
- The utilization of guest teaching staff will be reduced by 10% of the daily allocation, and staff professional development will be redesigned accordingly.
- GG. Reduction in District Media secretarial position through attrition. Adjustment amount \$25,000**
- The office secretary position at the District Media office will be reduced to a ½ time position through attrition.
- HH. Reduction in summer workshops for professional development. Adjustment amount \$25,000**
- The summer professional development program offerings will be reduced and refocused on high school and middle school restructuring.
- II. Reduction in allocation for special education substitutes. Adjustment amount \$2,900**
- The Special Education Department utilizes guest teachers to release District staff for IEP meetings. Through tighter scheduling of these meetings, the department can reduce the load on the system.

- JJ. Reduction in special education paraprofessional hours. Adjustment amount \$25,000**
- Special education paraprofessional hours will be reduced to equal the hours worked by the professional teaching staff.
- KK. Reduction in Community Education programs and staffing. Adjustment amount \$41,070**
- The delivery of Community Education programs will be modified in the area of program offerings, number of brochures per year, staffing and printing costs as well as increased revenue.
- LL. Reduction in instructional coordinator time. Adjustment amount \$136,000**
- The Instructional Department releases staff to work in coordinating the curriculum in the District. The amount of release time will be reduced representing a reduction in staff of 1.6 FTE.
- MM. Reduction in Galileo tuition allocation. Adjustment amount \$10,000**
- The District sponsors staff in the Galileo leadership program, historically at a level of eight slots annually. This sponsorship will be reduced to four slots.
- NN. Reduce residency investigator costs. Adjustment amount \$25,000**
- The District utilizes outside investigators on an hourly basis to pursue reports of non-resident students coming into the District. While the work will continue, it will be focused on the strongest leads.
- OO. Reduction in allocation for new textbooks. Adjustment amount \$30,000**
- The budget allocation for new textbooks can be reduced with an emphasis on core subjects and a reduction in the small class areas. This amount represents approximately a 10% reduction.
- PP. Reduction in DELTA staffing. Adjustment amount \$42,500**
- A portion of the current DELTA staff serves the middle schools (.5 FTE). With the restructuring of the middle schools, the opportunity exists to service those areas from within the building staff and reduce the .5 FTE.
- QQ. Adjust middle school secretarial hours. Adjustment amount \$22,000**
- One clerical position at each MS will be reduced to a 10 month position.
- RR. Elimination of the middle school intramural sports program. Adjustment amount \$43,184**
- The middle school intramural program will be eliminated due to the number of outside programs currently offered at this level and the limited participation rates.

**SS. Eliminate Highmeadow Common Campus transportation. Adjustment amount \$48,484**

Highmeadow Common Campus is an in-district school of choice school. The District will no longer provide transportation to and from school for students who attend this school. First year savings is net of the cost to enhance the driveway to accommodate additional traffic flow.

**TT. Reduction in athletic transportation costs. Adjustment amount \$70,000**

The transportation of student athletes to competitions will continue using the District transportation; however return travel will be the responsibility of the student/parent except for those activities with a large number of participants.

**UU. Reduction in music transportation costs. Adjustment amount \$10,000**

The Fine Arts Department will reduce the number and distance of competitions to save on the costs related to staff and transportation.

**VV. Reduction in guest teacher costs. Adjustment amount \$100,000**

The District utilizes approximately 100 guest staff per day. By paying these staff through a third party provider, the District is relieved of contributing to the unemployment and retirement costs associated with these employees.

**WW. Reduction in custodial and maintenance staffing. Adjustment amount \$634,578**

Primarily through a redesign of the custodial schedules and a reduction of service levels, 8.5 FTE in custodial staff can be reduced as well as 1 FTE from the maintenance staff.

**XX. Reduction in clerical staff in the maintenance department. Adjustment amount \$65,000**

One secretarial/clerical position will be eliminated.

**YY. Deferral of capital project expenditures. Adjustment amount \$155,000**

The District establishes, on an annual basis, a list of capital projects to be completed. The list of work targeted for completion during the 2007-08 school year will be modified to defer a portion of it into the following years.

**ZZ. Deferral of bus purchases. Adjustment amount \$160,000**

The District has operated on a 12-year replacement cycle for our buses, resulting in the purchase of 8 buses annually. For the coming year, the District will defer the purchase of two buses which, in conjunction with prior years' deferrals, will push the replacement schedule back 14 buses.

**AAA. Reduction of many 12 month secretarial positions to 11 month secretarial positions. Adjustment amount \$25,000**

The District currently has 16 secretaries working 12-month (260 day) schedules at the Middle and High School levels. There are also several other 12 month secretarial positions throughout the District. The work year for these positions will be reduced to 11-month (240 day) schedules.

**BBB. Reduction in business office staff through attrition. Adjustment amount \$32,500**

The Business Office will reduce its staffing by one payroll position which will occur through attrition.

**CCC. Reduction in Central Office support staff. Adjustment amount \$39,660**

The Central Office support staff will reflect the reduction of the mail and records clerk position obtained through attrition.

**DDD. Reduction in School and Community Relations staff. Adjustment amount \$73,187**

The School and Community Relations department will reduce one position through attrition.

**EEE. Reduction in Human Resources staff. Adjustment amount \$55,000**

The Human Resources Department will reduce one position either by displacement or through attrition.

**FFF. Reduction in attorney fees. Adjustment amount \$25,000**

The District utilizes outside legal counsel throughout the year. Through tighter scrutiny and by utilizing current staff expertise, the total expenditure for outside counsel will be reduced.

**GGG. Reduction in allocation for furniture and equipment purchases. Adjustment amount \$50,000**

The District will be reducing by 50% the amount allocated for capital outlay and will utilize the remaining balance for emergency needs only. These dollars fund capital acquisitions such as maintenance equipment, copy machines and musical instruments to name a few.

**HHH. Reduction in administrative staff. Adjustment amount \$435,000**

Between the District non-unit administrative team and the FASA administrative group which include the bus maintenance supervisor, two technicians in information technology and two positions in the technical services area have been notified.

**Budget Adjustments 2007/08 \$11,527,661**



**FARMINGTON PUBLIC SCHOOL DISTRICT  
2006/07 BUDGET ADJUSTMENTS**

**A. Increase pay to participate activity fee in athletics. Adjustment amount \$45,000.**

The activity participation fee is currently \$35 for high school students and \$20 for middle school students. This proposal doubles the fees that are currently being charged.

**B. Implement fees for participation in certain extra curricular activities. Adjustment amount \$20,000.**

A fee of \$1 per ticket sold at all drama productions at both the high school and middle school levels as well as an annual one time activity fee of \$10 for high school and \$5 for middle school activities such as: drama, musical, DECA, Marching Band, Pom Pons, Robotics and Skating.

**C. Increase indirect charge for Nutrition Services. Adjustment amount \$25,000.**

An increase to \$75,000 the amount Nutrition Services pays back to the General Fund for indirect costs such as equipment maintenance, garbage, and business services.

**D. Increase revenue from expanded use of science kits. Adjustment amount \$40,000.**

Contacts are being made with several other school districts that utilize the K-8 science kits. We refurbish the kits and charge districts for this service.

**E. Reduction of the per pupil allocation to buildings and departmental expenditure reductions. Adjustment amount \$233,407.**

Reduced allocation to building per pupil amounts by 5%. These dollars are used for supplies, postage, printing, etc. 5% reduction in departmental budgets which pay for supplies, purchased services, substitutes and overtime.

**F. Consolidation of the Alternative High School program with the Adult Education program at FCS. Adjustment amount \$144,435.**

Beginning with the 2006-07 school year, the Alternative High School and Adult Education programs will both be housed at FCS. The combined program allows the reduction of one administrative position, a portion of a secretarial position and part of an educator to equate to a net reduction of 2 staff positions.

**G. Consolidation of administrative duties. Adjustment amount \$152,536.**

During fiscal 2006, the Fine Arts Director position was combined with a Middle School Assistant Principal position. This allowed the District to eliminate one administrative position including salaries and benefits.

- H. Consolidation of Preschool Programs.** **Adjustment amount \$310,927.**
- Following the recommendations of the Early Childhood Study, space has been found in Hillside, Gill, Eagle and Wood Creek to place preschool classrooms. This elementary space, along with the space at the two other early childhood centers allows us to consider closing Fairview Early Childhood Center. This consolidation of programs will allow efficient quality programming for all students. The reduction amount includes one administrative, one secretarial and 2 custodial positions.
- I. Deferral of bus purchases.** **Adjustment amount \$620,000.**
- Reduction in the number of buses scheduled to be replaced during fiscal 2007 to two buses. The scheduled round of replacements originally proposed was 10 buses.
- J. Reduction of teacher assignments.** **Adjustment amount \$960,000.**
- Maintaining the existing staffing ratio, we are in process of reviewing classroom teacher assignments. Our target is 6 elementary teachers and 6 high school teachers.
- K. Reduce non unit administrative benefit costs.** **Adjustment amount \$15,000.**
- Through the Superintendent's initiative, the District will reduce non unit administrative benefit costs.
- L. Implement a change in the office clerical ratio.** **Adjustment amount \$18,337.**
- Originally proposed as a change in the office clerical ratio, this proposal became an adjustment in the hours allocated for the school store time at the high schools. This change equates to 5 less hours per day plus the costs of fica and retirement.
- M. Restructure Central Office clerical positions.** **Adjustment amount \$0.**
- The Central Office Team is reviewing all clerical positions at CO for a reduction of 1 fte through attrition. At the time of printing this document, no position had been identified.
- N. Reduction of K-12 clerical overtime.** **Adjustment amount \$10,027.**
- Currently each building at their specific level receives an allocation for overtime. This item reduces that allocation by 1/3 the total.
- O. Elimination of the transfer to the technology fund.** **Adjustment amount \$440,000.**
- The District currently allocates funds for the acquisition of technology equipment from the general fund. This transfer will be eliminated for the 2007 year. This is the second year in a row the transfer has been eliminated causing a change in the replacement cycle of current computers as well as a revision to the computer allocation to buildings.
- P. Reduction in allocation for capital outlay.** **Adjustment amount \$200,000.**
- The District will be reducing by 50% the amount allocated for capital outlay and will utilize the remaining balance for emergency needs only. These dollars fund capital acquisitions such as maintenance equipment, copy machines and musical instruments to name a few.

- Q. Reduction in community education services. Adjustment amount \$30,000.**
- Cancellation of Saturday media services, and restructuring of senior citizen discounts on community education classes in accordance with the results of the budget work group report from community education.
- R. Reduction of non-instructional support positions. Adjustment amount \$645,212.**
- Net reduction of 5 custodial, 4 utility positions and 2.5 secretarial positions.
- S. Reduction of instructional support positions. Adjustment amount \$ 480,000.**
- Reduction of ½ of the paraprofessional positions over the contractual obligation (reduction of 12 fte). The District will continue to support elementary classrooms with literacy and bilingual support positions and the 13 remaining classroom paraprofessionals.
- T. Reduction of the instructional services staff. Adjustment amount \$290,000.**
- With the retirement of one Student Assistance Program Coordinator, that position will not be replaced; the reduction of two positions in curriculum/staff development with the elimination of the Math/Technical Coordinator positions, .5 of the Staff Development Coordinator position, reduction of the Health Coordinator position from .5 to .2 and reduction of the English/Language Arts position from .6 to .4. These responsibilities will be absorbed by the building administrator at MTC, the Director of School Improvement and Student Achievement. The reduction of .5 released media specialist by moving that position back to the buildings. Total reduction of 3.5 positions.
- U. Restructure service model for DELTA. Adjustment amount \$160,000.**
- Through attrition two staff positions will be reduced. Coordination responsibility will be assigned to the Director of School Improvement and Student Achievement. This proposal leaves three positions to service the 13 elementary schools. Middle schools will be serviced through the mentor/teaming positions remaining at each site.
- V. Establishment of K-12 media support formula. Adjustment amount \$153,742.**
- With the substantial changes currently being proposed for instructional services, this line item was revised to include the reduction of one media secretary and one media technician through attrition as well as the reduction of fees for online reference services in the amount of \$40,000.
- W. Reduction of days allotted for release for school business. Adjustment amount \$50,000.**
- Substitute costs for teachers released for school business activities is targeted at 350 less days built into the school business calendar.
- X. Reduction of ancillary support staff in Special Education. Adjustment amount \$164,721.**
- 1.7 positions of Special Education ancillary staff will be reduced through reductions due to the closing of O'Connell School as well as restructuring of teacher consultant time within our K-12 Special Education Services.

**Y. Implementation of middle school budget work group report. Adjustment amount \$1,760,000.**

Reduction of additional allocated teaching staff for the team planning period for core teachers. One of the proposals of the budget work group report allowed positions to provide mentoring and teaming support. Each middle school will reduce their staffing by 5.5 positions. This proposal reduces 22 middle school teaching positions.

**Z. Reduction of pay for Athletic Events. Adjustment amount \$30,000.**

The Athletic Department will contract with school booster club organizations to facilitate game management and athletic events.

**Budget Adjustments 2006/07 \$6,998,344**

**FARMINGTON PUBLIC SCHOOL DISTRICT**  
**2005/06 BUDGET ADJUSTMENTS**

**A. Implement a small pay to participate activity fee in athletics. Adjustment amount \$57,000.**

The athletic department is targeting \$100,000 in additional revenue with the addition of a small pay to participate fee, increasing gate receipts to the level of other OAA districts and the addition of a variety of sport camps to be held during the summer. This additional revenue will be partially offset by the costs of additional middle school programming (\$43,000).

**B. Additional Section 105 (Out of District) School-of-Choice. Adjustment amount \$120,000.**

The anticipated Board approval of an additional twenty slots in elementary schools for K-1 pupils. The additional students gained through this program will help to fill the empty slots within our elementary schools, without adding any additional costs to educate these twenty students.

**C. Implement a new energy management program. Adjustment amount \$300,000.**

Savings is net of the related costs to implement the program and hiring an on staff energy manager.

**D. Additional benefit savings. Adjustment amount \$325,000.**

As a result of negotiations the District has increased co pays and deductibles on prescription coverage. This savings is net of the addition of \$75,000 toward the addition of an employee assistance plan.

**E. Textbook deferral. Adjustment amount \$200,000.**

The instruction department is in the process of reviewing the textbook replacement cycle. Emphasis on textbook purchases in 2006 will be on new adoption.

**F. Clerical Reductions. Adjustment amount \$55,000.**

Through attrition one clerical position will be reduced.

**G. Reduction of days allotted for release for school business. Adjustment amount \$80,000.**

Substitute costs for teachers released for school business activities is targeted at 1/4th the 2004 allocation. This amount was also targeted at 1/4<sup>th</sup> in 2005.

**H. Reduction of teacher assignments. Adjustment amount \$775,000.**

Maintaining the existing staffing ratio, we are in process of reviewing classroom teacher assignments. We are also examining the structure of non classroom teacher assignments through attrition. Our target is 10 teachers.

**I. Reduction of non-instructional support positions. Adjustment amount \$325,000.**

Five maintenance & operations positions and the budget/cost analyst position are being eliminated through attrition.

**J. Implement a 5% reduction in supplies/materials/purchased services. Adjustment amount \$167,000.**

Monies allocated to buildings and departments will be reduced.

**K. Maintenance department reduction in supplies/materials/purchased services. Adjustment amount \$70,000.**

In addition to J, the maintenance department has reduced supplies/materials/purchased services.

**L. Administrative reductions. Adjustment amount \$174,000.**

The elimination of the deputy superintendent position with the appointment of the new superintendent.

**M. Reduction in instructional support positions. Adjustment amount \$246,000.**

Proposed standardized noon supervisor allocation as well as a small portion of paraprofessional support at the elementary level.

**N. Elimination of transfer to the technology fund. Adjustment amount \$440,000.**

The District currently allocates funds for the acquisition of technology equipment from the general fund. This transfer will be eliminated for the 2006 year.

**O. Reduction in allocation for capital outlay. Adjustment amount \$300,000.**

The District will be reducing by 60% the amount allocated for capital outlay and will utilize the remaining balance for emergency needs only. These dollars fund capital acquisitions such as vehicles (other than busses), maintenance equipment, copy machines and musical instruments to name a few.

**P. Addition of Assessment Software for NCLB. Addition amount \$72,000.**

The District will be purchasing additional assessment software required to meet the requirements of the No Child Left Behind Act.

**Q. Replacement of Grade Book Software. Addition amount \$40,000.**

The District is in the process of standardizing our Grading software among the secondary schools which will be compatible with family access and our current student software package.

**R. Expanded all day kindergarten. Addition amount \$77,500.**

Two additional sites have been targeted for the expansion of all day kindergarten. The cost estimate is for the addition of one additional professional staff member.

**Budget Adjustments 2005/06 \$3,054,500**

**FARMINGTON PUBLIC SCHOOL DISTRICT**  
**2004/05 BUDGET ADJUSTMENTS**

**A. Charging building rental to the YMCA. Adjustment amount \$75,000.**

This charge is for the facility usage of the Y Child Care program in 13 elementary schools.

**B. Additional Section 105 (Out of District) School-of-Choice. Adjustment amount \$150,000.**

The District has approved the addition of twenty slots in elementary schools for K-1 pupils. The additional students gained through this program will help to fill the empty slots within our elementary schools, without adding any additional costs to educate these twenty students.

**C. Vocational Education Millage distribution. Adjustment amount \$75,000.**

Oakland Schools is estimating the distribution from the Vocational millage for reimbursement of transportation costs and other direct program costs.

**D. New phone service technology solution. Adjustment amount \$75,000.**

The District is implementing a voice over internet protocol technology solution to reduce annual operating costs and utilize our network infrastructure.

**E. Reduced information technology maintenance contracts. Adjustment amount \$100,000.**

Information technology will reduce annual maintenance costs due to the change from ATM Cisco infrastructure equipment to Gigabit equipment.

**F. Reduction of the instructional services staff. Adjustment amount \$350,000.**

The instructional services area (outside the classroom, including curriculum and staff development) was been challenged to arrive at reductions amounting to \$350,000. Approximately 4.8 full time equivalent positions have been reduced from the instructional services area. Of that amount, 3.8 are for release time teaching positions portions of which are in art, physical education, career development, technology and science. One clerical position in the central media department is also proposed.

**G. Reduction of days allotted for release for school business. Adjustment amount \$85,000.**

Substitute costs for teachers released for school business activities is targeted at 1/4th the current allocation.

**H. Reduction of central staff services personnel. Adjustment amount \$82,000.**

Through potential attrition it is anticipated that one position will be reduced in the central support functions.

**I. Reduction of clerical/secretarial staffing across the District. Adjustment amount \$195,000.**

Secondary clerical/secretarial staffing will be reduced by 3.5 positions. Additional positions may be forthcoming through attrition.

**J. Reduction of transportation costs for athletic events. Adjustment amount \$50,000.**

Athletics and transportation are currently working on new protocols for athletic transportation. It is anticipated that this will affect the number of busses that are used for events and potentially reducing the number of busses used at the end of the athletic event due to the number of parents who attend events that transport their children home. This reduces the overall amount the general fund needs to subsidize the program. These costs were revised in the athletic fund and the overall net deficit was funded by the general fund. That deficit would have been \$50,000 higher without this reduction.

- K. Reduction of supplemental payments to staff. Adjustment amount \$50,000.**
- Monies allocated to buildings for discretionary after school building activities and functions will be reduced. Such activities and functions include payments to staff to chaperone dances, perform Saturday testing, Saturday detention, and other after hour's activities
- L. Elimination of grades 4-6 Spanish. Adjustment amount \$465,000.**
- Supplementary instruction in Spanish, which began as a pilot with the hopes to expand to the lower elementary grades prior to the loss in funding from the State, will be eliminated.
- M. Reduction of paraprofessional staffing. Adjustment amount \$120,000.**
- At the time of budget development 3 positions identified with the teacher on television program were reduced and a teacher will be hired through the building staff allocation. Through attrition, review of positions and adherence to staffing ratios 3 additional positions are expected to be reduced, but have not been incorporated in this document.
- N. Elimination of support for HIPPY program. Adjustment amount \$17,500.**
- Oakland Family Services outreach program titled Home Instructional Program for Preschool Youth which is partially supported by dollars from the general fund.
- O. Reduction of learning center support. Adjustment amount \$15,000.**
- Additional dollars allocated to elementary buildings over and above per capita funds will be eliminated.
- P. Reduction in food costs. Adjustment amount \$30,000.**
- The District will be establishing updated guidelines for food supplied at meetings.
- Q. Reduction of Alternative High School costs. Adjustment amount \$25,000.**
- The Alternative High School was held harmless with previous reductions in departmental budgets so they are challenged to identify \$25,000 in reductions.
- R. Reduce departmental expenditures. Adjustment amount \$70,000.**
- Supply and purchased service budgets of department budgets will be reduced.
- S. Reduction of early childhood subsidy. Adjustment amount \$55,000.**
- The early childhood program will be challenged to look for ways to reduce the subsidy by increased revenue or the reduction of expenditures. This item was not specifically identified, so it was not included in the budget submitted.
- T. Reduction of transfer to technology fund. Adjustment amount \$160,000.**
- The technology fund is used to purchase all of the technology equipment in the District. The Information Technology department maintains a replacement schedule on all equipment. This schedule will be amended to incorporate this reduction.
- U. Reduction of bus purchases. Adjustment amount \$320,000.**
- One half of monies allocated for school bus replacement will be reduced.
- V. Staffing alignment to ratios. Adjustment amount \$465,000.**
- Approximately 6 classroom positions will be reduced to align with staffing ratios.

**Budget Adjustments 2004/05 \$3,054,500**



**FARMINGTON PUBLIC SCHOOL DISTRICT  
2003/04 BUDGET ADJUSTMENTS**

**A. Additional one-time type expenditures. Adjustment amount \$1,500,000.**

The proposed expenditures are for capital items. Approximately \$660,000 is for building and site needs, such as roof replacement, parking lot replacement/patching, HVAC replacement, and other capital related items. Approximately \$325,000 is for replacement of aging maintenance vehicles and maintenance equipment. The remaining amount, \$515,000, is for the upgrade of operating software.

**B. Reduce two and one half maintenance/operations positions. Adjustment amount \$130,000.**

Eliminate swimsuit and towel laundry service for high school swim classes and reduce one utility position from attrition.

**C. Reduce one administrative position. Adjustment amount \$100,000.**

Through departmental restructuring, one administrative position will be eliminated.

**D. New Federal Title III Bilingual Grant. Adjustment amount \$103,000.**

A new federal Title III Bilingual Grant will be received by the District and used to offset program costs.

**E. Reduce supplemental payments budgets. Adjustment amount \$18,150.**

Monies allocated to buildings for discretionary after school building activities and functions will be reduced. Such activities and functions include payments to staff to chaperone dances, perform Saturday testing, Saturday detention, and other after hour's activities.

**F. Implement Section 105 (Out of District) School-of-Choice. Adjustment amount \$80,000.**

The District has approved the implementation of a limited School-of-Choice program, opening up twenty slots in two elementary schools for K-3 pupils. The additional students gained through this program will help to fill the empty slots within these two schools, without adding any additional costs to educate these twenty students. The net revenue anticipated from implementing this program is \$80,000.

**G. Reduce departmental expenditures. Adjustment target \$500,000. Actual adjustment \$615,000.**

Supply and purchased service budgets of department budgets will be reduced approximately 15 percent.

**Budget Adjustments 2003/04 \$2,546,150**

**FARMINGTON PUBLIC SCHOOL DISTRICT  
2002/03 BUDGET ADJUSTMENTS**

- A. Fill K-5 elementary schools before offering K-2 program at the Early Childhood Centers. Adjustment amount \$352,000.**

The thirteen (13) K-5 elementary schools have capacity to house all K-5 students. Principal positions and various services such as reading recovery, media specialist, media technician, student assistance coordinator, bilingual services, and a noon aide are services duplicated at the early childhood centers for K-2 which are already provided at the 13 K-5 elementary schools.

- B. Implement new dial tone service provider for telephone service. Adjustment amount \$90,000.**

By bidding dial tone service significant savings is achieved by using a new vendor to provide telephone dial tone to the District.

- C. Oakland Schools Contract for Services. Adjustment amount \$100,000.**

Oakland Schools will be contracting with the District's curriculum/staff development department for instructional consulting services. This will provide added revenue to the District.

- D. New Federal Title III Bilingual Grant. Adjustment amount \$115,000.**

A new federal Title III Bilingual Grant will be received by the District to be used to offset program costs.

- E. Discontinue Driver Education Program. Adjustment amount \$21,000.**

Schools are no longer required to provide driver education to high school students and therefore the District will no longer provide this summer program. A program will be in place to assist parents and students in receiving a payment from the State to defer the cost of driver education for which the parent/student may contract independently.

- F. Discontinue Secondary School-of-Choice Transportation. Adjustment amount \$50,000.**

The District has historically offered transportation for secondary students who have been approved to attend a secondary school of their choice. This required all secondary students to be transported to school 20 minutes before the start of school to accommodate a shuttle going between schools. This reduction will require approved school-of-choice students to provide their own transportation to and from school.

- G. Increase school-staffing ratio. Adjustment amount \$1,333,500.**

The ratio used to determine classroom staffing would increase by approximately one student. The impact on class size will vary by school depending on unique school schedules and the number of students per grade level.

- H. Reduce special education resource room positions and a portion of psychologist time. Adjustment amount \$207,480.**

Review resource room and student assistance program coordinator/psychologist staffing based upon caseload and staff accordingly.

- I. Reduce 'extra duty' budget by 10 percent. Adjustment amount \$33,000.**

Monies allocated to buildings for discretionary after school building activities and functions will be reduced. Such activities and functions include payments to staff to chaperone dances, perform Saturday testing, Saturday detention, and other after hour's activities.

**J. Reduce swim paraprofessional position. Adjustment amount \$35,000.**

This reduction will standardize pool coverage at the three high schools.

**K. Reduce administrative positions. Adjustment amount \$200,000.**

Administrative positions have been and will continue to be reviewed for reduction during the year.

**L. Reduce instructional staff support. Adjustment amount \$210,000.**

Restructuring services to school buildings will reduce three instructional support positions housed at the Farmington Training Center.

**M. Reduce media technician time to schools. Adjustment amount \$108,000.**

Media technician hours will be reduced at the middle schools from 8 to 7 hours per day and the ratio of time allocated to the elementary schools will be reduced and reallocated based upon an enrollment formula.

**N. Discontinue field trip allocation to buildings. Adjustment amount \$60,000.**

An allocation of \$5 per pupil will no longer be provided to buildings to help defray the cost of student field trips.

**O. Reduce supplies and purchased services. Adjustment amount \$500,000.**

Supply and purchased service budgets will be reduced 15 percent for department budgets and by 5 percent for school building budgets.

**P. Reduce clerical and paraprofessional support positions. Adjustment amount \$200,000.**

These positions include paraprofessional classroom support due to a decrease in classrooms and a decrease in building clerical staff where staffing currently exceeds staffing ratios.

**Q. Reduce technology/capital purchases. Adjustment amount \$895,000.**

Monies for new and replacement equipment (\$50,000), for new and replacement technology (\$535,000) and one-half of monies allocated (\$310,000) for school bus replacement will be reduced.

**R. Reduce community education expenses and/or increase community education revenue. Adjustment amount \$75,000.**

The community education program providing preschool, educare, summer school and community education programs will work toward covering all direct and indirect program costs. Costs will be reduced or income increased toward this goal.

**S. Reduce cost of high school foreign language program. Adjustment amount \$42,000.**

The District will continue to deliver German and Japanese language instruction at the high school level. German will be offered via TV for next year. Japanese language students will be bused to one school for instruction. A part-time staff position will be reduced.

**T. Reduce a portion of added teaching staff at schools. Adjustment amount \$525,000.**

In addition to building teacher-staffing ratios, extra teaching staff is assigned for special purposes within buildings to accommodate specific needs. At each high school, one-half of such a position will be reduced. At the middle schools a teacher position related to instructional technology and at the elementary schools two positions will be reduced.



# FARMINGTON Public Schools



September 8, 2009

## Facility Report *Master Planning*



# Executive Summary

## Introduction

The following report is the culmination of a comprehensive process that took place from December 2008 through August 2009 in the Farmington Public Schools District. Representatives from Farmington Public Schools, TMP Architecture, Peter Basso Associates, MLS Engineering and McCarthy & Smith Construction Services collected and analyzed the data contained within this document. Detailed information regarding the methodology used at each stage in the assessment and planning phases can be found at the beginning of each section in the report.

## Goals

Five goals were developed early in the process to guide the professional team in their development of the Master Plan for Farmington Public Schools.

- Improve District efficiency
- Examine the District's overall space utilization and needs
- Align the number of Schools with projected student enrollment and equity standards
- Reduce overall operational costs
- Improve aging building infrastructure

## Facility Assessment Phase

The professional team began the assessment phase using information that had been prepared by the District. All schools and support facilities were visited to observe existing conditions and confirm information that had been previously gathered and recorded. Each school and other District buildings contained in this report include exterior photographs, written narratives, condition summaries with projected construction costs, aerial photographs, site plans and floor plans to support the detailed observations. A condition rating system was used to objectively record existing facility data. The Master Plan chart records existing and projected student enrollments and student capacity at each school.

## Educational Planning

Representatives for the elementary, middle, and high schools interfaced with the professional team to gather program information related to each school's list of perceived needs. All schools were analyzed using national and District design standards (Kit of Parts) to promote equity standards among the schools in the District. All information was recorded for future planning consideration, and floor plans were color coded to identify deviations from the Kit of Parts planning standards.

### **Specialized Needs Planning**

Four specialized program areas were identified as needing additional planning during the Master Plan effort.

- Auxiliary Gymnasium at Harrison High School
- Performing Arts at all three high schools
- Administrative Services
- Science Kits

A series of meetings were conducted with representatives for athletics, performing arts, administrative services and science kits to understand detailed program needs for these specialized programs. This report presents proposed floor plans and site plans that satisfy the needs that were thoughtfully developed during interactive planning sessions.

### **Master Plan Development**

Using all the detailed information gathered, the professional team will conceptualize options for developing ideal schools and support buildings using objective criteria. All options will be accompanied with cost data. The result of this phase will be multiple options to be considered by the District for implementation. These Master Plan options are not yet included in this report, as they will be developed in detail with the recently formed Facilities Study Committee.

## FPS Facilities Early History

In order to have a clearer understanding of where Farmington Public Schools is going in the future, it may be useful to understand where the district has been over time.

Archival drawings indicate that there were two buildings that were located at the present south side parking lot at Maxfield Training Center (MTC). One of them was an elementary school and one was a high school. The earlier more westerly elementary has no date on the drawing, however it is estimated that it dates from the early 1900's perhaps before 1915.

The later high school structure was built in 1918 and stood adjacent to the elementary school. Both buildings were stately three story masonry structures. The high school drawing indicates that the first floor housed three recitation rooms, one classroom, study, and library. The second floor had 7 rooms, including a combined grade 7 and 8, and the superintendent's office. The lower level being partly below grade, housed the coal room, boiler, toilet facilities and a meeting room. The heating system was replaced in 1947. The present MTC gym was added in 1939.

The elementary was doubled in size in 1922 by adding onto the rear half of the building. Both schools had 12-foot ceilings, four symmetrically located light fixtures in the classrooms, and large closely spaced double hung windows for generous natural lighting and ventilation.

The year 1948 started to foreshadow the future numerous elementary buildings for the district with the construction of the present vacant courthouse building adjacent to the Ten Mile Annex. The court building is a masonry and heavy timber structure. It had 10 classrooms in the one story structure. In typical reuse fashion, both buildings at the MTC site became used for high school and later became the junior high school after FHS was constructed in 1953.

The present Ten Mile Annex was soon constructed in 1951 to accommodate our fast growing community. It was a great departure in its design aesthetic and is still wonderfully delightful to walk thru the building today. Unlike its future sister elementary buildings with leaking classroom skylights, it featured clerestory lighting on both north and south facing classrooms and in addition, borrowed light strip-windows on both sides of the corridor to light the interior corridor. Again unlike its future 1950s sister schools, it does not have wood stud corridors, but noncombustible glazed masonry below the borrowed light windows. This building still looks great today, (with some window replacements, HVAC, and building renovations), after almost 60 years, a tribute to its original fine architectural design foresight by Mr. Eberle M. Smith. This was the time of architectural giants like Mies Van der Rohe, Frank Lloyd Wright, and the large office firms of Skidmore, Owings, and Merrill, and Perkins and Will whose influence on the design of school construction can be seen even today.

The next new buildings constructed in the District were FHS in 1953, FCS (elementary), Eagle, and Gill in 1955. In an economical building re-use way, the former high school was converted to the board office in 1957 and was used in that capacity until 1960 when the present Central Office was originally constructed. The present MTC two story building was built to accommodate middle school students in 1958 with a bridge connection to the former high school. The 1957 renovation housed the first special education classroom. The two older buildings were demolished in the early 1960s. MTC continued to be used as a middle school until 1973 when Warner Middle School was completed. MTC, formerly "The Farmington Training Center," continued to house special education programs and also became a multi-use building.

# Facility Condition Assessment

## Assessment Team

*Representatives From:*

- Farmington Public Schools
- TMP Architecture
- Peter Basso Associates – Mechanical & Electrical Engineers
- MLS Engineering
- McCarthy & Smith Construction Services

## Process

The Facility Assessment Team met with the School Administrator and Head Custodian to discuss any concerns that they have with the School. At this meeting the School Administrator typically provided the Assessment Team with a capital needs list. After the meeting the team toured the School. The Team went into every space analyzing every component and system in a particular space, basically “leaving no stone unturned.” The team filled out a six-page facility audit form and the Building Condition Assessment from the notes generated during the walk-through, the capital needs list, and any comments from the administrators.

## 2009 Building Condition Assessment Chart

A Building Condition Assessment was completed for every school and building in the District. The Condition Assessment consists of a 1 to 5 rating system with **1 being “excellent”** and **5 being “needs significant remodeling.”** The Condition Assessment is divided into 5 categories – site, building envelope, interior walls, mechanical and electrical. A score was given to each building in each category. The rating score on the right hand side is the cumulative points added across. The points were based on the perceived condition of the individual category and professional opinion. The condition assessment form was developed to give the reader a quick idea of how the buildings rate against one another.

## 2008 - 2009 Building & Site Data Chart

The Building & Site Data matrix outlines basic statistical information for each school / building in the District. This form is intended to be used as a quick reference guide for information such as year built, school size, site size and student population etc. It also indicates the high and low ranges of various school and site features for comparison.



## 2009 Building Condition Assessment

	SITE (space for)			BUILDING ENVELOPE					INTERIOR WALLS			MECHANICAL			ELECTRICAL				Score	
	Expansion	Parking	Playgrnd/Athletics	Ext Walls	Doors	Windows	Roofs	Floors	Int Walls	Fire Sep	Ceilings	HVAC	Plumbing	Toilets	Service	Distrib	Lighting	Fire Alarm	Rating	Revision Date
<b>ELEMENTARIES:</b>																				
Beechview	yes	4	1	4	2	2	4	4	2	4	2	2	5	4	2	5	2	4	53	1/16/2009
Eagle	limited	5	2	3	2	2	4	3	5	5	5	2	5	5	2	3	2	2	57	2/16/2009
Flanders	yes	4	2	3	4	2	5	3	3	3	4	2	4	4	2	4	2	2	53	2/16/2009
Forest	yes	4	1	2	4	2	3	3	2	2	2	2	4	4	2	3	2	2	44	2/16/2009
Gill	yes	4	1	3	4	2	3	3	5	5	3	2	4	4	2	4	2	2	53	2/16/2009
Highmeadow	yes	4	1	2	4	2	2	3	2	2	2	2	4	4	2	3	2	2	43	1/23/2009
Hillside	no	4	2	2	2	2	4	1	1	1	2	2	2	2	2	2	4	2	37	1/9/2009
Kenbrook	yes	1	2	3	4	2	2	3	5	5	5	2	4	4	2	5	2	2	53	1/23/2009
Lanigan	yes	2	2	2	3	2	1	3	2	2	3	2	4	4	2	3	2	2	41	1/16/2009
Longacre	yes	4	2	4	3	2	4	3	5	5	3	2	4	4	2	4	2	2	55	1/9/2009
Wm. Grace	yes	5	2	4	4	2	3	3	5	5	5	4	4	4	2	4	2	2	60	1/9/2009
Wood Creek	yes	1	1	3	4	4	3	4	1	1	3	2	4	4	2	3	2	4	46	1/16/2009
Wooddale	yes	2	2	3	4	2	3	4	5	5	5	2	4	4	2	5	2	2	56	1/23/2009
<b>FORMER ELEMENTARY SITES:</b>																				
Alameda	yes	3	4	2	4	2	4	4	5	5	3	2	5	4	2	4	2	2	57	2/16/2009
Fairview (vacant)	yes	4	4	3	3	2	4	3	1	1	3	4	4	4	2	4	2	2	50	3/3/2009
F.C.S.-Farmington Cent	limited	4	2	4	4	2	3	3	5	5	5	2	5	5	2	4	2	2	59	3/6/2009
<b>MIDDLE SCHOOLS:</b>																				
O.E.Dunckel	no	3	2	2	2	2	4	4	4	4	5	3	4	4	3	3	2	4	55	3/6/2009
East	limited	3	1	3	4	2	2	3	4	4	3	2	4	4	2	3	4	2	50	2/16/2009
Power	yes	4	1	3	4	2	2	3	2	2	3	2	4	4	2	3	3	2	46	2/16/2009
Warner	yes	4	3	3	4	3	3	4	2	2	4	5	4	4	3	3	3	2	56	3/3/2009
<b>HIGH SCHOOLS:</b>																				
Farmington	no	3	1	3	4	2	3	3	2	3	3	3	4	4	3	4	2	2	49	2/24/2009
Harrison	no	4	1	2	4	2	2	3	3	3	3	3	3	4	4	4	3	2	50	2/24/2009
North	no	3	1	2	3	2	3	3	3	3	3	3	4	4	3	4	2	2	48	2/24/2009
<b>SPECIAL SCHOOLS:</b>																				
Cloverdale	no	4	3	4	2	2	2	2	5	5	5	2	5	5	2	4	3	2	57	3/3/2009
<b>ADMINISTRATION/SERVICE:</b>																				
Administration	yes	4	n/a	3	2	2	3	4	3	3	2	5	4	4	3	4	3	4	53	3/13/2009
M.T.C.	no	3	n/a	4	3	2	3	2	2	3	3	3	3	3	2	4	3	3	46	3/13/2009
Maintenance	no	4	n/a	3	3	3	4	3	3	n/a	3	3	4	4	3	4	3	3	50	3/13/2009
Transportation	no	3	n/a	3	2	3	3	2	2	2	2	2	3	3	1	1	1	n/a	33	3/13/2009
Ten Mile Annex	yes	3	n/a	3	4	2	3	2	3	3	4	2	2	2	2	2	3	2	42	2/16/2009

1 Excellent

2 Very Good 3 Good

4 Needs Improvement

5 Needs Significant Remodeling

## 2008-2009 Building & Site Data

denotes '50s wood std constr																	
denotes high limit																	
denotes lower range																	
	(yr. built)	(sq. ft.)	(acre)	parking (total)	(hc)	#	yr repl	boilers #GE	students #SE*	sf per student	kdg sf	gen'l clrm sf	other clrm sf	gym sf	aux gym	caf sf	media sf
<b>ELEMENTARIES:</b>								<b>2008-2009</b>									
Beechview	1961	44,732	10	82	2	2	2006	422	0	106.0	980	840	1276	3216		1880	1980
Eagle	1955	54,534	8.5	90	4	3	95/00	362	10	150.6	985	815	1340	2600		1680	2835
Flanders	1962	37,968	10	65	2	2	2006	253	-	150.1	987	734	1150	2400		1708	3031
Forest	1967	42,508	10	46	3	2	2006	324	5	131.2	924	792	928	2400		1102	2918
Gill	1955	56,700	7	89	7	2	1998	546	10	103.8	1140	800	1167	2745		2314	3780
Highmeadow	1963	38,486	8.1	84	3	2	2003	313	0	123.0	1008	827	1174	3200		1767	2640
Hillside	1990	78,644	10	92	3	2	orig	561	10	702.2	1092	900	1092	4008		3110	2700
Kenbrook	1958	49,900	8	59	2	3	1995	420	0	118.8	1318	788	1045	2638		2387	3036
Lanigan	1965	52,473	10.6	131	5	2	2006	411	9	127.7	1185	812	1154	3216		1966	2679
Longacre	1959	45,700	8	61	2	3	1994	407	0	112.3	878	782	1156	3381		1936	3286
Wm. Grace	1957	45,951	7.2	62	4	3	1994	242	8	189.9	1043	795	1226	2501		1835	2990
Wood Creek	1970	50,345	8.4	91	4	1	2008	296	11	2961.5	1151	960	1151	2501		1769	2345
Wooddale	1958	42,890	10	45	3	2	2006	304	0	141.1	928	816	1335	2400		1821	3496
* self contained																	
<b>OTHER FORMER ELEMENTARY SITES</b>																	
Alameda (early childhood)	1959	27,245	11	100	3	3	1994	19	56		-	754	702	2296		880	1090
Fairview (vacant)	1966	26,760	13	67	4	1	orig	0	0			830	1196	2366		1575	1385
F.C.S.-Farmington Central	1955	40,198	7	187	6	2	2001	104	-			725	1102	2400		837	
<b>MIDDLE SCHOOLS:</b>																	
O.E.Dunckel	1957	97,200	19.3	65	3	4	1998	643	13	149.5	-	844	1003	8100		4538	5546
East	1963	135,000	23	136	5	4	1999	777	26	167.5	-	810	1101	8836		4118	4110
Power	1968	99,672	32	186	6	4	2000	672	12	142.0	-	806	1109	9600		4825	6670
Warner	1973	97,300	24	153	5	2	orig	560	20	170.4	-	795	1140	7125	2107	4828	4747
<b>HIGH SCHOOLS:</b>																	
Farmington	1953	256,006	43.5	484	10	3	2008	1314	25	184.8	-	725	1750	10610	7676	7706	6556
Harrison	1970	245,307	42.2	384	11	3	2007	1192	42	196.2	-	844	1974	14400	2125	6561	5905
North	1961	233,099	42	405	12	5	1998	1374	22	162.6	-	898	1657	10114	8920	7700	6462
<b>SPECIAL SCHOOLS:</b>																	
Cloverdale	1958	29,394	6.5	130	4	2	1995	-	72								
<b>ADMINISTRATION/SERVICE:</b>																	
Administration	1960	22,750	12			1	1991	-	-								
M.T.C.	1939/58	60,746	10	155	5	3	1992	-	-								
Facilities Management	1960	21,840	10			f	2002	-	-								
Transportation	1978/04	11,172	n/a			r.t.	2004	-	-								
Ten Mile Annex	1951	21,826	8	119	5	2	1995	-	-								
Wm Miller and Visions not listed since these are not District owned buildings.																	
Special education (SE)count reflects the number of students in self contained classrooms.																	

# Facility Assessment Cost Summary

## 2009 Assessment Cost Summary Form

This form summarizes the estimated project cost to remodel and meet the facility assessment needs in every school and building in the District. Each school and building in the District has an individualized Assessment Summary included in its section of the report where the individual needs and costs are identified in detail. The Subtotal costs are the estimated cost of physical construction. The estimated project cost is the total cost of the project including construction, contingencies, permits, plan review, fees, etc. The "right hand corner number" is the cumulative total of the estimated project cost of all the buildings and categories. The form also gives some insight into which buildings need the most work done and which work categories are the most in need.

Please refer to the individual Facility Assessment Needs table that follows each school or building narrative for more detailed information.

## Conclusion

If the District were to implement the identified needs, it would correct many of the deficiencies inherent in 50-year old schools and would extend the serviceable life of the building for many years. In addition, the District would grow closer to meeting today's building codes. It is very difficult to be in 100% compliance due to the nature of older code requirements and construction techniques. It is important to note that if all updates were implemented, it would not necessarily provide the community with a fifty-year facility that a new school would offer.

## 2009 Assessment Cost Summary

PRIORITY #1	Site	Exterior Envelope	Hallways / Csrms / General	Bathroom Finishes	Kitchen	Media Center	Gym /Stage/ Cafeteria	Mech/HVAC	Plumbing	Electrical	Asbestos	Technology	Equipment	Subtotal Costs	Total Project Costs
<b>Building</b>															
Beechview	\$788,000.00	\$533,016.00	\$494,682.00	\$152,500.00				\$35,000.00	\$261,615.60	\$318,480.20	\$35,000.00	\$44,742.00		\$2,663,035.80	\$3,373,441.60
Eagle	\$827,000.00	\$690,375.00	\$715,918.70	\$366,240.00			\$28,000.00	\$516,229.18	\$179,962.20	\$302,829.20	\$35,000.00	\$54,534.00		\$3,716,088.28	\$4,713,390.71
Flanders	\$244,600.00	\$592,584.00	\$398,282.40	\$305,000.00	\$150,000.00			\$31,000.00	\$441,511.36	\$25,000.00	\$35,000.00	\$37,968.00		\$2,544,833.76	\$3,224,596.84
Forest	\$795,225.00	\$314,480.00	\$471,529.40	\$152,500.00	\$30,000.00			\$83,000.00	\$459,287.16	\$140,276.40	\$248,774.80	\$35,000.00	\$42,508.00	\$2,772,580.76	\$3,513,725.77
Gill	\$120,000.00	\$414,500.00	\$751,885.00	\$362,500.00	\$3,000.00			\$59,000.00	\$364,000.00	\$187,110.00	\$331,460.00	\$35,000.00	\$56,700.00	\$2,685,155.00	\$3,398,355.13
Wm. Grace	\$713,000.00	\$318,500.00	\$765,500.00	\$244,160.00				\$522,820.52	\$312,938.30	\$244,948.10	\$35,000.00	\$45,951.00		\$3,202,817.92	\$4,061,331.32
Highmeadow	\$232,700.00	\$383,000.00	\$440,798.55	\$182,080.00	\$200,000.00			\$414,317.22	\$127,003.80	\$235,591.80	\$35,000.00	\$38,486.00		\$2,288,977.37	\$2,898,237.50
Hillside	\$75,000.00	\$847,118.00	\$379,754.20					\$426,425.00	\$10,000.00	\$142,900.00		\$78,644.00		\$1,959,841.20	\$2,477,170.43
Kenbrook	\$148,000.00	\$466,500.00	\$881,945.00	\$394,160.00			\$3,500.00	\$603,354.00	\$164,670.00	\$260,170.00	\$35,000.00	\$49,900.00		\$3,007,199.00	\$3,810,831.23
Lanigan	\$238,000.00	\$165,000.00	\$557,210.15	\$363,120.00				\$467,042.10	\$173,160.90	\$286,055.50	\$35,000.00	\$52,473.00		\$2,337,061.65	\$2,955,698.53
Longacre	\$266,000.00	\$511,537.50	\$815,285.00	\$272,080.00			\$10,000.00	\$452,870.00	\$160,810.00	\$259,470.00	\$35,000.00	\$45,700.00		\$2,828,752.50	\$3,584,466.94
Woodcreek	\$15,000.00	\$508,000.00	\$498,189.20	\$644,160.00	\$150,000.00			\$42,000.00	\$391,180.65	\$191,138.50	\$170,345.00	\$35,000.00	\$50,345.00	\$2,695,358.35	\$3,413,112.02
Wooddale	\$15,000.00	\$431,000.00	\$842,989.50	\$304,160.00	\$15,000.00			\$10,500.00	\$554,754.30	\$141,537.00	\$269,959.00	\$35,000.00	\$42,890.00	\$2,662,789.80	\$3,373,637.25
<b>Totals</b>	<b>\$4,477,525.00</b>	<b>\$6,175,610.50</b>	<b>\$8,013,969.10</b>	<b>\$3,742,660.00</b>	<b>\$548,000.00</b>			<b>\$267,000.00</b>	<b>\$5,648,791.49</b>	<b>\$2,075,222.70</b>	<b>\$3,354,871.60</b>	<b>\$420,000.00</b>	<b>\$640,841.00</b>	<b>\$35,364,491.39</b>	<b>\$44,797,995.25</b>
<b>Percentage of Sub-Total</b>	12.7%	17.5%	22.7%	10.6%	1.5%	0.0%	0.8%	16.0%	5.9%	9.5%	1.2%	1.8%			
Alameda	\$160,000.00	\$438,185.00	\$558,234.75	\$303,120.00				\$291,193.65	\$89,908.50	\$258,429.00	\$20,000.00	\$27,245.00		\$2,146,315.90	\$2,723,560.40
Cloverdale	\$126,000.00	\$79,000.00	\$537,366.70	\$362,080.00			\$5,000.00	\$97,000.20	\$151,121.40	\$20,000.00	\$29,394.00		\$1,406,962.30	\$1,780,293.58	
Fainview	\$315,000.00	\$398,280.00	\$486,168.00	\$272,080.00				\$401,052.00	\$98,308.00	\$187,756.00	\$20,000.00	\$26,760.00		\$2,205,404.00	\$2,799,031.10
Farmington Community School	\$287,000.00	\$492,125.00	\$874,546.40	\$422,080.00				\$383,338.46	\$132,653.40	\$265,891.00	\$35,000.00	\$40,198.00		\$2,932,832.26	\$3,718,681.68
<b>Totals</b>	<b>\$888,000.00</b>	<b>\$1,407,590.00</b>	<b>\$2,456,315.85</b>	<b>\$1,359,360.00</b>			<b>\$5,000.00</b>	<b>\$1,075,584.11</b>	<b>\$417,870.10</b>	<b>\$863,197.40</b>	<b>\$95,000.00</b>	<b>\$123,597.00</b>		<b>\$8,691,514.46</b>	<b>\$11,021,566.76</b>
<b>Percentage of Sub-Total</b>	10.2%	16.2%	28.3%	15.6%	0.0%	0.0%	0.1%	12.4%	4.8%	9.9%	1.1%	1.4%			
Dunckel	\$128,300.00	\$753,440.00	\$1,191,760.00	\$488,320.00				\$590,000.00	\$493,750.00	\$75,000.00	\$513,020.00	\$50,000.00	\$97,200.00	\$4,380,790.00	\$5,545,027.25
East	\$158,000.00	\$77,000.00	\$1,981,295.00	\$732,480.00				\$206,000.00	\$1,490,750.00	\$445,500.00	\$1,115,500.00	\$50,000.00	\$136,000.00	\$6,391,525.00	\$8,098,319.38
Power	\$500,000.00	\$194,000.00	\$1,262,742.20	\$488,320.00	\$250,000.00			\$159,500.00	\$874,500.00	\$370,101.60	\$609,200.00	\$50,000.00	\$112,152.00	\$4,870,515.80	\$6,165,315.85
Warner	\$180,900.00	\$1,057,850.00	\$2,034,250.00	\$488,320.00				\$2,749,250.00	\$75,000.00	\$540,425.00	\$50,000.00	\$97,300.00		\$7,273,295.00	\$9,232,943.63
<b>Totals</b>	<b>\$967,200.00</b>	<b>\$2,082,290.00</b>	<b>\$6,470,047.20</b>	<b>\$2,197,440.00</b>	<b>\$250,000.00</b>			<b>\$955,500.00</b>	<b>\$5,608,250.00</b>	<b>\$965,601.60</b>	<b>\$2,778,145.00</b>	<b>\$200,000.00</b>	<b>\$441,652.00</b>	<b>\$22,916,125.80</b>	<b>\$29,041,606.10</b>
<b>Percentage of Overall Total</b>	4.2%	9.1%	28.2%	9.6%	1.1%	0.0%	4.2%	24.5%	4.2%	12.1%	0.9%	1.9%			
Farmington High	\$286,250.00	\$1,470,000.00	\$1,831,103.00	\$610,400.00				\$1,517,530.00	\$1,767,083.31	\$594,909.90	\$1,713,015.00	\$50,000.00	\$256,006.00	\$10,096,297.21	\$12,788,627.29
Harrison High	\$1,150,000.00	\$128,400.00	\$2,142,480.25	\$366,240.00				\$366,000.00	\$752,000.00	\$10,000.00	\$1,531,228.00	\$50,000.00	\$245,307.00	\$6,741,655.25	\$8,514,401.02
N. Farmington	\$150,000.00	\$594,800.00	\$2,697,999.50	\$244,160.00				\$816,280.00	\$212,750.00	\$441,410.00	\$1,450,396.00	\$50,000.00	\$233,089.00	\$6,890,894.50	\$8,708,038.26
<b>Totals</b>	<b>\$1,586,250.00</b>	<b>\$2,193,200.00</b>	<b>\$6,671,582.75</b>	<b>\$1,220,800.00</b>				<b>\$2,699,810.00</b>	<b>\$2,731,833.31</b>	<b>\$1,046,319.90</b>	<b>\$4,694,639.00</b>	<b>\$150,000.00</b>	<b>\$734,412.00</b>	<b>\$23,728,846.96</b>	<b>\$30,011,066.57</b>
<b>Percentage of Overall Total</b>	6.7%	9.2%	28.1%	5.1%	0.0%	0.0%	11.4%	11.5%	4.4%	19.8%	0.6%	3.1%			
Central Administration Office	\$130,900.00	\$42,000.00	\$457,950.00	\$185,000.00				\$1,410,500.00	\$37,372.50	\$152,750.00	\$35,000.00	\$50,000.00		\$2,501,472.50	\$3,166,002.44
Maintenance	\$708,500.00	\$203,100.00	\$80,000.00	\$3,750.00				\$80,000.00	\$133,322.00	\$122,360.00		\$21,840.00		\$1,352,872.00	\$1,718,905.80
Maxfield Training Center	\$70,001.00	\$121,500.00	\$230,400.00	\$122,080.00				\$3,000,000.00	\$409,390.00	\$160,810.00	\$300,650.00	\$35,000.00	\$45,700.00	\$4,495,531.00	\$5,709,609.53
Ten Mile	\$21,000.00	\$162,520.00	\$191,508.60					\$365,560.20	\$97,025.80	\$222,660.60	\$25,000.00	\$21,826.00		\$1,107,101.20	\$1,398,676.88
Transportation	\$720,000.00									\$50,000.00		\$11,172.00		\$781,172.00	\$992,922.00
<b>Totals</b>	<b>\$1,650,401.00</b>	<b>\$529,120.00</b>	<b>\$959,858.60</b>	<b>\$310,830.00</b>				<b>\$3,000,000.00</b>	<b>\$2,265,450.20</b>	<b>\$428,530.30</b>	<b>\$848,420.60</b>	<b>\$95,000.00</b>	<b>\$150,538.00</b>	<b>\$10,238,148.70</b>	<b>\$12,986,116.64</b>
<b>Percentage of Overall Total</b>	16.1%	5.2%	9.4%	3.0%	0.0%	0.0%	29.3%	22.1%	4.2%	8.3%	0.9%	1.5%			
<b>GRAND TOTAL</b>	<b>\$9,569,376.00</b>	<b>\$12,387,810.50</b>	<b>\$24,571,773.50</b>	<b>\$8,831,090.00</b>	<b>\$798,000.00</b>			<b>\$6,927,310.00</b>	<b>\$17,329,909.11</b>	<b>\$4,933,544.60</b>	<b>\$12,539,273.60</b>	<b>\$960,000.00</b>	<b>\$2,091,040.00</b>	<b>\$100,939,127.31</b>	<b>\$127,858,351.32</b>
	9.5%	12.3%	24.3%	8.7%	0.8%	0.0%	6.9%	17.2%	4.9%	12.4%	1.0%	2.1%			

Less Bldgs Closed/Demolished (23,881,596.75)  
 Projected Cost of remaining Buildings 103,976,754.57

# Facility Assessment

## Condition Summary – Areas of Assessment Chart by School/Building

### Assessment Team

*Representatives from:*

- Farmington Public Schools
- TMP Architecture
- Peter Basso Associates – Mechanical & Electrical Engineers
- MLS Engineering
- McCarthy & Smith Construction Services

### Process

The Facility Assessment Team met with the School Administrator and Head Custodian to discuss any concerns that they have with the School. At this meeting the School Administrator provided the Assessment Team with a capital needs list. After the meeting the team toured the School. The Team went into every space analyzing every component and system in a particular space, basically “leaving no stone unturned.” The team filled out a six-page facility audit form based on the notes generated during the walk thru, the capital needs list and any comments from the Administrator. Once the needs of the building were identified, an estimated remodeling cost for each component and/or system was developed.

### Areas of Assessment Form

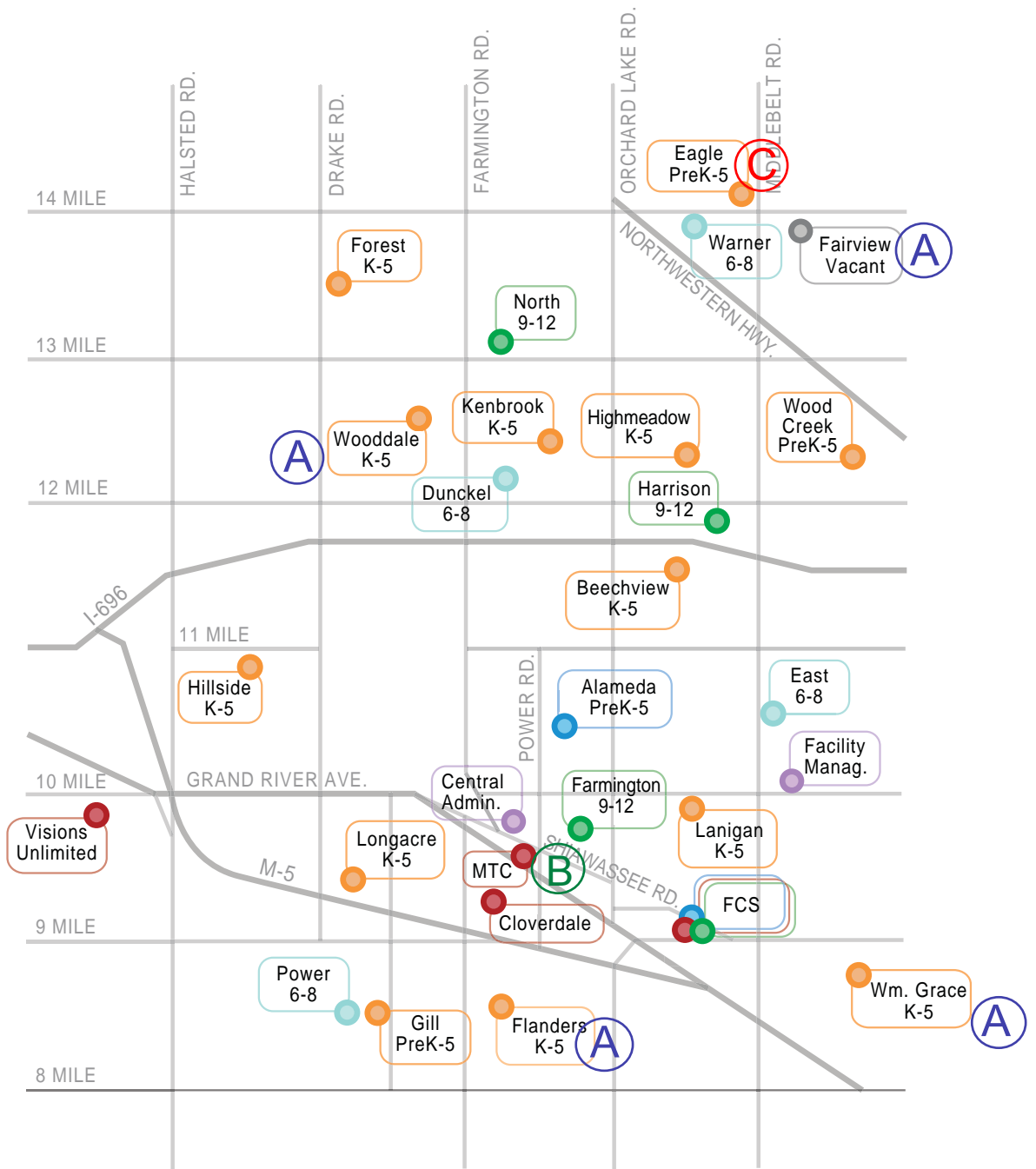
For every school and building in the District there is a budget summary for all of the deficient infrastructure needs. The summary is broken down into twelve categories with specific line item needs noted under each category, including quantities, associated cost, and a brief description. The twelve categories are: site, exterior envelope, hallways/classrooms/general, gym/stage/cafeteria, kitchen, bathrooms, mechanical-HVAC, mechanical–plumbing, electrical, fire protection, asbestos abatement, and technology.

### Estimated Costs

The line item cost is the cost for a particular work item only. The estimated total construction cost at the bottom is the cumulative total of each category and is the estimated total construction cost for physical construction. In addition, the asbestos abatement and technology costs are allowances until more detailed information is developed.

### Conclusion

If the District were to implement the identified needs, it would correct many of the deficiencies inherent in a 50-year old school and would extend the servable life of the building for many years. In addition, the District would be closer to meeting today’s building codes. It is very difficult to be in 100% compliance due to the nature of older code requirements and construction techniques. It is important to note that if implemented it would not provide the community with a fifty-year facility like a new building would.



- Vacant
- High Schools
- Middle Schools
- Elementary Schools
- Early Childhood Centers
- Special Services
- Admin./Service

(A)- Demolished 2011

(B)- Closed 2011

(C)- Closed/Sold 2011

DISTRICT MAP

Farmington Public Schools - Master Planning

# Master Plan

## Student Enrollment 2013-2014

Student enrollment is based on the demographic information provided to the District from STANFRED Consultants. They are one of six demographers approved by the State of Michigan Department of Treasury to provide accurate enrollment projections. To prevent overbuilding, the State only allows student projections five years ahead of the current enrollment. The projected number of total K-12 students for 2013-2014 will vary between 10,395 and 10,998.

## Teaching Stations

The first step in calculating the student capacity of a school is to understand how many teaching stations the school contains. The State defines a teaching station as any room or area which has a teacher assigned to it for the majority of the school day.

Elementary Schools: General classrooms and kindergarten rooms are considered teaching stations (kindergarten rooms with half-day or all-day/alternate day sessions should be counted as two teaching stations).

Middle/High Schools: General classrooms and other curriculum rooms are counted as teaching stations (i.e. math, music, art, industrial arts, technology labs, and gymnasiums).

The teaching station count should **not** include self-contained special education classrooms or general use rooms such as auditoriums, study halls, and open computer labs.

## School Student Capacity

The total number of students in a given school is calculated by multiplying the total number of teaching stations by the allowable number of students per teaching station. The State has historically used a lower number of students per teaching station to provide for unexpected growth in each school. In addition, the middle schools and high schools use a lower utilization factor to provide additional scheduling flexibility

K-5	25 students x 1.00 utilization factor = 25.00 students per teaching station
6-8	25 students x 0.90 utilization factor = 22.50 students per teaching station
9-12	25 students x 0.85 utilization factor = 21.25 students per teaching station

## Construction Costs

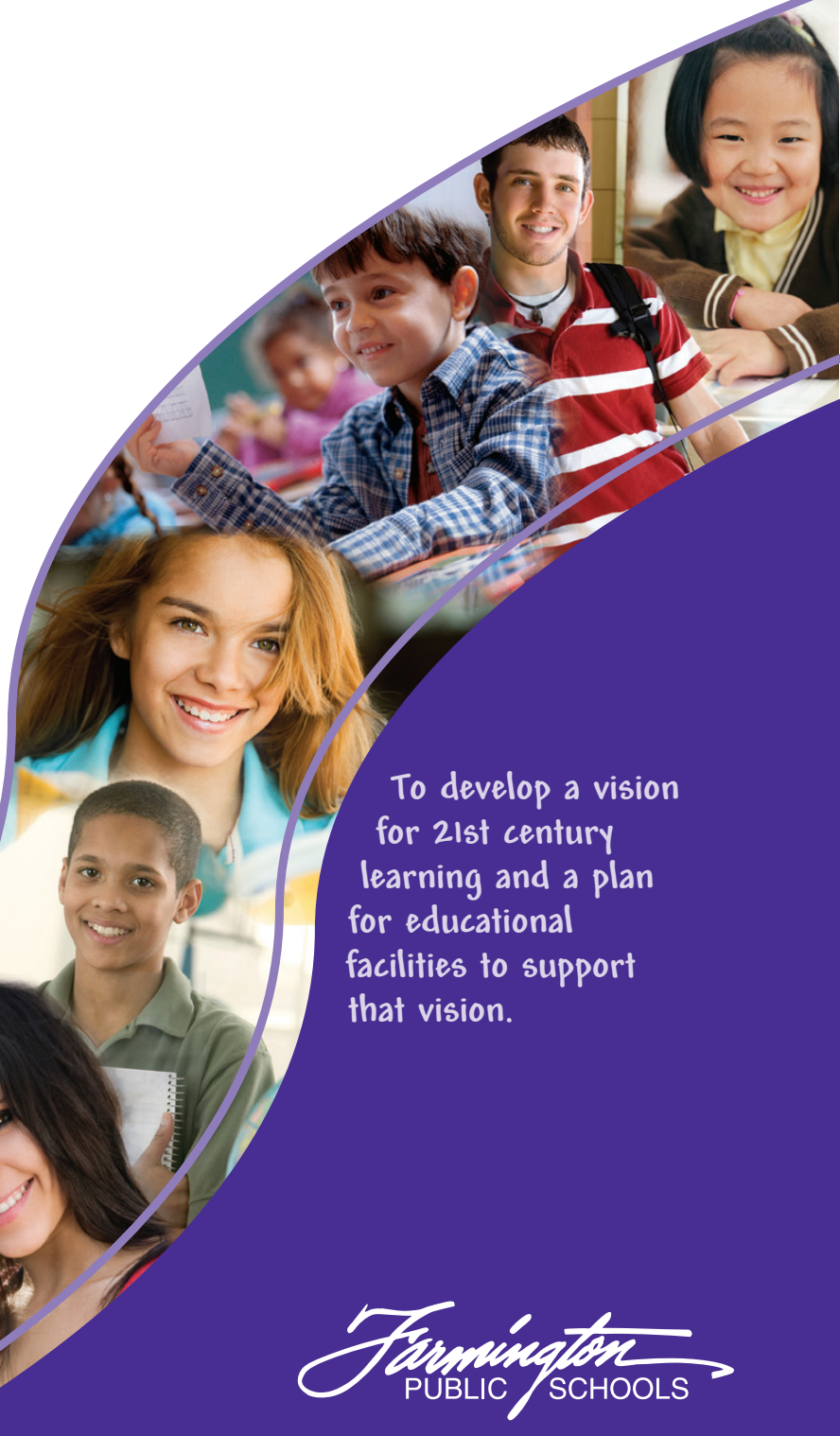
The noted costs are the estimated total project cost to update the infrastructure needs for each school or support building. For more detailed cost information, refer to the individual assessment forms.



## **FACILITIES FORWARD**

# **Facilities Forward: A Dynamic Plan for Facilities**

January 29, 2013



To develop a vision  
for 21st century  
learning and a plan  
for educational  
facilities to support  
that vision.

*Farmington*  
PUBLIC SCHOOLS





## Summary of Recommendation

Farmington Public Schools is a premier school district in the state of Michigan due to the high quality education our students receive. Our students are fantastic! Our staff is talented, dedicated, and of high quality! As FPS seeks to position itself to continue to be a top flight district in the 21st Century, we need to evolve on many fronts. Our current initiatives, such as our Teacher Growth and Evaluation Model, job-embedded, team-based professional development, our district technology plan, and developing data-driven continuous quality improvement processes seek to affect greater student achievement through innovation, capacity development, and high levels of accountability. With our aging district infrastructure, we need to ensure that we have facilities that can support and foster our work to deliver the best 21st century education to our students. With this in mind, FPS Administration formed the Facilities Forward Steering Committee with the explicit charge: To develop a vision for 21st century learning and a plan for educational facilities to support that vision.



Our committee, comprised of students, parents, community members, teachers, school administrators, central office administrators, and a school board member, was selected for expertise, professional background, role in the community, voice, and interest in moving Farmington Public Schools' facilities into the 21st Century. The FFSC engaged in a rigorous, nine-month process of discovery, exploration, research, and collaboration to analyze the current state of our facilities, determine what the future state of our facilities should be, and, as good stewards of community resources, to determine if the cost-effective, highest return-on-investment option for our facilities required upgrading or new construction to meet this vision. It is with much confidence, enthusiasm and optimism that the FFSC presents our Recommendation to the Board of Education. We also thank the FPS Administrative team for asking us to help create this Vision!

**The Facilities Forward Steering Committee's Vision Recommendation is to upgrade and enhance Farmington Public Schools' instructional and support facilities to respond to the current and future needs of our students and community, focusing on creating facilities that are technology-rich, inspiring, safe, age-appropriate, community-focused, sustainable, nurturing, and collaborative.**



### Three Key Facets:

- All K-12 general instruction facilities remain and are upgraded to provide the highest quality learning experience for our students.
- Consolidate the District's current Early Childhood programs into a new or upgraded facility centrally located within the district, allowing closure of the existing Alameda and Farmington Community Early Childhood Centers.
- Relocate the Farmington Central High School program to a new or renovated facility, allowing closure of the existing FCHS facility.

*\* All components of this recommendation are in alignment with the FFSC guiding principles, FPS learner profile, FPS mission, community expectations, best practices in learning and design, as well as the demands of our ever-evolving 21st century world.*

### Other Considerations

Further exploration and analysis should be given to:

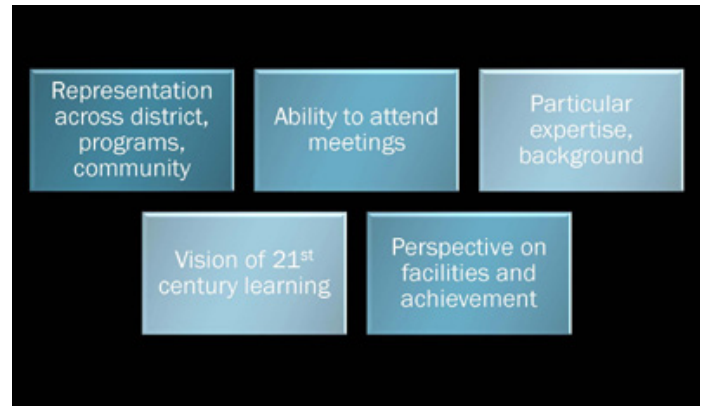
- Consolidating the district's support services including Administration, 10 Mile, and Transportation and possibly including early childhood and alternative education programs.
- Creating sports and performing arts facilities on a consolidated site with other district services to enhance FPS programs and outreach to the greater community.
- Investigating disposition of vacant properties

## Committee Formation and Process



The Farmington Public Schools’ Board of Education is to be commended for demonstrating the importance of needing a well-considered vision as the basis of its planning for future educational programming. Further, through establishing the Facilities Forward process, the Board has demonstrated a recognition that the buildings in which students learn and interact provide a crucial backdrop for that learning. Too often, outdated “learning spaces” can limit or define how teachers and students interact in ways that do not support innovation or acknowledged best practice.

So that the Board and the District would be able to operate with a forward-looking vision of 21st century learning when making decisions about school facilities, FPS Administration initiated Facilities Forward with approval by the Board of Education, and engaged Michigan Leadership Institute to provide a facilitator, Dr. Kathleen Booher, to lead the initiative. To keep the process solidly based in the larger community, an application and selection process was developed to invite participation from parents, community members, staff and students.



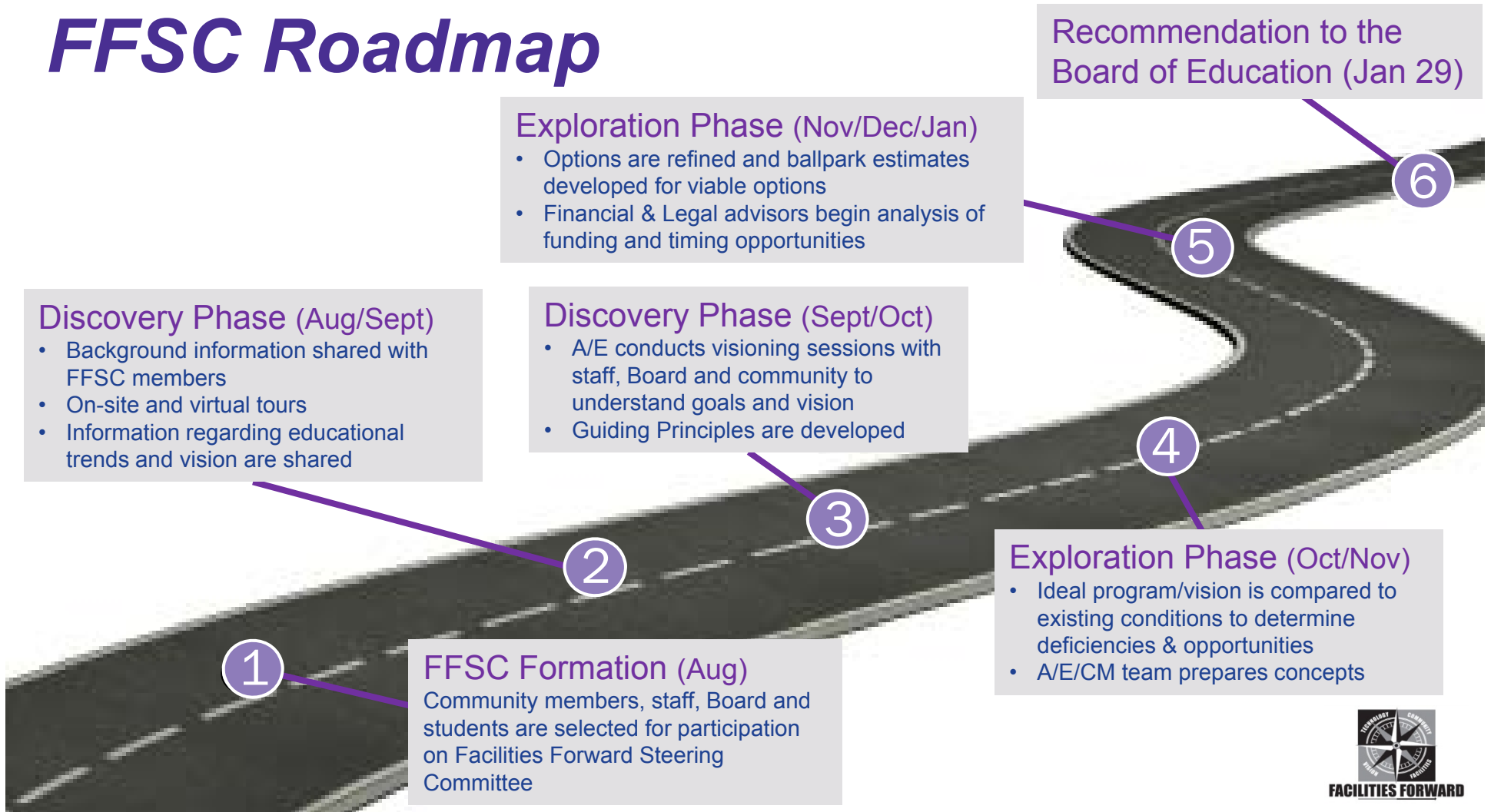
A group of community leaders read and discussed all applications received from parents and community and selected individuals who represented a wide range of perspectives, experiences and skill sets. Internally, employees and students were also invited to represent a broad spectrum of the school program. And, in June 2012, the Facilities Forward Steering Committee (FFSC), made up of about 38 of these individuals, launched into a shared journey of research and discussion to discover and explore what types of learning programs and practices characterize an education for living and thriving in the 21st century.

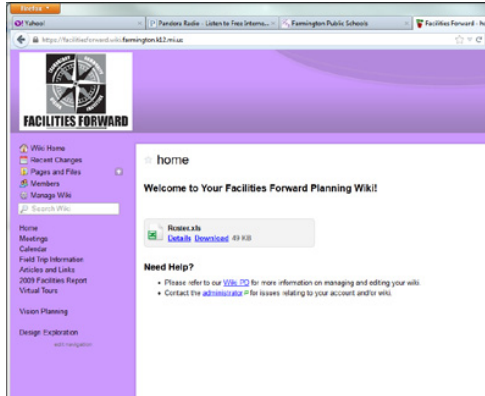
The Facilities Forward Steering Committee was charged at the outset with “developing a vision for 21st century learning and a plan for educational facilities to support that vision.” To assure that the work of the committee met the needs of its members, the facilitator established a “Core Planning Team” (FFCPT) consisting of six members of the larger FFSC. This group met regularly prior to, and often immediately after, FFSC meetings to chart an effective course that would lead to recommendations for the Board by January 2013.

Early on, the FFCPT adopted the metaphor of a road map to help FFSC members grasp the process ahead and recognize progress along the way. The FFSC Roadmap is illustrated on the next page. Detail regarding the various activities and outcomes of the Discovery, Exploration and Recommendation Phases are included in the following sections of this report.

### Committee Formation and Process

# FFSC Roadmap





## Discovery Phase

The Facilities Forward Steering Committee’s approach was no different than any other project or initiative people face every day in their personal and professional lives. Sound decision-making is ensured when the approach to reaching a conclusion is information-based, detailed, actionable and objective. In addition, a clearly defined project scope is necessary to drive the information to seek and guide a decision-making committee. Such was the case with the FFSC, and this section will provide an overview of the intensive Discovery Phase activities that were used to guide the committee’s approach and eventual recommendations.

### The Discovery Process

Beyond the information itself, the Discovery process was:

- Uncovered and rolled out in an appropriate cadence.
- Real time and accessible. A collaborative virtual workspace (Wiki) was set up to ensure all information was available and cross-referenced throughout the process.
- Prepared by and acted upon by a committee made up of subject-matter experts, community stakeholders (parents, students, and thought leaders) and FPS faculty and administration. All points-of-view guided the committee’s discovery.
- Robust. Of the three major phases (Discovery, Exploration and Recommendation) this portion of the process:
  - Took the most time to complete.
  - Presented committee members with the most information to digest.
  - Provided a holistic look at the issue including different points-of-view.

All of this was purposefully done to ensure that the eventual Board recommendation was appropriately researched, vetted, sound and reflective of a great deal of insight and input.

At its core, the FFSC wanted to embark on a process that would be consistent with and support the FPS mission statement: ***“Farmington Public Schools, together with our community, will engage every student in a quality learning experience, empowering each student to become a thoughtful, contributing citizen in a changing world.”***



Discovery Phase



Discovery Phase

The rich and comprehensive information shared with FFSC members during the Discovery Phase is delineated in the following list. Where possible, we have included this information in the appendices of the report and for other parts, we have included links and locations of information for your review.

**Farmington Public Schools' Annual Report**

Go to: [http://www.farmington.k12.mi.us/district/annualreports/pdf/annualreport\\_1112.pdf](http://www.farmington.k12.mi.us/district/annualreports/pdf/annualreport_1112.pdf)

**Articles on Current Teaching Methodologies and How Facilities Affect Student Performance**

**Videos illustrating project-based learning environments**

**Property Use Report**

**Virtual Tours of Schools**

**Financial Report**

**Enrollment Report**

**On Site Tours of Various Schools**

**Vision Planning with Students, Board of Education, Community and Staff**

**Farmington Forward Strategic Plan**

Go to: [http://www.farmington.k12.mi.us/district/committees/farm\\_forward/](http://www.farmington.k12.mi.us/district/committees/farm_forward/)

**Superintendent's 2011-12 Goals**

**Facilities Condition Study**

**Technology Plan**

Go to: <http://www.farmington.k12.mi.us/district/instructionaltech/district-tech-plan.pdf>

**Facilities Study Team Recommendations**

Go to: [http://www.farmington.k12.mi.us/district/committees/facilities\\_study/](http://www.farmington.k12.mi.us/district/committees/facilities_study/)

## 10 Guiding Principles



- 1. Create spaces for enhanced curriculum instruction that are flexible, adaptable and stimulating.**
  - Focus on interdisciplinary and collaborative curriculum (STEM, career pathways, etc.)
  - Schools as living laboratories to outwardly demonstrate interdisciplinary focus
  - Create “authentic” work environments
- 2. Create flexible learning studios that contain mobile furniture and allow “hands-on”, project-based learning to occur.**
  - Students working in teams with teachers as coaches
- 3. Provide spaces for individual and group learning opportunities that have flexible and mobile furniture and stimulating surroundings.**
  - Potential to create satellite instructional resource centers (i.e. Knowledge Centers, Media Centers)
- 4. Create a strong visual image at each school that is progressive, inviting, innovative, vigorous, organized and “full of light”.**
  - Strong sense of entry
  - Safe and secure “welcome centers”
- 5. Organize schools into smaller learning communities to encourage “family groupings”, collaboration and interdisciplinary instruction.**
  - Create smaller learning environment within the whole
  - Organize flexible academic spaces to encourage interdisciplinary/team instruction
- 6. Develop professional space for faculty and staff to encourage teaming, collaboration and interaction.**
  - Include workspace, conference areas, storage, etc.



## 10 Guiding Principles



7. **Reinforce a sense of community for the students and staff by enhancing and creating areas for socialization and interaction.**
  - Dining areas, cafes, commons, intermission space, etc.
  - Enhance ambience of “commons” spaces with daylight, color and interest
8. **Focus on the arts by creating facilities that support instruction and performance.**
  - Emphasis on performing arts
  - Display areas to “show off” student accomplishments
9. **Enhance schools as “Centers of the Community” by encouraging after-hours usage.**
  - Easy to find front door with convenient parking
  - Zoned for after-hours use
10. **Elevate circulation routes to “Learning Streets” to encourage impromptu learning.**
  - Learning streets that are full of light and are stimulating





## Exploration Phase



After a comprehensive Discovery Process, FFSC embarked on a very methodical Exploration Phase to develop ideal space standards for FPS facilities, create potential options for further exploration and conduct a comprehensive evaluation of the options. The final output of the Exploration Phase is the FFSC recommendation to the FPS Board of Education regarding the Vision for the future of Farmington Public Schools' facilities.

### Steps taken during the Exploration Phase

There were six defined steps during the Exploration Phase. Upon conclusion of these steps, including the necessary outputs of each step, the FFSC felt confident in developing the recommendations for the Board's consideration.

1. The first step in the Exploration Phase involved the development of ideal space standards for our schools. These "ideals" were developed for each of the four FPS education levels (Elementary K-4, Upper Elementary 5-6, Middle School 7-8 and High School 9-12) based on industry standards, the overall tenets and the 10 Guiding Principles. At a minimum, all education levels include the following ideal space standards:
  - Easily identifiable and secure Welcome Center at the front door;
  - Learning Studios verses traditional classrooms;
  - Enhanced curriculum space;
  - Flexible Instruction/Collaboration Studios;
  - Well-defined Interior Circulation, allowing traditional hallways to become learning streets;
  - Professional Collaboration space, creating a community like setting where the faculty interact and support each other's initiatives;

These standards, in addition to the appropriate education level ideal space standards, should be blended with the many valuable elements already available within FPS facilities.



- The next step involved a comparison of FPS existing facilities with the ideal space standards. In layman’s terms, a gap analysis was performed to see how many of the ideal space standards already existed within our facilities and identify the improvements necessary to achieve those that are not. The output developed as a result of this step was an overlay matrix for each of the existing FPS facilities by education level, included below:

1 = Meets or exceeds standard  
 2 = Partially meets standard (size/location/amenities)  
 3 = Sub-Standard existing space/condition  
 4 = Does not meet standard

**Farmington Public Schools - Overlay Matrix  
 (Elementary & Upper Elementary Schools)**

Program Elements	Beechview	Forest	Gill	Highmeadow	Hillside	Kenbrook	Lanigan	Longacre	Wood Creek		Power	Warner
Welcome Center at Front Door	3	3	3	3	2	3	3	3	3		2	2
Learning Studios	2	2	3	2	1	2	2	3	2		2	2
Special Education Space	3	2	3	3	2	2	2	3	2		2	2
Art Studio	3	3	2	2	2	2	1	3	2		2	2
Music Studio	3	3	3	1	1	3	2	1	2		2	2
Media Center	3	3	1	3	1	2	1	1	2		2	2
Enhanced Curriculum Space	3	3	3	3	2	2	2	3	2		2	2
Flexible Instruction/Collaboration Studio	4	1	4	4	4	4	4	4	1		3	3
Well-Defined Interior Circulation	2	2	2	2	2	2	2	2	2		2	2
Gymnasium	1	3	2	1	2	3	1	1	3		1	1
Cafeteria / Kitchen	1	3	3	3	2	1	2	3	3		1	1
Professional Collaborative Staff Space	3	3	3	3	2	2	3	3	2		2	2
Maintenance/Operations	3	3	3	3	2	2	2	3	2		2	2
Outdoor Physical Instructional Learning	2	2	1	2	2	2	2	2	2		2	2
Auto/Bus Separation and Parking	3	2	3	2	2	2	2	4	2		2	2
Appropriate Size / Capacity	3	2	2	4	2	2	2	2	2		3	3
Sub-Total	42	40	41	41	31	36	33	41	34		32	32
Assessment Ranking Factor	53	44	53	43	37	53	41	55	46		46	56
<b>Total</b>	<b>95</b>	<b>84</b>	<b>94</b>	<b>84</b>	<b>68</b>	<b>89</b>	<b>74</b>	<b>96</b>	<b>80</b>		<b>78</b>	<b>88</b>
<b>Overall Building Ranking</b>	<b>8</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>9</b>	<b>3</b>		<b>1</b>	<b>2</b>





## FFSC Recommendation

Upgrade and enhance Farmington Public Schools' instructional and support facilities to respond to the current and future needs of our students and community, focusing on creating facilities that are technology-rich, inspiring, safe, age-appropriate, community-focused, sustainable, nurturing, and collaborative.

### Three Key Facets:

- All K-12 general instruction facilities remain and are upgraded to provide the highest quality learning experience for our students.
- Consolidate the District's current Early Childhood programs into a new or upgraded facility centrally located within the district, allowing closure of the existing Alameda and Farmington Community Early Childhood Centers.
- Relocate the Farmington Central High School program to a new or renovated facility, allowing closure of the existing FCHS facility.

*\* All components of this recommendation are in alignment with the FFSC guiding principles, FPS learner profile, FPS mission, community expectations, best practices in learning and design, as well as the demands of our ever-evolving 21st century world.*

### Other Considerations

Further exploration and analysis should be given to:

- Consolidating the district's support services including Administration, 10 Mile, and Transportation and possibly including early childhood and alternative education programs.
- Creating sports and performing arts facilities on a consolidated site with other district services to enhance FPS programs and outreach to the greater community.
- Investigating disposition of vacant properties



### Description of Proposed Upgrades at our Schools

- Classrooms will be reconfigured into Enhanced Learning Studios to become stimulating, flexible and adaptable for future changes in programs and needs. While traditional classrooms are dedicated to a grade, course, or discipline where students come to be taught, **Learning Studios** are dedicated to the learning process and are a place where teachers facilitate students engaging with knowledge/skills through collaboration, project-based learning, and challenging activities.
- New **mobile** and **flexible furniture** will liberate students from the shackles of traditional (and uncomfortable) desks organized in static rows in a classroom. The new furniture is designed with cognitive science and human ergonomics to create a more accessible, engaging and student-centered environment. While traditional desks limit the adaptability of the learning experience, the new furniture and environment can be seamlessly adapted by the students and teachers to best support the learning experience.
- Upgrades will infuse **technology** throughout all district buildings providing seamless access to tech tools, to reinforce 21st Century instructional methodologies. In a world where technology is ubiquitous and omnipresent, we must help our students learn to productively and effectively use existing and emerging technologies.
- **Spaces** for professional use by faculty and staff will be organized to encourage **teaming, collaboration and interaction**. The age of teachers being isolated and alone in their own classroom is over. We know that professionals collaborating to reach goals yields more effective results. We need to ensure our facilities support and allow our staff this interaction.
- **Hallways** will be **improved** to encourage socialization and **impromptu learning** so that all physical space supports learning and no spaces become ancillary. Learning in the future will be collaborative in nature, project-based and not be isolated to a single period in time or classroom. Allowing learning to take place and be supported where and when it is organically occurring will foster greater student achievement.
- New **Multidisciplinary Collaboration Studios** with access to outdoor learning will allow learning to adapt for large or small group endeavors, as well as transition to whatever environment it is best suited to. The traditional structure of facilities confines and constrains learning, thereby limiting creativity and placing obstacles to innovation rather than facilitating new and effective approaches.



- New **easy to find front doors** with **convenient parking** and **better traffic flow** will effectively, efficiently, and safely connect our schools to the community. This will also contribute to a better experience for students, staff, parents, and community members.
- **Safety and security** will be seamlessly integrated into the very fabric of every building with a **secure Lobby and Welcome Center**. Our first responsibility is to return your children to you safely each day. With this recommendation we have an opportunity to secure our buildings and do so in manner that still allows our students to feel welcome, inspired, and safe.
- Student accomplishments will be celebrated in display areas. Much of the work that students will do in the future will be project-based, problem-solving, and creative work where they generate and produce quality artifacts that are well worth sharing with the school and community. As more real world connections are made between student learning and the larger world, there will be much for students to share and present to the community around them. This also enables schools to become **cultural centers** allowing the community to see art, design, projects, and products of student learning and see the real returns on their investment into the education of our children.
- A strong new visual image at each school will reflect a **school community that is progressive, inviting, innovative and “full of light”**. In our re-imagining of schools, we must blend form with function and style with substance. While image is not everything, it does play a key role in our perception of a place, its environment, and our expectations for ourselves in that environment. How our buildings look sends a message and sets a tone for our students and our community. We want buildings that inspire students, encourage thought and growth, and signal to the world that we value our children and their future! Moreover, research (and our own experience) tells us human beings are more productive, healthier, and have a greater sense of well-being in environments that have plenty of natural light, that inspire open thinking and innovation rather than dark environments whose structure confines and restricts our thoughts and activity.
- A sense of community for the students and staff will be reinforced by enhancing and creating **areas for socialization and interaction**. A sense of community is vital to the success of schools. If human beings have chances to come together and interact on a regular basis, they value their experience together. By fostering these opportunities, schools can teach and encourage the values and behaviors that they want students and staff to embrace through making decisions together. Learning is fluid and may occur within a classroom or within a conversation in a common area. Students may learn better in different settings, and enhanced common areas foster learning anywhere and anytime.

## FFSC Recommendation



- The **Commons Areas** will be infused with daylight, color and interest. Research has demonstrated that ample natural light, well-chosen colors, and stimulating environments create environments where people have a greater sense of health, well-being, engagement, value, and appreciation of that environment. In the end, this will help all people in our schools be more productive, healthy, and engaged.
- Our schools will become valued beacons and **assets to our community** by encouraging and planning for “after-hours use” of the buildings. Our schools often have resources that could benefit the community at large and these should not go idle after school hours. When they are not being utilized by students, our athletic facilities, performance spaces, and workshop areas are ripe to provide community resources and activities with the right partnerships and planning.
- All buildings will see **improved electrical, data and HVAC systems** to make the existing buildings more efficient and sustainable. Our current facilities have infrastructure that is older, less efficient, and in some cases are redundant (like wired Internet versus wireless Internet). We can replace these with faster, more efficient, sustainable, and more effective options that lower costs and improve the experience of students, staff, and community members in our buildings.
- **Improved infrastructural systems** will decrease operational costs from current levels for long term savings. Great strides in conservation, energy-efficiency, and innovation have been made in building design since our facilities were built. Through incorporating these into our future facilities, we can ensure that more funds are devoted directly to student learning rather than to overhead.
- A thoughtful, proactive plan to **minimize the impact of construction upon student learning** will be an essential part of any construction implementation. School administrators and our professional team are prepared and excited to accomplish this collaboratively.





- Improvements in the following areas will happen in our schools as needed, based on the 2009 Facilities Plan Assessment:
  - Site infrastructure
  - Exterior walls, doors and windows
  - Roof
  - Flooring upgrades
  - Ceiling upgrades
  - Lighting
  - Paint
  - Hallway walls and lockers
  - Media Center upgrades
  - Gym/Cafeteria upgrades
  - Restroom upgrades
  - Kitchen and serving area improvements
  - Fire alarm, PA, clock and security systems

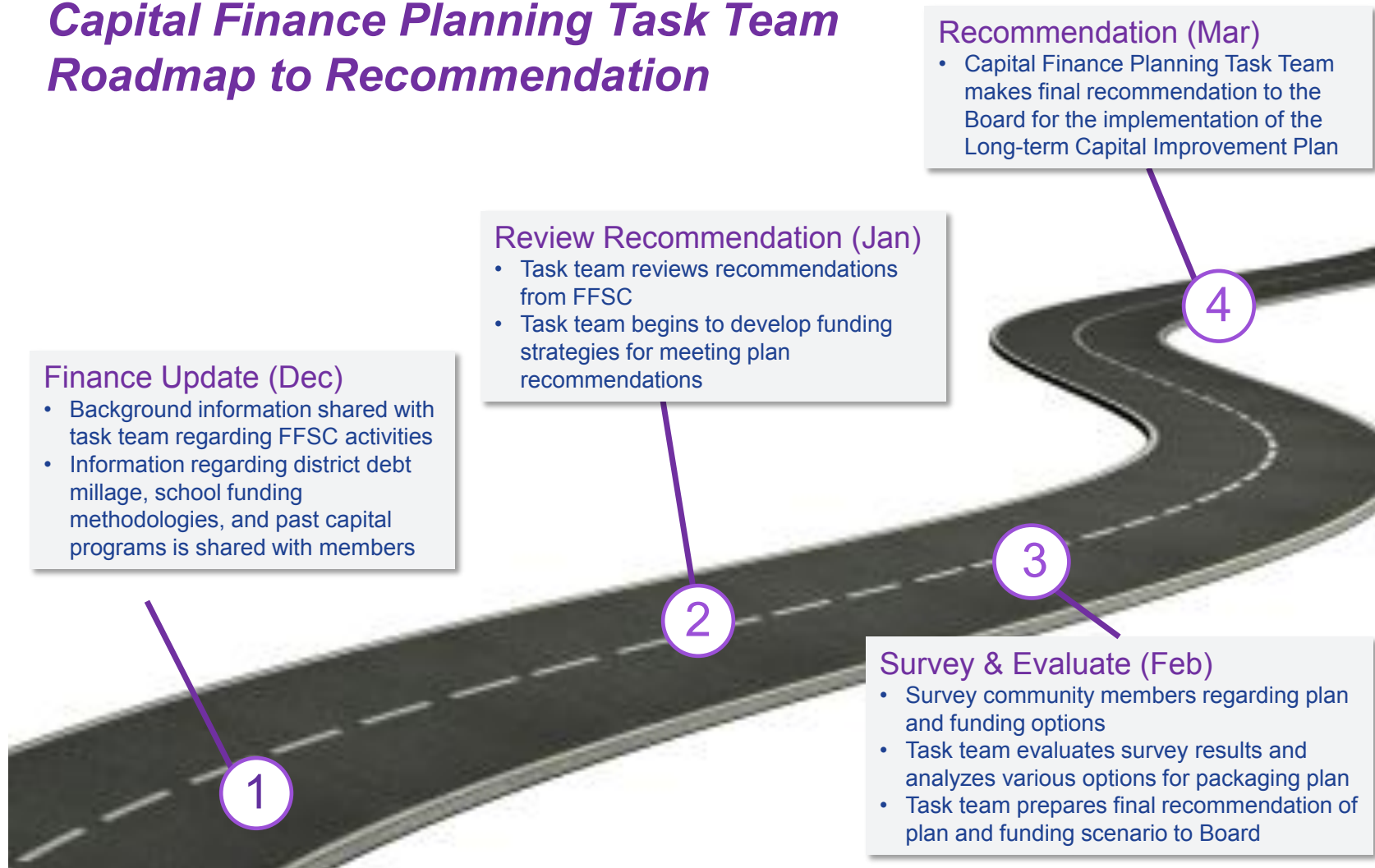


Each of our facilities have portions which have aged more than others, are in particular need of attention, or have grown beyond their ability to meet their current demands. This enables these particular elements of each facility to be addressed so that all facets of every facility are the best we can provide for our students.

Members of the FFSC are grateful for the charge that the FPS School Board entrusted us with. We took this charge sincerely and pursued a rigorous process to find the answer to what we must do to our facilities to best serve and benefit our students and community in the 21st Century. We passionately believe in this vision we are now presenting to you for consideration. You have our gratitude for this opportunity to serve the district and for the trust you have placed in our committee. We know this is a broad, far-ranging, and aspirational recommendation and we believe our students deserve no less. As a Board you have been tireless advocates for our students in providing them a quality education. It is our sincere hope that you and the community will accept this recommendation. There will be many tough decisions, much hard work, and a great deal of collaboration necessary to bring this recommendation to fruition. The FFSC stands ready and excited to serve you in that endeavor of building the best and brightest future for our students, their families, and our community in this brave new century that stretches before us.

## FFSC Recommendation

## Capital Finance Planning Task Team Roadmap to Recommendation





## Committee Formation & Charge

The process of creating a Long Term Facilities Master Plan for Farmington Public Schools began in June of 2012 when the District initiated a collaborative initiative with our community to ensure that our facilities would serve our students and the educational process now and in the future. Faced with an estimated \$100 million in needed repairs to our facilities to maintain operational and structural integrity, the District solicited the input of a broad range of backgrounds and talents to review our facilities and to determine if our buildings supported 21st Century curriculum and educational initiatives. The work of the Facilities Forward Steering Committee (FFSC) culminated in recommendations presented to the Board of Education and endorsed by the Board on February 12, 2013.

With the support and endorsement of the long term vision by the Board of Education, the focus shifted to determining how the vision could be operationalized related both to the degree of work to be performed, as well as to the sources of funding that would enable completion of the work. This task was placed into the hands of our committee, the Capital Finance Planning Task Team (CFPTT), with the charge:

***“To transform the vision developed by the FFSC into an operational model that moves our facilities toward that vision with the ability of the community to support that vision.”***

Employing a five-meeting process, we began our analysis with a thorough understanding of the scope of the vision and the investment it represented, coupled with a comprehension of school construction funding mechanisms available. As part of the process for developing our recommendation, we studied cost estimates, design considerations, community feedback and District instructional priorities.

This report includes a summary of our journey over the past three months to transform the FFSC Vision into a recommendation for implementation. We have included all of the rich background information and details analyzed through that process, including the evolution of the plans, the refinement of the costs, and community sentiments shared in a recent survey. Through this process we gained confidence, as well as enthusiasm, for the recommendation we present to you.



## School Construction Funding Structure

To begin the process of understanding school financing, CFPTT members were given information on the District's current and past bond debt and bond votes. Members also received information outlining the methods for financing school construction -- capital fund (general fund), bond issues or sinking fund initiatives.

A chart outlining "Bond vs. Sinking Fund Allowable Projects" was reviewed. CFPTT members explored the pros and cons of each funding method and determined that a bond issue was best aligned to address the FFSC Vision due to the cost magnitude and the project needs. It was obvious that the district's general fund could not address all of the needs outlined by the FFSC Vision in a timely manner and a sinking fund would similarly not be able to adequately address the magnitude of needs in an appropriate timeframe.

With a bond sale, the district would receive a lump sum payment after the sale of bonds, which would allow the projects to start immediately. In addition, technology, a major component of the vision, could be funded through a bond, but not through sinking fund proceeds. The next step for CFPTT members was to look more closely at bond program costs and how to structure a bond.



**Bond vs. Sinking Fund Allowable Projects**

**BONDS**

A bond is a lump-sum dollar amount that a school district borrows through the sale of bonds in order to fund capital projects. Taxpayers pay the bond money back over a period of years, with interest, similar to a home mortgage.

**SINKING FUNDS**

A sinking fund millage is a limited property tax considered a pay-as-you-go method, for addressing building repairs and improvements. No debt or interest payments are incurred with a Sinking Fund. A district can levy a sinking fund millage for a longer duration of time (up to 20 years).

		Bonds	Sinking Funds
<b>Is it Allowable?</b>			
1	Construction of new school buildings	YES	YES
2	Construction of additions to existing school buildings	YES	YES
3	Remodeling existing school buildings	YES	YES
4	Energy conservation improvements	YES	YES
5	Asbestos abatement	YES	YES
6	School buses	YES	NO
7	Purchasing land	YES	YES
8	Developing and improving sites	YES	YES
9	Developing and improving athletic and physical education facilities	YES	YES
10	Developing and improving playgrounds	YES	YES*
11	Costs of the required audit	YES	YES
12	Refunding debt	YES	NO
13	Direct bond program costs, such as professional fees, election costs, issuance costs, qualification fees, insurances fees, paid after the bond issue has been approved by voters	YES	N/A
14	Loose furnishings and equipment including furniture and equipment not permanently affixed to the building and computers for non-instructional use	YES	NO
15	Purchasing technology. This is limited to; hardware and communication devices that transmit, receive or compute information for pupil instructional purposes and initial purchase of operation system and customized application software if acquired in conjunction with hardware	YES	NO
16	Repairs	NO	YES**
17	Maintenance	NO	NO***
18	Supplies	NO	NO
19	Salaries	NO	NO
20	Lease payments	NO	NO
21	Automobiles, trucks or vans	NO	NO
22	Portable classrooms	NO	YES
23	Uniforms	NO	NO
24	Textbooks	NO	NO
25	Upgrades to an existing computer operating system or application software	NO	NO
26	Computer training, consulting or maintenance contracts	NO	NO

\* Excludes Playground Equipment

\*\* Must be completed by contracted sources.

\*\*\* Maintenance generally means keeping assets in good conditions and repairs are directed at putting them back into good condition. Maintenance is preventative while repairs are curative.

\*\*\*\* Costs may be shared based upon proration of community use vs. school use.

## Proposed Bond Amounts and Taxable Values



Through the evaluation process, the committee reviewed a number of charts related to taxable values for Farmington Public Schools' residents, along with millage increases for various magnitudes of program costs (\$100M to \$300M). The charts relate to taxable values of \$60,000, \$80,000 and \$100,000 which encompasses the average taxable value of homes in Farmington (\$59,300) and Farmington Hills (\$76,300).

The purpose of evaluating these charts was to ascertain the impact of the program costs to an individual homeowner on both an annual and weekly basis in dollars and also the millage increase for those bond program costs. The estimated millage rates and costs to the homeowner were calculated by the district's financial consultant.

Some of the variables in looking at this information include the total program cost, number of years for paying the bonds off, and whether the bonds would be sold in two or three series. The advantage of not selling the bonds at one time proved to be necessary for two key reasons. First of all it would be impractical for the district to execute all of the projects simultaneously; phasing the work would be less disruptive to operations. Second, by selling the bonds in multiple series, the impact to a taxpayer would be lessened.



## Enrollment Projections

In order to assist the Capital Finance Planning Task Team in their analysis, Plante Moran CRESA provided an updated Enrollment Projections Report. The highlights of that report include:

- FPS continues to capture approximately 85% of the eligible K-12 students within the District's boundaries
- There is a decrease of approximately 15% of the 0-5 year old age group attending the public school within the District boundary. This is a direct result of decreased birth rates over the past 5 years.
- There is an increase of approximately 9% in the 12-17 year old age group within the District's boundaries. This is a direct result of the higher birth rates in the late 1990's and early 2000's
- FPS continues to capture approximately 5% of the audited live births within Oakland County. This has been the trend for the past 7 years.
- FPS projected enrollment in 2017-2018 will be approximately 10,500 students. This is a decrease of approximately 830 students from the current 2012-2013 enrollment of 11,300.



## Community Survey



In order to assist the Capital Finance Planning Task Team with their understanding of community sentiments and support for a possible future bond initiative, the District commissioned a random sample survey with an outside firm, Target Insyght. The 15-minute telephone survey was conducted March 4-7, 2013 with a sample of 300 respondents. The survey had a margin of error of +/- 5.7 percent.

The purpose of the survey was:

- To provide the Committee with a sense of the mood of voters in the community
- To understand how community members perceive the District
- To understand the base of support for a bond campaign both for the program needs and the dollar value

### Highlights of the survey include:

- Community members feel that their taxes are at an acceptable level; they feel that they are getting a "return on their investment."
- Seven in 10 respondents gave the school district an A or B grade.
- 75-80 percent of respondents surveyed do not currently have students in the district.
- Most respondents gave a positive rating to the condition of school properties.
- Prior to being given details about the various components of the program, 54 percent of respondents felt that the District should seek a bond proposal to fund school improvements.
- As the survey progressed, respondents were provided information about the various components that would be included in a bond proposal. These components in rank order of total support by the respondents are:
  - School infrastructure upgrades
  - Technology in schools
  - Learning environments and spaces for the future
  - Consolidating/selling non-instructional spaces
  - Replacement of the preschool and alternative high school facilities
- After detailed information was provided to the respondents concerning the program components, the level of support for a bond proposal rose from 54 percent to 62 percent.
- The survey results indicate that most respondents would be willing to pay approximately \$130 per year for bond funding (which equates to approximately \$200-\$225 million).



## All Survey Responses

The following pages include all survey responses.

Facilities Forward Community Feedback



1. I viewed the Committee's public presentation (January 17) in which they presented their vision for the school district's facilities.

	ResponsePercent	ResponseCount
Yes	81.1%	107
No	18.9%	25
<b>AnsweredQuestion</b>		<b>132</b>
<b>SkippedQuestion</b>		<b>7</b>

2. Please share your level of agreement with the following statement: The public presentation was clear, concise and provided sufficient information.

	ResponsePercent	ResponseCount
Strongly Agree	4.5%	6
Agree	37.9%	50
Neutral	18.9%	25
Disagree	14.4%	19
Strongly Disagree	6.8%	9
Have Not Viewed Presentation	17.4%	23
<b>Comment</b>		<b>34</b>
<b>AnsweredQuestion</b>		<b>132</b>
<b>SkippedQuestion</b>		<b>7</b>

3. Please share your level of agreement with the following statement: Providing school facilities that are safe and meet the educational needs of our students should be a priority within our community.







	ResponsePercent	ResponseCount
Strongly Agree	65.2%	86
Agree	25.8%	34
Neutral	6.1%	8
Disagree	3.0%	4
Strongly Disagree	0.0%	0
<b>Comment</b>		<b>25</b>
<b>AnsweredQuestion</b>		<b>132</b>
<b>SkippedQuestion</b>		<b>7</b>

4. Please share your level of agreement with the following statement: The process used to develop the Committee's vision for District facilities was inclusive and gathered input from stakeholders throughout our community.






	ResponsePercent	ResponseCount
Strongly Agree	12.9%	17
Agree	34.1%	45
Neutral	22.0%	29
Disagree	11.4%	15
Strongly Disagree	6.1%	8
I am not aware of the process used	13.6%	18
<b>Comment</b>		<b>19</b>
<b>AnsweredQuestion</b>		<b>132</b>
<b>SkippedQuestion</b>		<b>7</b>



**5. Please share your level of agreement with the following statement: The Committee's vision will support our students in obtaining the skills necessary to be successful adults.**







	ResponsePercent	ResponseCount
Strongly Agree 	15.9%	21
Agree 	28.0%	37
Neutral 	23.5%	31
Disagree 	15.2%	20
Strongly Disagree 	8.3%	11
Unaware of the Committee's vision 	9.1%	12
Comment		28
<b>AnsweredQuestion</b>		<b>132</b>
<b>SkippedQuestion</b>		<b>7</b>

**6. School facilities and classroom tools, including technology, can affect academic outcomes.**



	ResponsePercent	ResponseCount
Strongly Agree 	45.5%	60
Agree 	34.8%	46
Neutral 	13.6%	18
Disagree 	5.3%	7
Strongly Disagree 	0.8%	1
Comment		29
<b>AnsweredQuestion</b>		<b>132</b>
<b>SkippedQuestion</b>		<b>7</b>

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**7. Please share your level of agreement with the following statement: The Committee's vision, upon implementation, will improve the quality of our community.**



	ResponsePercent	ResponseCount
Strongly Agree 	23.5%	31
Agree 	25.0%	33
Neutral 	23.5%	31
Disagree 	12.9%	17
Strongly Disagree 	6.8%	9
Unaware of the Committee's vision 	8.3%	11
Comment		38
<b>AnsweredQuestion</b>		<b>132</b>
<b>SkippedQuestion</b>		<b>7</b>

**8. I am an employee of Farmington Public Schools.**






	ResponsePercent	ResponseCount
Yes 	18.0%	23
No 	82.0%	105
<b>AnsweredQuestion</b>		<b>128</b>
<b>SkippedQuestion</b>		<b>11</b>

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**9. Please place yourself into the appropriate category:**


















	ResponsePercent	ResponseCount
Resident of Farmington Public School District 	89.1%	114
Non-resident of Farmington Public School District 	10.9%	14
<b>AnsweredQuestion</b>		<b>128</b>
<b>SkippedQuestion</b>		<b>11</b>

**10. Please place yourself into the appropriate category:**

	ResponsePercent	ResponseCount
Children currently enrolled in FPS 	80.0%	92
Children formerly enrolled in FPS 	20.9%	24
Children currently enrolled at public/private school other than FPS 	2.6%	3
Children never enrolled in FPS 	4.3%	5
I am a student in FPS 	0.9%	1
<b>AnsweredQuestion</b>		<b>115</b>
<b>SkippedQuestion</b>		<b>24</b>

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**11. Currently, I am a student or my children attend the following school(s): (mark all that apply)**

	ResponsePercent	ResponseCount
Farmington Community School 	1.1%	1
Alameda Center 	9.7%	9
Beechview 	2.2%	2
Forest 	3.2%	3
Gill 	5.4%	5
Highmeadow 	6.5%	6
Hillside 	6.5%	6
Kenbrook 	8.6%	8
Lanigan 	5.4%	5
Longacre 	7.5%	7
Wood Creek	0.0%	0
<b>Dunckel</b> 	<b>19.4%</b>	<b>18</b>
East 	6.5%	6
Power 	12.9%	12
Warner 	16.1%	15
Farmington HS 	12.9%	12
Farmington Central HS	0.0%	0
<b>Harrison HS</b> 	<b>19.4%</b>	<b>18</b>
North Farmington HS 	15.1%	14
Cloverdale Center	0.0%	0
Visions Unlimited	0.0%	0
<b>AnsweredQuestion</b>		<b>93</b>
<b>SkippedQuestion</b>		<b>46</b>

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**Page 2, Q2. Please share your level of agreement with the following statement:**

**The public presentation was clear, concise and provided sufficient information.**

1	very well done by all presenters!	Jan 24, 2013 4:42 PM
2	I found it somewhat one-sided, no alternatives were offered to better prepare for the future.	Jan 24, 2013 3:12 PM
3	I believe that it was clear and concise, but I do not think that sufficient information was given.	Jan 24, 2013 2:16 PM
4	difficult to understand meaningful benefits	Jan 24, 2013 1:54 PM
5	I've tried multiple times to view the presentation online, but it won't work.	Jan 24, 2013 1:01 PM
6	How much will this cost and what measurable benefits can we expect?	Jan 24, 2013 12:49 PM
7	I feel they are still in the early stages of this process	Jan 24, 2013 12:23 PM
8	I attended the presentation & not enough emphasis was put on the upgrades/renovations that are supposed to take place. It seemed that what the committee wants to mostly just buy new furniture.	Jan 24, 2013 9:39 AM
9	The vision is exciting - and necessary. Concerns about cost are always top of mind.	Jan 24, 2013 9:24 AM
10	It was lacking in WHAT the security measures would be for the entrance also the timeline--sounded like 20 years--my kids wont even benefit and they are in K and 3	Jan 23, 2013 10:05 PM
11	Closure of FCS=3rd building closure in SE district. Stdnts in SW tavel across town for 7/8. Potential of Alt HS inside FHS = unfair-other programs get \$ for expansion. SE poorest area/needs support, NOT further closure & disruption.	Jan 23, 2013 6:28 PM
12	I felt the details in the Power Point were lacking. The pictures were pretty but what is the benefit to students verses cost. Also how will the new entrances keep students safe with all the glass?	Jan 23, 2013 2:06 PM
13	There was a great deal of room for interpretation regarding the level of need for facility upgrades. Meeting everyone's wish list would be prohibitive and I was not clear how we would balance the need for facility maint. versus furniture/technology.	Jan 23, 2013 12:02 PM
14	Cost of the study not presented. Did not address the direct educational (learning) benefits for students - statistics, independent studies to warrant the expenditure of such a project. How the funds would be raised not clear..	Jan 23, 2013 10:56 AM
15	Found presentation to be ill-prepared, poorly organized. was not concise or informative manner - "I'll get to that later", and "You'll see that later"...felt like talking to avoid the point.	Jan 23, 2013 10:11 AM
16	It was a vision.	Jan 23, 2013 8:44 AM
17	Supportive data was lacking.	Jan 22, 2013 10:21 PM

**Page 2, Q2. Please share your level of agreement with the following statement:**

**The public presentation was clear, concise and provided sufficient information.**

18	I would like to see more actual data, as well as a PowerPoint style presentation I can reference that documents the findings and recommendations.	Jan 22, 2013 9:29 PM
19	Too long, evasive on answers (They wouldn't last more than a few minutes in my office meetings). After Jim Redmond's (sp?) stunt with the Oakland County District building, I don't trust the spending process.	Jan 22, 2013 8:59 PM
20	Each presenter should have stated their background/credentials when they spoke. They also should have reiterated the limited scope of their project. So many audience members questioned things that the committee was not responsible for.	Jan 22, 2013 8:56 PM
21	I was confused by the language versus what language we use now. Will the learning center be like the media center? Will libraries and books evolve into digital and the learning center will be an open media center?	Jan 22, 2013 8:34 PM
22	Getting the numbers later about how much it cost US to conduct this study is too little too late.	Jan 22, 2013 7:16 PM
23	It got a bit confusing and after a while you had the feeling it was a presentation about new furniture	Jan 22, 2013 6:19 PM
24	Although I liked the ideas in the presentation, I didn't really understand the actual need for the changes.	Jan 22, 2013 6:18 PM
25	No evidence proposed changes will effect the performance of students' falling test scores & graduation rates. Many changes have been failures like inventive spelling. Trimesters have a negative impact and not solved. Why should we trust you now?	Jan 22, 2013 6:00 PM
26	How much will this cost? Is there data which correlates faculties improvements to student outcomes? If so, what are the metrics?	Jan 22, 2013 5:51 PM
27	There was no data provided that showed the proposed expenses incurred will provide an educational benifit beyond they current system	Jan 20, 2013 10:41 PM
28	would have liked clearer cost estimates per taxpayer household	Jan 20, 2013 8:22 PM
29	No data to show implementation of this plan will improve student performance.	Jan 20, 2013 3:47 PM
30	While new furniture and "collaboration areas" look nice,too much emphasis was placed on colaboration and nothing on individual learning nor evidence presented to support that it is better.	Jan 20, 2013 2:17 PM
31	some very nebulous verbage was used	Jan 20, 2013 9:10 AM
32	No reference to verifiable examples supporting improving education levels as a result of this approach	Jan 20, 2013 8:31 AM
33	no context was provided- this is a systems problem and there was no context	Jan 19, 2013 4:39 PM
34	Much information lacking, you could not answer questions from audience	Jan 19, 2013 3:16 PM

**Page 2, Q3. Please share your level of agreement with the following statement:**  
**Providing school facilities that are safe and meet the educational needs of our students should be a priority within our community.**

1	However, we have a lot of resources sitting idle that we should look to leverage.	Jan 24, 2013 3:12 PM
2	I agree with this statement. However, I feel that first and foremost we should be looking at the teaching that is being done and the programs being offered over new chairs/desks/etc.	Jan 24, 2013 2:16 PM
3	Very poor survey question. Most people would agree with this statement (not a choice)	Jan 24, 2013 1:54 PM
4	Even metal detectors and armed guards will not guarantee safety because a determined person will get around those as well. Educational needs can include many different facets.	Jan 24, 2013 12:16 PM
5	I'd be quite surprised if anyone disagreed and said that they want unsafe, dysfunctional schools.	Jan 24, 2013 10:40 AM
6	The new furniture seems great! Is it however durable enough? What data is available?	Jan 24, 2013 9:39 AM
7	Our schools are not safe enough. If this much money is to be spent, safety needs to be incorporate--our schools are too vulnerable.	Jan 23, 2013 10:05 PM
8	Not at the expense of fair treatment for all students or of inviting, collaborative learning & parent involvement (as opposed to the cold, impersonal and uninviting institutional education you have established since reconfiguration).	Jan 23, 2013 6:28 PM
9	I'd rather see technology updated, current computer software and online textbooks for example.	Jan 23, 2013 2:06 PM
10	Schools with a strong performance track record will always be an attractive quality to keep a community vital and growing.	Jan 23, 2013 12:02 PM
11	This statement is so broad and vague that it is meaningless and therefore impossible to either agree or disagree with.	Jan 23, 2013 11:23 AM
12	Facilities should be safe. Focus should be on addressing education needs of the youngest students - pre-school, kindergarten and literacy so those students can succeed throughout their educational career.	Jan 23, 2013 10:56 AM
13	At any price, if the planning homework has been done, I whole heartedly support the improvement of structures and support for engaged learning.	Jan 23, 2013 8:44 AM
14	How and what are the exact educational needs driving the vision presented.	Jan 22, 2013 10:21 PM
15	Sounds like an excuse to raise taxes again (and again and again). ....too many charlatans heading for the new \$\$\$.	Jan 22, 2013 8:59 PM
16	With the incidents of school violence and drugs there needs to be a priority for safety.	Jan 22, 2013 8:34 PM
17	Of course they should be safe. Aren't they now???? The better be. This is a	Jan 22, 2013 7:16 PM

**Page 2, Q3. Please share your level of agreement with the following statement:**  
**Providing school facilities that are safe and meet the educational needs of our students should be a priority within our community.**

	stupid leading question to skew your survey to mislead the community. You paid someone for this?	
18	Nothing more than a leading question. After all, who would be against safe schools? Who would be against schools that meet educational needs. Dump or at least reword the question to be relevant. Actually, the whole survey is poorly designed.	Jan 22, 2013 6:00 PM
19	This is a loaded question--who would disagree with this?	Jan 22, 2013 5:36 PM
20	I am hoping that you would start with the High School facilities first, then Middle School, so the stakeholders with older children may see this benefit before their children graduate!	Jan 22, 2013 4:09 PM
21	I am not convinced this plan necessarily provides that on a COST to benefit analysis	Jan 20, 2013 10:41 PM
22	Providing sound academic instruction should be first priority	Jan 20, 2013 8:22 PM
23	Everyone will agree with this statement but what does it actually mean? All front doors should be locked now and intercoms installed now.	Jan 20, 2013 2:17 PM
24	However, this presentation does not provided a process for gaining agreement on the real educational needs or satisfying them.	Jan 20, 2013 12:16 PM
25	this is a motherhood statement and adds no value	Jan 19, 2013 4:39 PM

**Page 2, Q4. Please share your level of agreement with the following statement:**  
**The process used to develop the Committee's vision for District facilities was inclusive and gathered input from stakeholders throughout our community.**

1	Again, no counter proposals were offered.	Jan 24, 2013 3:12 PM
2	It appears as though the process focused on a need to change our facilities and yet there wasn't anything showing why or how our students aren't learning as best they should. Is it the set up of the classroom? Is it the instruction offered?	Jan 24, 2013 2:16 PM
3	Sounds good on the surface, but complicated to access.	Jan 24, 2013 1:54 PM
4	I was very surprised when the question could not be answered how much was being spent on the research for the project. Even if the bills have not been finalized there should have been a budget. Is there one?	Jan 24, 2013 12:16 PM
5	It was not clear to me that all areas were represented...especially custodians!! At least one from all levels of schools should be included in the process! And some of the night shift!	Jan 24, 2013 9:39 AM
6	Honestly, board did not follow previous opinions and recommendations from it's own committees, so there is little faith in the value of gathered input - yes, including this input.	Jan 23, 2013 6:28 PM
7	Stakeholders should have been the tax paying citizens who will have to support such a project.	Jan 23, 2013 12:46 PM
8	My only disappointment was that the reality of our financial limitations were not factored into the process.	Jan 23, 2013 12:02 PM
9	One summary is that our buildings "graded well" - did you really benchmark? Did you visit schools outside our community. Ours are embarrassingly shoddy and outdated. In most gyms, I wonder about fire hazards.	Jan 23, 2013 10:11 AM
10	250 characters is not enough space to answer this...	Jan 22, 2013 8:59 PM
11	There were many opportunities offered to join the collaborative team to the public.	Jan 22, 2013 8:34 PM
12	more parents should have been involved	Jan 22, 2013 8:31 PM
13	I feel that this work was done in 2009/2010 when the Facilities Planning Committee made many of the same recommendations and were ignored or just looked over.	Jan 22, 2013 8:14 PM
14	Heavily padded with staff and parents you want to give the predictable answers. Where is your voice of reason?	Jan 22, 2013 7:16 PM
15	No qualifications were given for those on this committee. How did you decide who should be on the committee? These are all reasonable questions that deserve answers which have not been given.	Jan 22, 2013 6:00 PM
16	Taxpayers have not necessarily been included enough	Jan 20, 2013 10:41 PM
17	Surveys should have been presented to the community prior to the committee	Jan 20, 2013 2:17 PM

**Page 2, Q4. Please share your level of agreement with the following statement:**  
**The process used to develop the Committee's vision for District facilities was inclusive and gathered input from stakeholders throughout our community.**

	formulating their vision, not afterwards.	
18	When we approached 2 people in the district with our concerns we were given lip-service and brushed off	Jan 20, 2013 9:10 AM
19	The committee and their backgrounds were not presented	Jan 19, 2013 4:39 PM

**Appendix N - Community Survey**  
 All Survey Results

**Page 2, Q5. Please share your level of agreement with the following statement:**

**The Committee's vision will support our students in obtaining the skills necessary to be successful adults.**

1	I didn't see any data to support that claim.	Jan 24, 2013 3:12 PM
2	Collaboration is just one part of being a successful adult, and it seems as though this was a huge part of the change at hand.	Jan 24, 2013 2:16 PM
3	The facilities and education are only one component necessary that a child needs for success, children need strong support from home, and I feel it is important that the schools acknowledge that fact in any decisions made.	Jan 24, 2013 2:03 PM
4	Maybe	Jan 24, 2013 1:54 PM
5	It may support the majority but not all the students	Jan 24, 2013 12:23 PM
6	The vision includes a wonderful learning environment but that is only a small piece of the big picture.	Jan 24, 2013 12:16 PM
7	In all future discussions, include input from the end user of the product/renovation: kitchen staff, para pros, noon supervisors, custodians, secretaries, etc. This staff could provide very valuable insights to how our facilities are actually used.	Jan 24, 2013 9:39 AM
8	It'll teach them how to work/function in corporate conglomerates - will it teach them to be good people???	Jan 23, 2013 6:28 PM
9	It is not the physical structure of the building or the swivling of a chair which will support our students obtaining the skills needed. It is moral family values taught at home and the shools which will provide the correct environment.	Jan 23, 2013 12:46 PM
10	Obtaining the skills to be successful adults can be provided in our existing facilities. The single most efficient option to make that happen would be to go to a "year round" schedule.	Jan 23, 2013 12:02 PM
11	Stunned at suggestion of no research of classroom design wonder if anyone really really did any research. Also confused. What are you planning to do about building design?..... should have marked totally unaware....	Jan 23, 2013 10:11 AM
12	The studios and learning spaces reflect the trend of the current workplace and isn't that what we are preparing our students for!	Jan 23, 2013 8:44 AM
13	No data was provided to support this theory.	Jan 22, 2013 9:48 PM
14	Concentrate on Math and Science, AP classes, Highmeadow example needs to be replicated.	Jan 22, 2013 8:59 PM
15	Did the committee provide research showing that collaboration improves skills? One person said that teachers are collaborating in their classrooms, but is that the wave of the future?	Jan 22, 2013 8:56 PM
16	I am concerned about 3rd, 4th, and 5th grade learning. I think that those years were the hardest and that is when they learned to concentrate. How does these classrooms at this age increase the ability to concentrate. They seem too group focused.	Jan 22, 2013 8:34 PM

**Page 2, Q5. Please share your level of agreement with the following statement:**

**The Committee's vision will support our students in obtaining the skills necessary to be successful adults.**

17	we believe in a traditional classroom with a teacher. while independence and "collaboration" are important, structure and guidance are most important.	Jan 22, 2013 8:31 PM
18	Chairs with wheels will not graduate AP scholars. We already have WiFi. Pretty paint and new furniture doesn't teach our kids.	Jan 22, 2013 7:16 PM
19	I agree that we need to change the way we teach, but wr need to train the teachers to be able to do the new way pof teaching, that is more oriented towards the individual child and asa you said in your presentation "the teacher as a facilitator	Jan 22, 2013 6:19 PM
20	Again, I liked the concept but what are the actual skills students will be gaining? I think you need to be very clear on that if you want public support. Just saying students will have to look other students in the eye isn't enough.	Jan 22, 2013 6:18 PM
21	Based upon what information? Little Johnny won't fall out of his seat anymore? Not a scintilla of evidence of any concrete or long term improvements over current teaching methods or facilities.	Jan 22, 2013 6:00 PM
22	The data that would back this statement up simply has not been provided	Jan 20, 2013 10:41 PM
23	It appears that you are stepping away from academic, knowledge based learning	Jan 20, 2013 8:22 PM
24	No data supporting Committe's recommendation was presented	Jan 20, 2013 3:47 PM
25	There was nothing in the presentation to prove this statement. There mere fact that the question is asked shows bias in this survey.	Jan 20, 2013 2:17 PM
26	A pat on the back question	Jan 20, 2013 9:10 AM
27	No evidence other than recommendations from consultants	Jan 20, 2013 8:31 AM
28	Chairs don't teach. no context to the question	Jan 19, 2013 4:39 PM

Page 2, Q6. School facilities and classroom tools, including technology, can affect academic outcomes.		
1	There needs to be a balance, you cannot rely strictly on technology, you must still focus on the fundamentals.	Jan 24, 2013 3:12 PM
2	Strong, excited, creative teachers & strong curriculum affects academic outcomes. The cost to change these schools or add new items (chairs/desks/etc) when we are having to cut programs seems wrong.	Jan 24, 2013 2:16 PM
3	Again, all the technology in the world is only successful if 1. teachers are willing to change their approach, which is extremely difficult in many cases what we have encountered and 2. The students want to be engaged in the process	Jan 24, 2013 2:03 PM
4	Another inappropriate question for a survey!!!	Jan 24, 2013 1:54 PM
5	I earn my living as a computer engineer. So I'm certainly not anti-tech but it can bring unintended consequences. Tech is distracting and will take attention away from the instructor. I'm just cautioning that tech should be applied judiciously.	Jan 24, 2013 10:40 AM
6	Please ask the custodians at Gill & Hillside if those floors really are easy to clean!	Jan 24, 2013 9:39 AM
7	I believe that this generation's learning via technology is required to "excite" and motivate students in the learning process.	Jan 24, 2013 9:24 AM
8	Especially when only certain students have access to the tools.	Jan 23, 2013 6:28 PM
9	Facilities upgrades can also attract more high achieving students in this day and age of increasing open enrollments.	Jan 23, 2013 2:03 PM
10	Great academic outcomes can still come from a facility built in the 50's if the money is funded to the class room as far as the teacher and tools required. Get the money into the classroom, not into the facility to look nice and welcoming!	Jan 23, 2013 12:46 PM
11	Certainly the students must have access to the latest technology and have adequate facilities to support learning. After watching the presentation, it was helpful to know that we have adequate space available for the size of our student population.	Jan 23, 2013 12:02 PM
12	Another statement that is too vague to meaningfully agree or disagree with. Also, the word used should have been "affect", not "effect". Can a school district administration please use correct grammar!?	Jan 23, 2013 11:23 AM
13	Class room tools and technology, to a point. can possibly affect academic outcomes.	Jan 23, 2013 10:56 AM
14	We are way way behind - many of us have been saying this for years. We have lost so much in way of enhanced education. How did our school administration ignore this for so long?	Jan 23, 2013 10:11 AM
15	Facilities can effect academic outcomes in both positive and negative ways. The question is too general to be useful.	Jan 22, 2013 10:21 PM
16	The new buildings will be for staff Phds who are over paid, underutilized and are full of their own importance.	Jan 22, 2013 8:59 PM

Page 2, Q6. School facilities and classroom tools, including technology, can affect academic outcomes.		
17	Facilities and technology support collaborative learning, but before we renovate facilities, are teachers using the Smartboards and LGI rooms they already have? Will they change the way they teach if they get new technology and facilities?	Jan 22, 2013 8:56 PM
18	Teachers effect academic outcomes! Doing your homework effects academic outcomes.	Jan 22, 2013 7:16 PM
19	Of course this can be true. But what is the context for the question? This is such a broad statement that provides no parameters to evaluate its truth or factualness.	Jan 22, 2013 6:00 PM
20	Can affect? Sure. Will affect? I don't know. That was not discussed in your presentation.	Jan 22, 2013 5:51 PM
21	Perfect example--The International Academy. Antiquated facilities per your new study, but they put out top students.	Jan 22, 2013 5:36 PM
22	you spelled "effect" wrong; how embarrassing	Jan 22, 2013 5:16 PM
23	Of course, but in the same note, there are countries that dont invest nearly as much money yet still get DRAMATICALLY greater results all while using TRADITIONAL means of education. Your statement above is certainly true, but it is a neutral statement. Do these tools effect positively or negatively? Your question is neutral, so yes, they do affect but to benefit or not is simply not specified.	Jan 20, 2013 10:41 PM
24	Too much technology is a distraction from learning. Negative effect.	Jan 20, 2013 8:22 PM
25	Only if tools are properly applied	Jan 20, 2013 3:47 PM
26	Again, this is a bias question, was not substantiated with proof at the meeting and is a question for experts not lay people. This is an outrageous question to be in a survey of this nature.	Jan 20, 2013 2:17 PM
27	Students need skills with the newest technology but until math and reading and language abilities begin to trend upward, this statement is subjective at best.	Jan 20, 2013 12:16 PM
28	Many other factors can effect academic outcomes as well.	Jan 20, 2013 8:31 AM
29	motherhood item	Jan 19, 2013 4:39 PM

**Page 2, Q7. Please share your level of agreement with the following statement:**  
**The Committee's vision, upon implementation, will improve the quality of our community.**

1	From what I saw, that is purely speculation.	Jan 24, 2013 3:12 PM
2	We moved here 14 years ago because of how well the schools ranked & what they offered academically. We've seen programs cut and classroom help (parapros, etc.) decline. I'd much rather see programs returned and good, solid help in the classrooms.	Jan 24, 2013 2:16 PM
3	With the high number of teams, there absolutely needs to be more gym space. All 3 high schools need new and improved gyms. If not at each, then a common field house makes sense. This facility could then be rented out also.	Jan 24, 2013 1:56 PM
4	This is a terrible and wasteful survey!!	Jan 24, 2013 1:54 PM
5	I don't buy into it yet. You can have a fancy new school with renovations and up to date technology, but still not have high academic outcomes.	Jan 24, 2013 12:23 PM
6	It will improve the visual quality of the schools but what about the instructional content?	Jan 24, 2013 12:16 PM
7	Hygiene needs to be a consideration. There needs to be sinks in classrooms. I worry placing children face to face too much. My comment applies to elementary only. I would hope by the time children reach middle school they are less disgusting. :-)	Jan 24, 2013 10:40 AM
8	I really like the idea of the community using our new facilities. However, how will the security & safety measures be put in place? Will doors be moved? What about skylights? Will fluorescent lighting still be used?	Jan 24, 2013 9:39 AM
9	The price tag might outweigh the received benefit. That is the concern.	Jan 24, 2013 9:24 AM
10	More change will likely lead to more divisiveness	Jan 23, 2013 6:28 PM
11	Only if the district follows through and allows the buildings to be used on weekends without the ridiculous fees that the custodial unions require.	Jan 23, 2013 2:06 PM
12	Academic outcome can be great even from home schooling. I pretty, welcoming building does not assure the child learns anything!	Jan 23, 2013 12:46 PM
13	It will remain to be seen if upgrades to the facilities and classrooms translates into higher test scores and a more engaged student population.	Jan 23, 2013 12:02 PM
14	Things don't make community; people make community. I don't think that changing our things will change our people.	Jan 23, 2013 11:23 AM
15	Possibly, but at what cost to the taxpayer.	Jan 23, 2013 10:56 AM
16	I have not clue - when you talk about being "on the edge of something new" ....seems like other districts are way ahead of us and we are playing catch up.	Jan 23, 2013 10:11 AM
17	I think the Farmington Central students should have their own facility. From what I have heard these kids like being seperated from the other high schools. I think this needs strong consideration as these are our most at risk kids.	Jan 23, 2013 9:27 AM

**Page 2, Q7. Please share your level of agreement with the following statement:**  
**The Committee's vision, upon implementation, will improve the quality of our community.**

18	This community needs the schools to reflect the general condition of the it! Update, inviting, effecient and welcoming learning centers that mirror the community. WE NEED IT!	Jan 23, 2013 8:44 AM
19	Without knowing the cost to the community and without a needs analysis the committee's vision is their vision. This is not driven by the community. If a 1000 people strongly approve then it is 1000 opinions based on little or no supportive data.	Jan 22, 2013 10:21 PM
20	Again, I did not see any statistical data to support this.	Jan 22, 2013 9:48 PM
21	I believe being forward thinking will attract families to the area.	Jan 22, 2013 9:30 PM
22	Maybe....no info on other attempts, studies, etc.	Jan 22, 2013 8:59 PM
23	Updating facilities will improve the district. But the curriculum is most important. FPS needs to restore our arts programs, offer more and current technology classes, and improve students' scores in the basics before we create modern facilities.	Jan 22, 2013 8:56 PM
24	I agree for the community study areas will increase the value. I also agree that early Ed and high school Ed should be more group adaptable but again individual concentration study areas seem missing.	Jan 22, 2013 8:34 PM
25	while this looks "pretty" and would make for a fun and stimulating environment, the district can not afford such dramatic facility changes.	Jan 22, 2013 8:31 PM
26	The quality of this community is in no way reflected in this vision. We can't afford our house payments. We can't move. Downton is vacant. And FPS administration arrogantly thinks adding a \$260 millage will help improve our community?	Jan 22, 2013 7:16 PM
27	must consider cost	Jan 22, 2013 6:32 PM
28	I agree with the statement, however, being a teacher (out of district), I understand the impact these changes can have on education. For those not in education, the impact needs to be clearer. Are there other schools who have made these changes?	Jan 22, 2013 6:18 PM
29	Again, based on what criteria? All of these are leading questions that are stated so broadly as to be almost ridiculous in that they serve no purpose for analysis. All they do is bolster your position. That is NOT A SURVEY.	Jan 22, 2013 6:00 PM
30	Improving entrances/gyms and creating a common field house is a must. This vision will allow us to safely welcome the community at our events, enable our teams to have a place to practice, and allow our community to host tournaments.	Jan 22, 2013 11:05 AM
31	That simply has not been proven. There is not data provided that supports that contention	Jan 20, 2013 10:41 PM
32	Will most likely weaken our students academically	Jan 20, 2013 8:22 PM

**Appendix N - Community Survey**  
 All Survey Results



Page 2, Q7. Please share your level of agreement with the following statement:

The Committee's vision, upon implementation, will improve the quality of our community.

33	No data presented to support this conclusion	Jan 20, 2013 3:47 PM
34	This is an improper question. A lot more than furniture and meeting rooms effect the "quality of a community".	Jan 20, 2013 2:17 PM
35	Absolutely unsupported by the presentation.	Jan 20, 2013 12:16 PM
36	If done correctly	Jan 20, 2013 9:10 AM
37	Major expenditure with no evidence of education improvement, other than anecdotal and consultant statements.	Jan 20, 2013 8:31 AM
38	no data was presented to make this claim	Jan 19, 2013 4:39 PM

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## Recommendation

The Capital Finance Planning Task Team (CFPTT) is pleased to present our findings and recommendation for implementation of **Facilities Forward: A Dynamic Plan for Facilities**. What drove the Facilities Forward Steering Committee in their quest to define the Vision for Farmington Public Schools in the 21st Century is the same set of goals and ideals that drove the CFPTT to create this plan for implementation. Trisha Balazovic, a member of both the FFSC and CFPTT, sums it up in the following statement:

*"I believe that to keep the tradition of excellence provided by FPS for generations, to maintain a premier school district, and to give our children the advantages and opportunities they deserve, we have to equip our schools with a 21st century learning environment. We have to provide our exceptional teachers with the appropriate tools and classroom settings to ensure our kids are not only ready for the real world, but that they have an advantage over their peers because they attended FPS. This bond program will enable FPS to make essential 21st century upgrades to our K-12 facilities and provide the technology resources our children must become proficient with. These are not desires or wants; these are absolute necessities to successfully learn and grow in our world today!"*



### RECOMMENDATION

CFPTT recommends that Farmington Public Schools moves forward with implementation of the FFSC Recommendation by asking voters to approve a bond proposal for \$222,000,000 to be sold in three series, with a payback of 25 years. This recommendation addresses the vision and infrastructural needs in our current K-12 school buildings. Conceptual plans and estimates to address the FFSC Vision Recommendation, as endorsed in February 2013 by the Board of Education, have been refined since that endorsement. The refinements result in an educationally-sound, sustainable, efficient and fiscally-responsible approach to meeting the FFSC Vision Recommendation. CFPTT members endorse these refinements and recommend a timeline of 6 – 9 years for implementation of the projects.

A \$222 million bond proposal was defeated in August, 2013. Subsequently the committee reconvened and proposed a reduced proposal with an election date of November, 2013 which was also defeated. A new committee was formed called the Capital Planning Advisory Committee with Plant Moran CRESA as a facilitator. There is support for a bond proposal, just not the magnitude previously presented. A report is due to the Board May 27, 2014, with opportunity for public input in June.

CFPTT members embrace the above recommendation because it is true to the vision set forth by FFSC and it is the right program at the right time! Over the past three months, we evaluated and discussed a great deal of information. Starting out with a vision estimated at more than \$300,000,000, it took creativity, commitment and confidence in what we learned, to package that vision into a program that we feel can be embraced by staff, parents and all community members because it is responsive to the needs of our students and is fiscally responsible to our community of taxpayers. As the committee worked through all of the valuable information presented through the process, and listened carefully to our professional team members, our assurance and excitement grew. At the conclusion of our evaluation, we had total consensus around the recommendation because all of the research, creative thinking, and knowledge learned supported the program we are recommending to you.

The impact of this millage to the average taxpayer in the Farmington Public Schools is shown below. This chart reflects the the average taxable value of a home in Farmington, at \$59,300 and for Farmington Hills at \$76,300. These values were received from the Farmington and Farmington Hills Assessor's office.



<b>\$222 MILLION BOND ISSUE (25 YEAR BOND-SOLD IN 3 SERIES)</b>							
Approx. Market Value of your Property	Taxable value of your Property	Annual Tax Increase	Average Weekly Cost	Average Monthly Cost	* Millage Increase	Existing Debt Levy	Total * Debt Levy
\$120,000	\$59,300	\$94.88	\$1.82	\$7.91	1.60	2.56	4.16
\$160,000	\$76,300	\$122.08	\$2.35	\$10.17			

\* Updated information presented to the Board of Education on May 7, 2013 included updated taxable values resulting in a 1.44 mill increase to 4.00 mills total with existing debt.

Report Card

Project Feasibility **A<sup>+</sup>**  
Bond Issue/Millage Campaign **A<sup>+</sup>**  
Project Management **A<sup>+</sup>**

plante moran CRESA  
REAL ESTATE CONSULTANTS

# Farmington Public Schools Capital Planning Advisory Committee

## Board of Education Update

May 27, 2014



## Presentation Overview

- ❑ Format of Board of Education Update
  - Engagement Overview
  - Formation of CPAC Team
  - CPAC Member Introduction
  - Bond Analysis Process and Comparison Information
  - Findings to Date
  - Building Utilization Considerations
  - Board of Education Input
  - Next Steps

## Engagement Overview:

### ❑ Background:

- After the November 2013 Bond Proposal failed, Farmington Public Schools (FPS) reached out to stakeholders to determine next steps to address the District's capital needs. Based upon the feedback from many stakeholders; including parents, civic leaders, and community members, there is strong support to go back to the community to request funding for another facilities plan (i.e. bond proposal). It was also clear from feedback that FPS needs to engage a cross section of stakeholders in this process in order to gain different perspectives from our community.
- Finally, based upon feedback from experts, there appear to be two likely approaches to financing our capital needs that a committee and Board of Education should consider:
  1. Going back for one, comprehensive bond proposal or
  2. A combination of a sinking fund with a later in time bond proposal

## Engagement Overview:

### Draft Committee Charge

- FPS inquired with surrounding Districts on possible firms to provide professional expertise and act as an independent facilitator in the evaluation. FPS engaged Plante Moran Cresa (PMC), an Owner's Representation/Consulting firm that has planned and implemented more than \$800M in capital projects in the K-12 Sector throughout Michigan.
- FPS would engage an advisory committee made up of community members, representatives from various stakeholder groups, and FPS staff to review earlier bond proposals, evaluate needs and priorities, and provide a recommendation to the Board that will include a critical need spending plan, along with appropriate funding source and ballot timing consideration.

## Engagement Overview:

### Draft Committee Charge

- The tasks the committee will accomplish are:
  1. Review the Facilities Forward Vision and Plan, along with other information used for the previous bond proposals; as well as any updated information to gain an understanding of the vision and estimated costs to meet those previously identified needs and priorities
  2. Identify needs versus wants and new priorities with revised cost estimates
  3. Develop and recommend funding options, including the amount of the financing plan and timing for Board of Education consideration

### Committee Process and Timelines: Approximately 6 to 9 months



## Formation of Capital Planning Advisory Committee (CPAC):

- ❑ In compliance with FPS' board policy, the District created an advisory committee made up of community members and representatives from various stakeholder groups, all who have resident status within the FPS District boundary. The advisory committee reviewed earlier bond proposals, evaluated needs and priorities and will recommend a plan to the Board the will provide funding of the identified needs and priorities. It was determined that non-resident FPS staff would not be able to vote, however be a resource the CPAC and provide insight into the curriculum, funding and financing, operations, and technology consideration of the District.

Capital Planning Advisory Committee (CPAC) Members:

Community Members	
Anderson	Jim
Bauman	Diane
Bassett	Leland
Beiermeister	Fritz
Brock	Steve
Buck	Tom
Bush	Mary
Cleland	Ed
Cohen	Jeff
Ellis	Jerry
Feiten	Sue
Flaharty	Carleigh
Garland	Jenn
Lindsey-Feagin	Kim
Manier	Jon
Muscio	Pete
Pastue	Vince
Paulson	Ken
Richards	Gene
Roggenkamp	David

Resources	
Johnston	Michael
Riebe	Jon
Robinson	Allyson
Sanders	Ken
Suliman	Chris
Zurvalec	Sue

## Capital Planning Advisory Committee: Activities to Date

Date	Goal	Outcome	Status
3/19/2014	CPAC Kick-off Meeting Overview of Engagement Overview of Nov. 2013 Bond Proposal	CPAC gains understanding of FPS goals and objectives for engagement and analysis from Nov. 2013 Bond Proposal	Completed
4/2/2014	Overview of FPS Finance Considerations Overview of Funding / Timing Considerations	CPAC members gain insight into FPS financial considerations and discuss funding mechanisms and timing	Completed
4/17/2014	Overview of Curriculum / Technology	CPAC members gain insight into FPS curriculum and technology relative to Capital Planning and discuss scope to be considered for bond funding	Completed
5/1/2014	Overview of "Visions of the Future" Overview of Furniture and Equipment	CPAC to review "Visions of the Future" and furniture and equipment portion of the Nov. 2013 Bond Proposal	Completed
5/14/2014	Prioritize Critical, Deferred, and Maintenance Items (i.e. Spending Plan)	CPAC to review and determine scope for critical, deferred, and maintenance scope and probable costs prior to Board Update and Public Input Sessions	Completed

**WORK IN PROGRESS**

## Preliminary Findings to Date:

If nothing changes (FPS maintains enrollment, operates same number of buildings, same square footage, etc.) the following is the proposed scope of work. A factor should be considered if enrollment, utilization, square footage, etc. changes.

<u>Discussion Topics:</u>	<u>November 2013 Bond</u>	<u>Revised Proposal</u>	<u>Reason for Change</u>
<input type="checkbox"/> Infrastructure Needs: (Site, Ext. Envelope, MEP, Asbestos, Code Compliance, Classroom/Hallways)	\$87.7M	\$87.7M	None
<input type="checkbox"/> Technology: (Computers, interactive displays, amplification systems, networks)	\$38.2M	\$18.9M	Refresh and 1:1 out
<input type="checkbox"/> Security (cameras, door access, network):	\$3.6M	\$2.2M (Grades 7-12)	In-line with need
<input type="checkbox"/> Secured Entrance/Welcome Center:	\$16.4M	\$8.2M	No major additions
<input type="checkbox"/> Furniture Replacement (Classrooms only):	\$7.8M	\$7.8M	None
<input type="checkbox"/> K-12 Media Center Remodel:	\$12.3M	\$4.1M	No major renovations
<input type="checkbox"/> Media Center Furnishings:	\$1.6M	\$1.6M	None
<input type="checkbox"/> High School Auditorium Remodel:	\$15.1M	\$6.0M	No major renovations
<input type="checkbox"/> Replace Outdoor HS Athletic Surfaces:	\$3.5M	\$3.5M	None
<input type="checkbox"/> Replace (20) Buses	Not included	\$2.0M	Included due to <u>decrease of Gen. Fund</u>
<b>Total:</b>	<b>\$186.2M</b>	<b>\$142.0M</b>	<b>(\$44.2M)</b>

**WORK IN PROGRESS**

Preliminary Findings to Date:

CPAC reviewed possible funding mechanisms including capital bond fund, sinking fund, combination of both, as well as timing considerations for election cycles.

Sinking Fund Proceeds

- Use of funds limited to certain type of improvements (excludes technology equipment, buses, and FF&E)
- District may not levy more than 5 mills for a period of not more than 20 years
- Based on projected taxable value growth history and projected taxable value. One (1) mill generates approximately \$3.2M to \$3.8M per year.

Bond Fund Proceeds

- Use of funds limited to certain type of improvements (includes technology equipment, buses, and FF&E)

<u>Discussion Topic:</u>	<u>Finding</u>	<u>Detail</u>
<input type="checkbox"/> Funding Mechanism:	2-Series Bond Fund	Work completed over 4-5 years Can include technology Can include buses/equipment Complies with useful life calcs.

**WORK IN PROGRESS**

## Preliminary Findings to Date:

CPAC reviewed possible funding mechanisms in comparison to timing considerations for election cycles.

- Four Regular Election Cycles
  - 4th Tuesday in February;
  - 1st Tuesday after the first Monday in May;
  - 1st Tuesday after the first Monday in August;
  - 1st Tuesday after the first Monday in November
  
- Information needs to be submitted and certified by the Clerk 82 days prior to Election Date (Michigan Public Act 253 of 2013)
  - November 4, 2014 - Certified by August 14, 2014
  - February 24, 2015 - Certified by December 4, 2014
  - May 5, 2015 - Certified by February 12, 2015

**WORK IN PROGRESS**

## Preliminary Findings to Date:

CPAC reviewed possible funding mechanisms in comparison to timing considerations for election cycles.

Discussion Topic:	Findings	
<input type="checkbox"/> Timing:		
November 2014	<b>Pros:</b> No election costs Funds projects quickest	<b>Cons:</b> Perceived as “too quick” Long ballot list New Superintendent onboarding
February 2015	Funds projects quicker Allows communication to voters Onboarding for new Supt.	Election costs Low voter turn-out
May 2015	Funds projects quicker Allows communication to voters Onboarding for new Supt.	Election costs Possible bond rating down-grade

# Report Card

Project Feasibility **A+**  
 Bond Issue/Millage Campaign **A+**  
 Project Management **A+**



## ENROLLMENT PROJECTION USING COHORT SURVIVAL METHOD & Adjusted to Community Demographic Trends

Educational Agency Name: Farmington Public Schools  
 County: OAKLAND

← Previous | Projected →

BASED ON 2013 BLENDED FTE COUNT

DISTRICT WIDE (ALL PUPILS)

Year 2012 Number of Live Births is PROVISIONAL

Year 2013 Number of Live Births is an ESTIMATE based on immediate past 3 years

Anticipated Non-historical Factor: 0.44%

Birth Yr	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Births	15,267	15,394	15,277	14,623	14,387	14,104	13,844	13,406	13,105	13,346	13,338	12,528
K% Birth	4.60%	5.25%	5.04%	4.87%	5.17%	5.04%	5.14%	5.02%	5.02%	5.02%	5.02%	5.02%

Grade	Historical Data							Projection Data									
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
K	702	808	770	712	743	711	712	672	657	669	669	628	N.A.	N.A.	N.A.	N.A.	N.A.
1	859	771	808	757	716	746	741	731	690	675	687	687	645	N.A.	N.A.	N.A.	N.A.
2	883	848	791	791	758	697	743	739	729	689	673	686	685	644	N.A.	N.A.	N.A.
3	800	880	856	791	798	748	687	745	741	731	691	675	688	687	645	N.A.	N.A.
4	825	795	888	836	782	766	729	679	736	733	723	683	667	679	679	638	N.A.
5	867	817	783	863	819	788	738	719	670	727	723	713	674	659	671	670	630
6	883	881	850	793	882	844	785	756	737	686	744	740	730	690	674	687	686
7	922	888	907	849	794	858	818	785	756	737	687	745	741	731	690	675	687
8	874	913	883	886	879	823	855	826	793	763	744	693	752	748	738	697	681
9	1,022	887	964	921	918	947	829	893	862	827	797	776	723	784	780	770	727
10	978	1,017	933	982	943	949	938	848	913	882	847	815	794	740	803	799	788
11	1,023	1,009	1,031	984	979	948	938	957	865	931	899	863	831	810	755	818	814
12	1,025	1,037	1,059	1,066	1,027	1,025	970	975	995	899	968	935	897	864	842	785	851
K-12	11,664	11,550	11,523	11,230	11,038	10,850	10,484	10,326	10,145	9,950	9,851	9,640	N.A.	N.A.	N.A.	N.A.	N.A.
Year-to-Year #Growth:	-114	-28	-293	-192	-188	-366	-158	-181	-195	-98	-212						
Year-to-Year %Growth:	-0.97%	-0.24%	-2.54%	-1.71%	-1.70%	-3.37%	-1.51%	-1.75%	-1.92%	-0.99%	-2.15%						
Spec Ed.	552	537	512	466	462	463	437	435	427	419	415	406					
Alt. Ed.	59	64	46	30	34	33	36	33	32	32	31	31					
Totals	12,275	12,151	12,081	11,726	11,533	11,346	10,957	10,793	10,604	10,400	10,297	10,076					

Projections for special education and alternative education pupils are based on 3-year averaging trend, and not affected by demographic.

Note: K-12 General Education Pupil Enrollment history and projections DO NOT include self-contained special education, alternative education or part-time students (in FTE's).



# Report Card

Project Feasibility **A+**  
 Bond Issue/Millage Campaign **A+**  
 Project Management **A+**



## FPS Building Utilization Analysis – Grades K-12

Proj. No.	Facility Type	Name of School Facility	Year Built	Total Sq.Ft.	Student Count (3/14)	# of General Education Classrooms (CR)	Total Student Capacity at 100% CR Utilization (25 pupils at ES, 26 pupils at UES, 27 pupils at 7-12)*	Percentage of Building Capacity at 100% Classroom Utilization compared to Student Count (3/14)	Total Student Capacity at 85% CR Utilization (25 pupils at ES, 26 pupils at UES, 27 pupils at 7-12)*	Percentage of Building Capacity at 85% Classroom Utilization compared to Student Count (3/14)
1	K-4	Beechview Elementary	1961	44,732	306	15	375	82%	319	96%
2	K-4	Forest Elementary	1967	42,508	393	15	375	105%	319	123%
3	K-4	Gill Elementary	1955	56,700	476	21	525	91%	446	107%
4	K-4	Highmeadow Elementary	1963	38,486	302	13	325	93%	276	109%
5	K-4	Hillside Elementary	1990	78,644	537	23	575	93%	489	110%
6	K-4	Kenbrook Elementary	1958	49,900	379	18	450	84%	383	99%
7	K-4	Lanigan Elementary	1965	52,473	509	21	525	97%	446	114%
8	K-4	Longacre Elementary	1959	45,700	334	16	400	84%	340	98%
9	K-4	Wood Creek Elementary	1970	50,345	362	20	500	72%	425	85%
10	5-6	Power Upper Elementary School	1968	99,672	691	31	806	86%	685	101%
11	5-6	Warner Upper Elementary School	1973	97,300	831	31	806	103%	685	121%
12	7-8	Dunckel Middle School	1957	97,200	786	32	864	91%	734	107%
13	7-8	East Middle School	1963	135,000	923	42	1,134	81%	964	96%
14	9-12	Farmington High School	1953	256,006	1146	69	1,863	62%	1,584	72%
15	9-12	Harrison High School	1970	245,307	1187	67	1,809	66%	1,538	77%
16	9-12	North Farmington High School	1961	233,099	1283	76	2,052	63%	1,744	74%
<b>Totals:</b>				<b>1,623,072</b>	<b>10,445</b>	<b>510</b>	<b>13,384</b>	<b>84%</b>	<b>11,376</b>	<b>99%</b>

\*National Center for Educational Statistics: National average pupil per teacher ratio = 15.9 students per teacher (<http://nces.ed.gov/fastfacts/display.asp?id=28>)

Farmington Public Schools : Educational goals include 25 pupils at ES, 26 pupils at UES, and 27 pupils at MS and HS grades ([www.farmington.k12.mi.us](http://www.farmington.k12.mi.us))

## Report Card

Project Feasibility A+  
Bond Issue/Millage Campaign A+  
Project Management A+

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**WORK IN PROGRESS**

## Capital Planning Advisory Committee – Building Utilization Consideration:

Based on projected enrollment, demographic information, and building utilization, a factor should be considered for reduction of square footage, proposed fund amount, and timing. The District will have to conduct an annual review in comparison to spending plan and cash flow. The District would anticipate a sinking fund or smaller bond fund in 5-10 years.

### Enrollment Factor

- Total # of K-12 Classrooms = 510 Classrooms
- Current Enrollment (3/14) = 10,445
- Projected Enrollment (2018) = 9,640
- This equates to a decrease in student enrollment of approximately 805 students (a potential 7.7% reduction)
- A potential 7.7% reduction factor should be considered on proposed bond items that are student-related (i.e. FF&E, technology, etc.)

### Building Utilization Factor\*

- FPS currently has 1,623,072 square feet of educational square feet in grades K-12
- The approximate per student is approximately 155 s.f. per student\*\*
- K-12 student enrollment is projected to drop by 805 students in the next 5 years, predominantly in the ES level
- PK students are currently housed at Alameda, Cloverdale, and FCS
- This would equate to a decrease of educational square footage of approximately 124,750 s.f. (a potential 7.6% reduction)
- A potential 7.6% reduction factor should be considered on proposed bond items that are building / square footage related at the elementary school level

### **\*School Student Capacity/Building Utilization:**

The total number of students in a given school is calculated by multiplying the total number of general education classrooms by the allowable number of students per teaching station. The State has provided guidelines (85%) for number of students per teaching station to provide for unexpected growth/decline in each school and provide additional scheduling flexibility. ([www.michigan.gov/treasury/0,4679,7-121-1753\\_56435---,00.html#QualifiedSchool\\_Bonds](http://www.michigan.gov/treasury/0,4679,7-121-1753_56435---,00.html#QualifiedSchool_Bonds))

**\*\* School Planning and Management – February 2014 Report:** Region 6 (IN, OH, MI): Median square foot per student = 155.2 s.f. ([www.webSPM.com](http://www.webSPM.com))

**WORK IN PROGRESS**

## Capital Planning Advisory Committee – Factor Considerations

A factor range for building utilization consideration has been applied for possible reduction of square footage, enrollment, etc. and impacts the proposed bond scope and amount by the following;

<u>Description:</u>	<u>Revised Proposal</u>	<u>5% Reduction Factor</u>	<u>10% Reduction Factor</u>
<input type="checkbox"/> Infrastructure Needs:	\$87.7M	\$83.3M	\$78.9M
<input type="checkbox"/> Technology:	\$18.9M	\$17.9M	\$17.0M
<input type="checkbox"/> Security:	\$2.2M	\$2.0M	\$1.9M
<input type="checkbox"/> Secured Entrance/Welcome Center:	\$8.2M	\$7.6M	\$7.4M
<input type="checkbox"/> Furniture Replacement:	\$7.8M	\$7.8M	\$7.2M
<input type="checkbox"/> K-12 Media Center Remodel:	\$4.1M	\$3.9M	\$3.7M
<input type="checkbox"/> Media Center Furnishings:	\$1.6M	\$1.5M	\$1.4M
<input type="checkbox"/> High School Auditorium Remodel:	\$6.0M	\$5.7M	\$5.4M
<input type="checkbox"/> Replace Outdoor HS Athletic Surfaces:	\$3.5M	\$3.3M	\$3.1M
<input type="checkbox"/> Replace Buses:	\$2.0M	\$1.9M	\$1.8M
<b>Total:</b>	<b>\$142.0M</b>	<b>\$134.9M</b>	<b>\$127.8M</b>

## Report Card

Project Feasibility A<sup>+</sup>  
Bond Issue/Millage Campaign A<sup>+</sup>  
Project Management A<sup>+</sup>

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### FPS Board of Education Input

#### Board discussion topics...

- Does the methodology of the assessment and defining critical needs with an applied factor in consideration of building utilization make sense?
- Is the methodology of the funding mechanism (a bond issue sold in 2-series) make sense in lieu of a sinking fund, or combination of both?
- Are the considerations for timing for a ballot proposal relative to a November 2014, February 2015, or May 2015 election make sense?

## Capital Planning Advisory Committee: Next Steps

Date	Goal	Outcome	Status
5/27/2014	Board of Education Update	Provide Board of Education update on engagement progress and next steps prior to Public Input Sessions	In - process
6/3/2014	Public Input Sessions	Provide update to Public regarding engagement and preliminary findings – ask key questions (i.e. Critical needs, funding amount, funding mechanics, timing?) and obtain feedback via survey	
6/9/2014	Public Input Session	Provide update to Public regarding engagement and preliminary findings – ask key questions (i.e. Critical needs, funding amount, funding mechanics, timing?) and obtain feedback via survey	
6/18/2014	CPAC Advisory Committee Meeting	CPAC to review input obtained from public meetings and discuss possible revisions to preliminary recommendations to the Board of Education	
6/26/2014	CPAC Advisory Committee Meeting	CPAC to finalize developed recommendation(s) and recommend funding options, including the amount of the financing plan to present to the Board of Education	
7/22/2014	Board Presentation of Findings and Recommendations	Provide Board of Education update on findings and recommendations	



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**MEMORANDUM FROM INSTRUCTIONAL SERVICES & ORGANIZATIONAL LEADERSHIP**

ASSOCIATE SUPERINTENDENT, MICHELE HARMALA

PH: 248.489.3390

FAX: 248.489-3334

TO: Board of Education, Sue Zurvalec

FROM: Michele Harmala, Associate Superintendent

SUBJECT: Instructional Plan for 2013 - 14

DATE: October 3, 2013

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The Instructional Plan for the 2013-14 school year is a continuation of the plan presented to the Board of Education over the past two years. The plan has been refined and revised using feedback from teachers and administrators, as well as student achievement data and program evaluation data (program evaluation summary report for 2012-13 attached). The plan (attached) highlights the broad initiatives provided and supported by Instructional Services and Organizational Leadership. The plan includes the phase of implementation, a statement of purpose, related activities and resources, and results targets. Additional detail and activities are included in the District Improvement Plan.

The broad initiatives for the 2013-14 school year include Quality Instruction, continued implementation of the Common Core State Standards and exploration of the Next Generation Science Standards, Cultural Competence, Response to Instruction, Positive Behavior Intervention Supports, a High School Structure Committee, Professional Learning Teams, School and District Improvement Planning, Professional Growth and Evaluation, and Talent Development.

All initiatives have been in place in previous years with the exception of the Next Generation Science Standards and the High School Structure Committee, which will be a new study this year. All schools and staff are made aware of the expectations and supports available for each initiative through a variety of communications and professional development activities. Information about initiatives is provided to the Board of Education and community through Focus on Results reports and other tools such as Update, @Farmington, and other media.

# Instructional Services and Organizational Leadership

Our instructional focus on student achievement through quality instruction and professional growth is accomplished through initiatives, structures and the allocation of resources to ensure appropriate support for implementation and success. The Instructional Plan provides details for the major initiatives, including the phase of implementation for 2013-2014 and a statement of purpose, related activities and resources, and expected results. The District Improvement Plan, submitted to the State of Michigan, Department of Education, includes additional detail related to instructional activities taking place in our District and/or schools.

The Instructional Plan for 2013-14 was developed through a process that took place between January 2013 and June 2013, and included dialogue and participation from teachers and administrators, consideration of State and Federal requirements, and the available resources of the District. The Instructional Leadership Team organized the plan and provided information about its content to all staff members through the Monday Email and various meetings held since August 2013. On-going monitoring and revision of this plan will be supported by the Expanded Instructional Leaders team meetings held monthly with the Instructional Leaders. The Expanded team includes up to four teachers from each school, and administrative representatives. The members work together to assess, monitor, and revise the Instructional Plan throughout the year.

## Instructional Leaders Team

Catherine Cost, Assistant Superintendent  
 Kristin Gekiere, Director  
 Michele Harmala, Associate Superintendent  
 Michael Johnston, Director  
 Naomi Khalil, Director  
 Jon Manier, Executive Director  
 Valerie Mierzwa, Director

### Implementation Phase Key:

<b>Exploration and Adoption</b>	<b>Program Installation</b>	<b>Initial Implementation</b>	<b>Full Operation</b>	<b>Innovation</b>	<b>Sustainability</b>
<i>Id need</i>	<i>Resource allocation:</i>	<i>Changes in skills</i>	<i>Full staffing, resources, etc.;</i>	<i>Refine or/and expand what is effective</i>	<i>On going review</i>
<i>Gather info</i>	<i>supplies, structure, personnel, policy development-referral process, reporting, outcomes</i>	<i>Organizational capacity &amp; culture: education, practice, time</i>	<i>The new way of 'doing business' is evident in practice, support, and outcomes</i>	<i>Eliminate what is a threat to outcomes</i>	<i>Refinement to ensure long-term survival of effective practices</i>
<i>Assess fit of intervention</i>				<i>Implement with fidelity prior to innovation</i>	
<i>Share info/support</i>					

# Quality Instruction

Exploration & Adoption	Program Installation	Initial Implementation	Full Operation (projected for 2015-16)	Innovation	Sustainability
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**Statement of Purpose:** Instructional practices designed to ensure high levels of achievement by all students. Currently, the Marzano instructional protocols incorporated in our *Professional Growth and Teacher Evaluation* model define the expectations for quality instructional practices and the desired effect on students, and support the use of a common language around teaching and learning.

## Related Activities and Resources:

- Instructional Coaches have been hired for each school. Instructional Coaches are part time teacher or ancillary service provider and part time coach. Each elementary school has a half time coach, and upper elementary, middle and high schools have up to three half time coaches.
- Professional development for Instructional Coaches includes
  - A monthly session to develop coaching ethics, skills and behaviors.
  - Eight sessions to develop knowledge and skills related to the Marzano instructional protocols, including understanding the Marzano Framework, the effects of instructional practices, inter-rater reliability in observation, observational feedback, and understanding lesson design and delivery.
  - Eight sessions with the school/district administrators to ensure inter-rater reliability when observing teacher practices.
- Continued assessment of student growth using the NWEA assessment in grades K-8.
- Use of instructional technology to enhance learning.

## Results:

- District Improvement Plan goals for proficiency in mathematics, reading comprehension, science concepts and processes, social studies, and writing.
- District Improvement Plan goal for increased student engagement.
- Observation scores of “Developing” or higher on the Marzano protocols for instructional practices, specifically Design Question 1, Elements 1-3 (Setting clear learning goals, tracking student progress and celebrating success).
- Perceptions of the benefit of Marzano related professional development to Instructional Coaches and administrators is rated high.
- Perceptions of the benefit of professional development to support development of coaching ethics, skills and behavior rated high by Instructional Coaches.
- Perceptions of the benefit of instructional coaching rated high by participating teachers and school administrators.
- Teachers report effectiveness of instructional technologies for student achievement and engagement.



## Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS)

<b>Exploration &amp; Adoption (NGSS)</b>	<b>Program Installation (CCSS)</b>	<b>Initial Implementation</b>	<b>Full Operation</b>	<b>Innovation</b>	<b>Sustainability</b>
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**Statement of Purpose:** Standards define what students must know and be able to do. They also ensure instructional programs are provided in alignment with the standards and are consistent for students from school to school and grade to grade. Common standards create a common language of expectation and practices among educators.

### Related Activities and Resources:

- Implementation of developed English Language Arts and Math units K-12.
- Professional development for all teachers on November 4 & 5 supporting knowledge, skills, and implementation of CCSS in ELA and Math.
- FPS participation in a County-wide NGSS leadership team for elementary implementation of the NGSS.
- FPS participation in the Oakland County Science Council and NGSS Steering Committee to create a five-year implementation plan for NGSS.
- Professional development for all administrators to ensure understanding of and leadership for the implementation of the CCSS.

### Results:

- Implementation of developed ELA and Math units K-12.
- Perceptions data reveals teachers and administrators are prepared for full implementation of CCSS in 2014-

# Cultural Competence

Exploration & Adoption	Program Installation	Initial Implementation	Full Operation	Innovation	Sustainability
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**Statement of Purpose:** A focus on cultural competence is designed to raise awareness and sensitivity to the diverse needs of our students as related to their multiple social identities.

- Related Activities and Resources:**
- Professional development for teachers and administrators through Oakland Schools, specifically Conversations about Race, Culturally Responsive Teaching Practices, Cultural Competence, Motivating African American Boys, and Social Justice 101 and 401.
  - Continued support for student related diversity activities.
  - Continued participation and leadership of the Minority Student Achievement Network.
  - School improvement activities focused on student engagement.
  - Continued provision of parent supports, particularly at Title schools.

- Results:**
- Increase the percentage of students reporting that their teachers care, show respect and apply rules equally to all students to 80-90% across all levels, as reported by the SIP and LAC-O surveys.
  - Increase the percentage of teachers who report they are equipped to address the achievement gap to 80%

# Response to Instruction

Exploration & Adoption	Program Installation	Initial Implementation	Full Operation (Literacy Interventions)	Innovation	Sustainability
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**Statement of Purpose:** Direct support for struggling readers as a supplement to the standard curriculum and program for reading is designed to ensure high levels of student achievement and continued success in school for all students.

**Related Activities and Resources:**

- Literacy interventionists (6 FTE) support the provision of direct instruction for students in grades K-6.
- Professional development, through Oakland Schools, for new teachers who will implement Readers and Writers workshop.
- Continued implementation of Readers and Writers Workshop K-6.
- Continued implementation of Instructional Consultation Teams (ICT) K-4 (4.5 FTE)

**Results:**

- Increase the number/percentage of total students “successfully discontinued” from intervention services.
- Increase the number/percentage of total students who demonstrate growth, as measured by Fountas & Pinnell, through the intervention services.
- Increase the percentage of students who sustain growth after intervention services are discontinued.
- Increased percentage of students who meet their goal targets through ICT support.
- Maintain or decrease the percentage of students with

## Positive Behavior Intervention Support (PBIS)

Exploration & Adoption	Program Installation	Initial Implementation	Full Operation	Innovation	Sustainability
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**Statement of Purpose:** PBIS is designed to ensure systemic support for the social/emotional needs of students. PBIS includes setting clear expectations for students and teaching students how to meet those expectations. PBIS is a proactive and positive skill building approach for teaching and learning of successful student behaviors.

### Related Activities and Resources:

- Continued implementation of direct support for social/emotional instruction through the Student Assistance Program Coordinators (SAPC) and Behavior Interventionists in grades K-6 (5.9 FTE).
- Continue implementation of PBIS at all schools.
- District representatives participate in NoBLE, an anti-bullying partnership with Oakland County entities.
- Convene a Task Team to identify alternatives to suspension, particularly for “disruptive behavior,” “failure to serve detention,” and “tardiness.”
- Implement required Coordinated Early Intervening Services at the middle school level, as required by the Michigan Department of Education, to reduce disproportionate suspension of African American students (1.0 FTE).
- Support student access to curriculum and instruction, and engagement at the secondary level through Universal Design for Learning supports and professional development. (2.0 FTE)

### Results:

- Eliminate disproportionate suspension of students with disabilities and African American students by reducing “out-of-school” suspensions for the 2013-14 school year by 33% (based on 2012-13 rates), specifically related to tardiness and failure to serve detentions, and disruptive behavior. (Evidence: No more than 1140 suspension days for African American students and no more than 300 suspension days for African American students with disabilities for disruptive behavior, and no more than 215 suspension days for African American students with disabilities for failure to serve detentions, and tardiness.)
- Increase the number of schools at 80% - 100% of full implementation of PBIS to eight.
- Recommendations, as necessary, for policy, procedure or practice changes to ensure students are in school

# High School Structure Committee

<b>Exploration &amp; Adoption</b>	<b>Program Installation</b>	<b>Initial Implementation</b>	<b>Full Operation</b>	<b>Innovation</b>	<b>Sustainability</b>
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**Statement of Purpose:** The Committee is designed to study high school course and scheduling options to ensure students have the opportunity to participate in a comprehensive high school experience while meeting the demands of the Common Core State Standards and graduation requirements.

**Related Activities and Resources:**

- Convene a Committee to, according to the established charge, study, analyze and recommend options for a high school structure.

**Results:**

- Recommendations for a high school structure that ensures students have the opportunity to participate in a comprehensive high school experience are provided

# Professional Learning Teams

Exploration & Adoption	Program Installation	Initial Implementation	Full Operation	Innovation	Sustainability
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**Statement of Purpose:** Student achievement and professional practices improve when collaborative teams reflect on, dialogue about, and adjust instructional practices based on growing knowledge of curricular standards, quality instructional practices and formative assessment practices.

### Related Activities and Resources:

- PLTs meet weekly based on a District PLT calendar that includes 30 hours of time added to the teachers’ day, and eight one-hour delayed start sessions for students.
- Professional development to support the implementation and use of the *Classroom Assessment for Student Learning* materials (materials guide PLTs through the development and use of formative assessments constructed according to strong assessment design principles).
- Monthly to quarterly expectations for PLTs that include benchmarks for progression through the *Classroom Assessment for Student Learning* materials and related work products.
- A PLT Steering Committee meets once every six weeks to support the implementation of PLTs. The Committee includes teachers and administrators, and both Instructional and Instructional Support (Business, Human Resources, etc.) staff members.
- Instructional Coaches support PLTs.

### Results:

- By May 30, 2014, each instructional PLT (100%) will develop and/or revise a formative assessment according to sound design principles, use the assessment with students, and analyze the results to determine whether the assessment serves its designed purpose and meets reliability and validity standards. (Evidence: Formative assessments and notes from review of use.)
- By May 30, 2014, each instructional support PLT will have identified standards of practice, assessed the current and desired state of those standards of practice, determined change targets and created actions plans to improve the standards of practice, and monitored the implementation of action steps toward meeting the change targets. (Evidence: PLT meeting notes.)
- Perceptions of PLT implementation will increase from the 2012-13 rating of 2.50 (5 point scale), specifically related to the survey statement, “our PLT talks about

# School Improvement Planning

Exploration & Adoption	Program Installation	Initial Implementation	Full Operation	Innovation	Sustainability
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**Statement of Purpose:** School improvement planning is designed to ensure schools identify and support student needs as identified by various data, including achievement and perceptions data. School improvement plans inform the District Improvement Plan and ensure Instructional Services and resources are aligned with identified needs.

- Related Activities and Resources:**
- Convene school improvement teams on a regular basis throughout the school year to share practices and monitor strategies as identified in School Improvement Plans.
  - Develop the District Improvement Plan as an aggregate of all School Improvement Plans.
  - Design Instructional Services (staffing, professional development, materials and supplies, etc.) to support activities as outlined in the District Improvement Plan.

- Results:**
- School Improvement Teams report that Instructional Services support the implementation of School Improvement Activities.
  - School and District Improvement Plan targets are met

# Professional Growth and Evaluation

<b>Exploration &amp; Adoption</b>	<b>Program Installation</b> (Administrator)	<b>Initial Implementation</b> (Teacher)	<b>Full Operation</b>	<b>Innovation</b>	<b>Sustainability</b>
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**Statement of Purpose:** Farmington’s Professional Growth and Evaluation models are designed to focus on helping educators grow and develop as professionals for the benefit of our students. The models establish clear expectations for performance, including criteria that establish a fair, accurate and meaningful evaluation system.

## Related Activities and Resources:

- A Core Planning Team, including teachers and administrators guides the on-going implementation of both the teacher and administrator models.
- Implementation Point Persons (a teacher) from each school/department meet on a monthly basis with the Core Planning Team to ensure dissemination of information and careful monitoring and adjusting of the model.
- Professional development includes eight sessions for administrators and Instructional Coaches to develop knowledge and skills related to the Marzano instructional protocols, including understanding the Marzano Framework, the effects of instructional practices, inter-rater reliability in observation, observational feedback, and understanding lesson design and delivery.
- Instructional Coaches support teacher understanding and implementation of Marzano instructional practices and student achievement data.
- Half-time teacher liaison supports implementation.

## Results:

- 100% of teachers and administrators (instructional) will receive a performance rating based on their related Professional Growth and Evaluation model.
- All teachers/administrators rated lower than “effective” in 2012-13 and who are currently in a teaching position with FPS will successfully implement their Individual Development Plan as designed and increase their rating to “effective” by May 1, 2014.
- Observation scores of “Developing” or higher on the Marzano protocols for instructional practices, specifically Design Question 1, Elements 1-3 (Setting clear learning goals, tracking student progress and celebrating success).
- Ratings will be used as part of the annual staffing process.
-



# Talent Development

<b>Exploration &amp; Adoption</b>	<b>Program Installation</b>	<b>Initial Implementation</b>	<b>Full Operation</b>	<b>Innovation</b>	<b>Sustainability</b>
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**Statement of Purpose:** The design of a comprehensive talent development system ensures the support and on-going development of highly effective staff members.

**Related Activities and Resources:**

- Research and develop a talent development model for teachers and administrators by end of the school year, including a plan for preparation, recruitment, hiring, placement, mentoring, induction, professional development, compensation, evaluation and leadership development.
- Continue to support teacher leadership in task teams, facilitation of professional development, and participation in leadership development professional development activities.
- Provide professional development for new teachers on an on-going basis throughout the first years.

**Results:**

- Identify and support the development of up to 5 teacher and 2-3 administrative leaders through talent development programs such as the Gerstacker Fellowship, Aspiring Principals, task team facilitation, etc. (Evidence: 7-8 teachers/administrators participating in talent development programs/activities.)
- A model for the development of teachers and administrators by end of the school year, including a plan for preparation, recruitment, hiring, placement, mentoring, induction, professional development, compensation, evaluation and leadership development.
-



## Office of Instructional Services

### MEMORANDUM

TO: Board of Education  
CC: Sue Zurvalec, Superintendent  
Michele Harmala, Ph.D., Associate Superintendent  
FROM: Catherine M. Cost, Ed.D., Assistant Superintendent  
RE: High School Structure Committee  
DATE: September 4, 2013

#### **Background:**

In the fall of 2007, Farmington Public Schools instituted a trimester schedule for all high schools. This was brought about by a need to reduce budget expenditures while maintaining a model of instructional structure which met the needs of students.

In 2012, the administration and Board of Education asked that an evaluation of the currently implemented trimester model be undertaken. The evaluation process was not intended to recommend alternative scheduling models, as this work is considerably different in scope and nature.

Working cooperatively with Dr. Lindson Feun, Oakland Schools Research, Evaluation & Assessment Consultant, and Dr. Kristine Gullen, Oakland Schools High School Consultant an evaluation plan was developed and followed. This included a review of demographic data, enrollment data, achievement data and student, staff and parent perception data.

One of their recommendations included the exploration of other schedules. This proposal includes a charge and the scope of work to complete that work.

#### **The Charge:**

A High School Structure Committee will be formed (in accordance with Board Procedure 1221) to:

- Identify the current state of trimesters using the Trimester Evaluation Final Report and other data, in order to determine the strengths and challenges of our current structure.
- Gather community values around the high school experience, regarding items such as the number and types of electives choices, student-teacher relationships, ability for acceleration or remediation, extended learning opportunities, etc.
- Review and examine alternate high school structures.
- Considerations must be given to impacts on class size.
- Middle School, upper elementary and elementary schools should also have a voice in any scheduling model that may be recommended

- Outline the strengths, challenges and costs of any recommended structure.
- Make recommendations that align with the community values and meets the State of Michigan graduation requirements, aligns with the Common Core Curriculum Standards, and must not significantly increase operational costs.
- Recommendations should include ways to overcome challenges within proposed structures.
- Recommendations should include identification of resources necessary for implementation (professional development, materials, curriculum re-alignment, etc.).
- Present final recommendations to the Board (implementation in 2015-16 at earliest)

**Timeline:**

The High School Structure Committee should complete the work October, 2013 – April, 2014.

**Committee Membership:**

30-40 people

- 6 administrators - CO, HS (2), MS, Elem, special education
- 18 teachers – fine arts (3), elective (3), core content (9), counselors (2), special education
- 10 parents – those who have current high school children, current middle school children, current elementary children and post high school students.
- 4 students
- Community partner(s)
- Post secondary education representative(s)
- FEA Board member(s)

The charge will be announced as well as the opportunity for community members to apply (late September, 2013). A team of Instructional Leaders, school staff members, community members and PTA leaders will determine the final selection of committee members (early, October). This will be done using criteria that includes a balanced geographic and demographic distribution, expertise around high school structures, and commitment to success of students in our community. The first meeting will be during the week of October 21, 2013.

**Facilitators:**

Outside facilitator – Carol Klenow (Oakland Schools); District Liaisons - Julie Kaminski, Catherine Cost

**Meeting Dates:**

Meetings will be held on Wednesdays (3:30 – 5:30 pm) as well as three full days (8 – 3 pm). Some members will be asked to provide updates to the Board of Education. The committee as a whole will meeting on the dates designated in yellow, subcommittee meetings will be held at a time convenient for the subcommittee. Participants are expected to attend all whole group meetings.

## **Forums to be held March 10, 11, 12 and 13 High School Structure Committee to host 10 community forums to get feedback from teachers, parents, students, and community members**

*Farmington, Michigan*— In October 2013, a High School Structure Committee was formed to:

- Identify the current state of trimesters using the Trimester Evaluation Final Report and other data, in order to determine the strengths and challenges of the current structure.
- Gather community values around the high school experience, regarding items such as the number and types of elective choices, student-teacher relationships, ability for acceleration or remediation, extended learning opportunities, etc.
- Review and examine alternate high school structures.
- Considerations must be given to impacts on class size.
- Middle school, upper elementary and elementary schools should also have a voice in any scheduling model that may be recommended.
- Outline the strengths, challenges and costs of any recommended structure.
- Make recommendations that align with the community values and meets the State of Michigan graduation requirements, aligns with the Common Core Curriculum Standards, and must not significantly increase operational costs.
- Recommendations should include ways to overcome challenges within proposed structures.
- Recommendations should include identification of resources necessary for implementation (professional development, materials, curriculum re-alignment, etc.).
- Present final recommendations to the Board (implementation in 2015-2016 at earliest).

Since the last update to the Board of Education in January 2014, the Community Values sub-committee presented their work with a summary of what parents, students and staff felt were important in the high school structure.

"The Committee has been reviewing numerous research articles regarding scheduling models," said co-chair of the Committee, Catherine Cost, Assistant Superintendent K-12 Instructional Support Services. "Interestingly

**Forums to be held March 10, 11, 12 and 13  
High School Structure Committee to host 10 community forums to get  
feedback from teachers, parents, students, and community members**

enough, studies have indicated no particular scheduling model better serves teachers and students over another. Furthermore, adequate teacher professional development is the key."

Each subcommittee is in the process of reporting out to the entire committee. Per the charge to the subcommittee, each subcommittee is also looking at the strengths of each model, as well as the challenges and the resources needed to support the successful implementation of each model. After dialog on each of the four schedule types, and comparing each schedule with the community feedback rubric, the Committee will begin making a decision on which of the four models to recommend.

The recommendations will then be taken to the community (parents, students, staff, community members) in order to obtain additional feedback. Ten forums will be held to share possible four-year plans for each recommendation, as well as the strengths and challenges of each model.

The Feedback Sessions will be held:

**Monday, March 10** • 1 p.m., 3 p.m., 4:30 p.m.

North Farmington High School Media Center, 32900 W. 13 Mile Rd., Farmington Hills

**Tuesday, March 11** • 3 p.m.

Farmington Central High School Commons Area, 30415 Shiawassee, Farmington Hills

**Wednesday, March 12** • 9 a.m., 3 p.m., 7 p.m.

Harrison High School Media Center, 29995 W. 12 Mile Rd., Farmington Hills

**Thursday, March 13** • 8 a.m., 3 p.m., 7 p.m.

Farmington High School Media Center, 32000 Shiawassee, Farmington

The feedback gathered at these sessions will then be discussed by the Committee, prior to any final recommendation to the Board of Education. The Committee is scheduled to present its recommendation during a pre-meeting and then again during the regularly scheduled Board Meeting on Tuesday, April 29.

## **Board of Education members unanimously select Trisha Balazovic to fill open Board seat**

*Farmington, Michigan*— On Wednesday, March 5 and Thursday, March 6, the Board of Education interviewed 10 candidates for the open Board of Education seat due to Priscilla Brouillette stepping down from the Board. After the final interview on March 6, the Board narrowed the candidates to two, Trisha Balazovic and Asim Khan, who were brought back for second interviews on Monday, March 10. After the interviews and Board discussion, Trisha Balazovic was selected by a 6 to 0 vote as the new Board of Education trustee.

Balazovic will be sworn in and begin her Board service at the Tuesday, March 18 Board of Education meeting. The appointment is effective through December 31, 2014. The seat will then be filled at the regular school board election in November 2014.

The Board of Education members thanked all of those who expressed a desire to be on the Board and were impressed with all who interviewed.

## **Farmington High School celebrates 125 Years of Excellence on Saturday, May 17**

*Farmington, Michigan* — Farmington High School will celebrate its 125th year anniversary with a variety of activities on Saturday, May 17. The first annual Decades Dash 5k Fun Run will take place at Farmington High School located at 32000 Shiawassee in Farmington, rain or shine.

The Run is a family-friendly fun event for participants of all ages. Dress up for the decade of your choice (1920's-1990's) or get a group together for a decade themed run. Prizes will be given out for best costume and group costumes before the race. Finish the race at the Falcon Football Field and celebrate to the sounds of the decades!

Racers can check in at 8 a.m.; the race begins at 9 a.m. Registration fee is \$30 before the race and \$35 the day of the race. Early pick up and registration will take place, Friday May 16 in the main lobby of Farmington High School. For information on the race and to pre-register, go to [http://www.farmington.k12.mi.us/fhs/5k\\_tech\\_fun\\_run.php](http://www.farmington.k12.mi.us/fhs/5k_tech_fun_run.php). Proceeds from the race will go to the Farmington Public Schools' robotics team, the Hackbots, and the Farmington High School Technology Fund.

The celebration continues with a ceremony and building tour given by students of the school. The building tours and mixer will take place from 4 - 4:50 p.m. From 5:00 - 6:20 p.m., there will be a presentation in the auditorium. The program will include remarks from Superintendent Sue Zurvalec and Mayor of Farmington Bill Galvin, as well as past and present principals. There will be performances by the school choir, a Symphony Orchestra, Dance Company, and a historical presentation of Farmington High School. Special recognition will be paid to the academic and athletic Champions of 2014. The presentation will conclude with a surprise dedication.

Donations for the Farmington High School Technology Fund can be sent directly to Farmington High School, 32000 Shiawassee, Farmington, MI 48336. Checks can be made payable to the FHS PTSA.



## **Farmington Public Schools' student awarded National Achievement Scholarships**

*Farmington, Michigan*—On April 9, 2014, the National Achievement Scholarship Program announced the names of outstanding Black American high school seniors who have won National Achievement Scholarship® awards for college undergraduate study. Farmington Public Schools' Adam M. Ikner from North Farmington High School is among the winners. Awards are financed by grants from corporate organizations, professional associations, and the National Merit Scholarship Corporation.

Achievement Scholar designees include 700 recipients of National Achievement® \$2,500 Scholarships. Finalists in the 2014 competition were considered for single-payment scholarships, awarded on a regional representation basis in numbers proportional to the population of Black Americans in each geographic region. There were also about 100 recipients of corporate-sponsored Achievement Scholarship awards. Corporate-sponsored scholarships are renewable and provide stipends that can vary from \$500 to \$10,000 per year, but a few provide single payments between \$2,500 and \$5,000.

More than 160,000 students entered the 2014 National Achievement Scholarship Competition by requesting consideration when they took the 2012 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) as high school juniors. In September 2013, approximately 1,600 of the highest scorers were named to the Semi-finalists level on a regional representation basis. To continue in the competition, semifinalists had to fulfill requirements for Finalist standing which included having a record of consistently high academic performance; being endorsed and recommended by an official from their high school, earning SAT scores that confirmed their PSAT/NMQT performance; and writing an essay.

From the Semifinalist pool, some 1,300 advanced to the Finalist level, and 800 National Achievement Scholarships winners were selected from this group of outstanding students. Achievement Scholar awardees are the Finalist candidates judged to have the strongest record of accomplishments and greatest potential for academic success in college.

Mr. Ikner is considering a career in music.



**DATE:** May 8, 2014  
**CONTACT:** Diane Bauman  
248.489.3349

**FOR RELEASE:** Immediate

## **Board of Education selects Dr. George Heitsch as the next superintendent for Farmington Public Schools**

*Farmington, Michigan*— On Thursday, May 8, the Farmington Public Schools' Board of Education selected current Superintendent of the Avondale School District, Dr. George Heitsch, to serve as the District's next superintendent with a 4-3 vote.

Dr. Heitsch has served as Superintendent of the Avondale School District since 2006. Prior to that he worked in Farmington Public Schools, West Bloomfield School District, and Huron Valley Schools. He earned his Educational Doctorate in Curriculum and Instruction from Wayne State University.

The Superintendent Search Process began in March with the Search narrowing to two finalists who participated in day-long visits and final interviews last week. The other finalist was Dr. Michele Harmala, Associate Superintendent of Instructional Services and Organizational Leadership for Farmington Public Schools.

Current Superintendent, Susan H. Zurvalec, is retiring on July 1, 2014 after serving as the District's superintendent for the past nine years.



**DATE:** April 15, 2011  
**CONTACT:** Diane Bauman  
School/Community Relations  
248. 489. 3349

**FOR RELEASE:** Immediate

The QAR Team also commends Farmington Public Schools for the following:

- The appreciation for diversity is evident in the positive interaction among the students and community.
- Farmington Forward, the District's vision and purpose statement; "Farmington Public Schools, together with our community," is clearly proven by involvement of the community and testimony of the stakeholders.
- There is a clearly functioning and well-defined synergy between the community and the schools.
- There is a District-wide commitment that "all means all" as is pertains to student learning.
- Public trust exists that Farmington Public Schools is a fiscally responsible entity.
- Stakeholders have meaningful participation in the decision-making process.

The QAR Team also offered areas for improvement, although they were also highly rated:

- Systemically implement, with fidelity, fully-functioning Professional Learning Communities at all grade levels.
- Expand the intervention programs across the District to utilize the investment that has been made by the District as presented by the Instructional Consultation Teams, data and literacy coaches and other sources that provide interventions.
- Restructure the process by which all administrators and teachers consistently utilize data to drive instruction.

"This is a testament to each and every one of our staff members whose hard work on a day-to-day basis, despite all of the possible distractions for those in public education. This proves that hiring top-quality people who are committed to the education of all children can and do succeed, even beyond expectations at times," said Howard Wallach, board of education president, in a message sent to all staff. "We are delighted that the District has received this honor and recognize that it is due to the staff's hard work, commitment and dedication to the children who attend Farmington Public Schools."

"I am very proud and pleased that the District received outstanding ratings and a very positive report that has earned us District accreditation," said Superintendent Susan Zurvalec. "I am so proud of the work that all of our staff do each day to keep student achievement as our number one priority, despite the many challenges that currently face public education and the many changes we have gone through."

## **District recommended for Accredited status by Quality Assurance Review Committee**

*Farmington, Michigan*—On Wednesday, April 13, Farmington Public Schools (FPS) was recommended for Accreditation status by an AdvancEd Quality Assurance Review (QAR) Team.

AdvancED is a global leader in advancing education excellence through accreditation and school improvement. The AdvancEd Accreditation Process, a protocol embraced around the world, is a clear and comprehensive program of evaluation and external review, supported by research-based standards, and dedicated to helping schools, districts and education providers continuously improve.

The District was measured against seven standards for quality systems that reflect research and best practice, not just in education, but in organizational excellence in general. The seven standards that are judged as Highly Functioning, Operational, Emerging or Not Evident are:

- 1. Vision and Purpose** - FPS is Highly Functioning
- 2. Governance and Leadership** - FPS is Highly Functioning
- 3. Teaching and Learning** - FPS is Highly Functioning
- 4. Documenting and Using Results** - FPS is Operational
- 5. Resource and Support Systems** - FPS is Highly Functional
- 6. Stakeholder Communications and Relationships** - FPS is Highly Functional
- 7. Commitment to Continuous Improvement** - FPS is Operational

Operational is the level at which AdvancEd considers a standard "fully met." The Highly Functioning rating is reserved for those standards for which the QAR team found evidence to indicate that the District is performing in an exemplary manner.

The QAR Team chair, Dr. Joy Mockelman, who has conducted numerous QAR visits, shared that Farmington Public Schools received the most "highly functioning" ratings for all the districts she has reviewed. The Team had high praise for all District staff, students, community members and schools that they met and visited.

The QAR Team included eight members, four educators from Wyoming, Oklahoma and Indiana and four from Michigan. The Team interviewed 198 stakeholders and reviewed artifacts for the 63 indicators from the above seven standards.

# District



Every school in the District has a student-led green team; 10 of which have been certified as Michigan Green Schools.

## AP Achievement

Farmington Public Schools was one of **388 school districts in the nation honored by the College Board with a place on its AP<sup>®</sup> Achievement List** for opening AP classroom doors to a significantly broader pool of students, while maintaining or improving the percentage of students earning scores of 3 or higher.



The District is in its third year of having an International Baccalaureate (IB) program with more than 340 students participating on some level during the 2012-2013 school year. In Spring of 2013, the International Baccalaureate program achieved World School designation, **the highest endorsement possible.**

**Elementary, Upper Elementary, Middle School and High School Newcomer Centers provide linguistic and educational supports to meet the needs of newly arrived immigrants to the District.**

The Association of School Business Officials International (ASBO) for the 16th year in a row awarded the **Meritorious Budget Award for Excellence** in the preparation and issuance of school system annual budget to Farmington Public Schools. The District has also earned ASBO's **Certificate of Excellence in Financial Reporting** for the past 16 years.

*The District is a member of the national Minority Student Achievement Network (MSAN) which focuses on raising achievement and closing achievement gaps.*

The District serves families who represent more than **102 languages**.

Seven Farmington Public Schools have been named **Michigan Blue Ribbon Exemplary Schools** with three also being named **National Blue Ribbon Exemplary Schools.**



All schools are **fully**

**accredited** by AdvancED  
(formerly North Central Association of Colleges and Schools).

Alameda Early Childhood Center and Farmington Community School are accredited by the National Association for the Education of Young Children (NAEYC).



## Staff



The District is home to two Milken National Educator Teacher award winners.

Since 1989, 20 Farmington Public Schools' teachers have been named **Oakland County Outstanding Teachers of the Year** and nine Farmington Public Schools' support staff have been named **Oakland County's Betty Campion Support Persons** of the Year.

## Staff

**more than 85% of Farmington Teachers hold advanced degrees.**

**85 percent**



**North Farmington High School and Farmington High School were named to Newsweek's top 1,000 public high schools in the country.**

# points of pride



**District Mission Statement:** Farmington Public Schools, together with our community, will engage every student in a quality learning experience, empowering each student to become a thoughtful, contributing citizen in a changing world.

## District Vision Statement

The vision of Farmington Public Schools is high achievement by all students, where learning is our most important work. We are a District in which:

- Students, teachers, parents, community members, support staff, and administrators work collaboratively to create a positive learning environment to ensure all students are successful, competent and productive.
- Teachers hold high expectations for all students.
- We rely on our diversity of thought, perspective and people to build on our strengths.
- All students and staff feel empowered and supported.
- Teachers use best practice in every classroom to engage each child.
- Each school provides a safe, caring and nurturing environment for students, staff and parents that enables every child to experience the joy of learning.
- Decisions are based on data and quality information.

## Our Desired Culture

- Everything we do is focused on learning
- We are all accountable for our students' success
- We all engage in continuous learning, collaboration and personal growth
- We respect and care for students and each other
- We are inclusive and respect everyone
- We foster innovation, creativity and risk taking
- We reward and recognize what we value
- We model civility in our language and actions



*Farmington*  
PUBLIC SCHOOLS

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E-mail: [info@farmington.k12.mi.us](mailto:info@farmington.k12.mi.us)

Follow us on: [facebook](#) [twitter](#)

# points of pride



## Students

Approximately 795 students took **Advanced Placement** exams and 71 percent qualified for college credit on at least one exam in 2012 - 2013. **This ultimately saves hundreds of dollars of college tuition for families.**

— **The three comprehensive high schools' musical groups annually compete and win state and national honors.**

— Students have the opportunity to participate in a wide variety of athletics. Many of the teams have earned **divisional, regional and state championship titles.**

Farmington Public Schools' students **consistently score above state and national averages** on the American College Test (ACT), Scholastic Assessment Test (SAT) and the Michigan Education Assessment Program (MEAP).

**Students regularly earn honors as AP Scholars, All State Academic winners and National Merit Award winners.**

Students from around the District excel in State and National competitions like **WordMasters, PTA Reflections** and **Math Pentathlon.**



High school students can participate in the District's **student-run television studio, TV-10**, which just celebrated 31 years of operation.

## Community

Involved and **supportive parents** are one of the many strengths of Farmington Public Schools. Parents are involved in their schools and participate in PTAs/PTSA's, booster groups, the Farmington African American Parent Network (FAAPN), Proud Dads Club and other parent groups.

The Farmington PTA Council recently won the PTA Council Award of Excellence, as well as a Certificate of Success for partnering with business members.

Since 1996, the City of Farmington Hills, in partnership with the City of Farmington, Farmington Public Schools and the Farmington Family YMCA, has operated **After School Youth Centers** which have supported more than 8,000 students between the ages of nine through 15.

The District enjoys a strong relationship with the Farmington and Farmington Hills community including partnerships with many local businesses and civic organizations that all work together to support children and families.



The Education Foundation was formed by community members to provide financial and volunteer support to Farmington Public Schools. Community contributions to the Education Foundation have enabled the Foundation to award more than \$50,000 in grants in the form of technology, extracurricular enrichment, the arts and scholastic achievement.

In 2013, Farmington Public Schools **graduated 897** students; approximately **95 percent** went on to a **four-year university, community college or technical school.**



## Farmington Public Schools sees solid performance on recent customer satisfaction survey

*Farmington, Michigan*—On Tuesday, January 24, the Board of Education received a report from the Community Relations Committee on the results from the recent Customer Satisfaction Survey that was initiated in the District.

In 1995, Farmington Public Schools was one of the first school districts to embark on a parent/community satisfaction survey process. Since that time, the District has remained committed to this process every five years. This is all part of the District's ongoing efforts to increase customer satisfaction and engagement with our parents and community members.

This year, the District partnered with Cobalt Community Research to conduct the Survey. Cobalt is a 501c3 nonprofit coalition with a mission to provide research and education. Cobalt was developed to meet the research needs of schools, local governments and nonprofit organizations.

It is important to note that this Survey is different from the District's past parent/community surveys and provides a much stronger baseline dataset for the District. This assessment is powered by the patented technology of the University of Michigan's American Customer Satisfaction Index (theACSI.org), the well-respected standard of customer satisfaction metrics for both government and the private sector.

The Survey was launched the week of November 30 with two mailings sent to a random sample of 1,500 residents drawn from voter records. This survey had a valid response from 367 residents, providing an ACSI margin of error of +/- 2.3 percent (95 percent confidence).

An online version of the Survey was also made available to others who wanted to share their thoughts but were not part of the random sample. The online survey was publicized in the local papers, on the District's list serv and on the District's web site. The Survey was offered in the following languages: English, Arabic, Albanian, Hindi, Japanese and Spanish. These surveys had a response from 1,841 respondents, providing an ACSI margin of error of +/- 1.1 percent (95 percent confidence)

### Highlights of Results

- The District has solid performance when compared against the State benchmarks.
- At 63 on a scale of zero to 100, the community's rating of satisfaction with FPS compares favorably to other Michigan districts (57), the Midwest (59) and the U.S. (57).
- The areas where improvement can have significant impact on organizational satisfaction and engagement have solid performance; however, the data shows that additional improvement in these areas will continue to lift outcomes:

## Farmington Public Schools sees solid performance on recent customer satisfaction survey - continued

-Curriculum -Principals -Teachers -Communication

-The three most important factors chosen by FPS parents for selecting a school system are:

1. Academic Performance
2. Quality of Staff
3. Safety and Security

-The following were the top four components of a quality school district as chosen by FPS parents:

1. College and career preparatory experiences which assist students for a successful future.

2. School staff that have a relationship with and care about my child

3. Schools that provide a safe and nurturing environment for students

4. Technology embedded deeply in each classroom's daily learning

- Two areas where FPS parents outperformed the community, comparable sized Michigan school districts and Statewide were:

1. Participate in parent organizations

2. Would pay more taxes to improve FPS

- Overall, Communications was one area where the District exceeded all the other benchmarks.

-The most positive areas of how our District is performing were communications, recent contact, facilities, teachers and the web site.

This Parent and Community Survey provides baseline data for the District's Farmington Forward continuous improvement process and goals. The District will review the Survey Results with District leaders and delve deeper into the data and what it means for Farmington Public Schools. Action plans will be developed for improvement. The District will also be sharing the results with parents, community members and staff.

"This survey serves as a performance improvement tool for the District," said Superintendent Susan Zurvalec. "It is important to note that this is only one of the many opportunities the school public has to share their thoughts, suggestions and concerns with the District."

"Information garnered from the Survey will be helpful as to where to place our limited resources," she added.

The Survey Results presentation can be found on the District's web site at [www.farmington.k12.mi.us](http://www.farmington.k12.mi.us). Questions regarding the Survey can be directed to Diane Bauman, Director of School/Community Relations, at 248. 489. 3349 or via e-mail at [diane.bauman@farmington.k12.mi.us](mailto:diane.bauman@farmington.k12.mi.us).



# Curriculum, Instruction and Student Achievement

## **Farmington Forward, the District's long range strategic plan, has completed its sixth year of implementation during the 2013-2014 school year.**

- I. The superintendent and CO Team will continue to monitor and report progress to the Board of Education and community about Farmington Forward. Board of Education Instructional and District reports will be aligned with Farmington Forward goals to report progress.

Board meetings will include Farmington Forward reports that "Focus on Results." Focus on Results is designed to provide a brief overview (5– 10 minutes) of the achievement of our students, including subgroups. Each presentation will have a unique focus such as Michigan Merit Exam (MME) results; Michigan Education Assessment System results including MEAP, MEAP Access, MI Access, and ELPA; Iowa test results, discipline rates; the implementation status of professional learning teams/communities (PLT/C's); among other items (as noted in the Board of Education meeting outline).

"Focus on Results" reports were short, results oriented reports developed to communicate to the Board of Education and the broader FPS community results related to instructional initiatives and student achievement. The reports were organized to overlap *Suppe's On TV-10* tapings on the same topics. This intentional design was intended to provide and reinforce communication of major district foci. Reports included assessments results: 2012 Michigan Merit Exam results, 2012 IOWA test results, 2012 Advanced Placement enrollment and assessment results, 2012 ACT, Plan and Explore assessment results, 2012 MI Access assessment results, MEAP results for grades 3 through 9, and 2013 English Language Proficiency Assessment results; implementation updates: the opening of school, PLT/Cs, Positive Behavior Intervention Supports (PBIS), Common Core State Standards, the International Baccalaureate Programme, E 2020 (an online credit recovery program), the Professional Growth and Teacher Evaluation model, the Differentiated Instruction pilot for accelerated learners, the Reading Apprenticeship pilot, Leveled Literacy Intervention; and a report on district student attendance rates and implementation of professional development.

2. Leadership Team, and all meetings and committees, will focus and align their work with Farmington Forward goals. All members will model the Farmington Forward goal of learning communities and collaboration.

Leadership Team will serve as the vehicle for implementing Professional Learning Communities/Teams (PLT/Cs) for the district, including both Instructional and Operational staff. A steering committee, including teachers, administrators and operational leaders, will guide the design, training, and monitoring of implementation and results.

## Goal One

Farmington Public Schools will continuously grow as a community of learners integrated with the world where:

- Each member will feel physically, emotionally, and academically safe, secure and accepted.
- All learners will experience and achieve in a challenging, relevant, high-level learning environment which will prepare them to be lifelong learners, successful in a global society.
- All learners will develop into critical and creative thinkers to be adaptable citizens of the future able to embrace change through processing, accessing, designing and managing information.

## Curriculum, Instruction and Student Achievement

PLTs have been established across the district, including teams in the areas of Instructional Services and Instructional Support Services, such as Facilities Management, Nutrition Services, Human Resources, Business Services, etc. All departments and schools submitted PLT/C team names and staff membership rosters, including a focus area for each PLT/C. Three-hundred forty-seven PLT/Cs have been formed, including twenty-four PLTs in the Instructional Support Services. Baseline data related to effective functioning of PLTs was gathered from all teams through a perceptions assessment survey. The data will be used to compare team growth over time and to support identification, development and implementation of professional development. All PLT/Cs were asked to identify the supports they would need to improve the implementation of PLT/Cs. Sixty-eight percent of the respondents said more time must be dedicated to PLT/Cs. Various other supports were identified by fewer than 17% of respondents, such as writing assessments, training in the Common Core, common PLT goals, clear expectations and support in planning PLT meetings, behavior and classroom management skills. Through collaborative negotiations with the FEA, teachers will participate in 30 hours of PLT time outside of the current teacher work day. This time may increase to a total of 45 hours outside of the teacher work day in 2014-15 if determined necessary by the PLT Steering Committee.

3. The Superintendent, CO Team, Leadership Team members, and schools will establish goals/school improvement goals that are measurable and aligned with the Farmington Forward goals. Results will be monitored and reported annually and through Focus on Results Board of Education presentations. Instructional metrics will be established to ensure focus on high achievement for all students. Metrics, as included in the District Improvement Plan, will be presented to the Board of Education in a fall workshop.

Reports on Instructional metrics will be provided once data for all metrics is available.

### **Implement District Improvement Plan (DIP)**

Farmington Public Schools reorganized the development of the DIP by ensuring School Improvement Plans were completed prior to the end of May to ensure they informed the DIP and professional development for the 2013-2014 school year. This was a shift in practice. In previous years, the DIP was developed and submitted according to State timelines, but ahead of school improvement plans. To ensure the DIP supported the needs of our schools and the needs of PLTs, Farmington



# Curriculum, Instruction and Student Achievement

Public Schools reorganized the timelines for development of its plans. The Instructional Leaders served as the District Improvement Steering Committee. School Improvement updates and issues were discussed at bi-monthly meetings. Instructional Leaders gave feedback for Self-Assessment Reports, Accreditation Progress Report and District Improvement Plan.

## **Implementation of Common Core State Standards**

The initial implementation of the Common Core State Standards in English and math has made great progress. Farmington teachers continue to participate with Oakland Schools to write, pilot and review units and lessons for these content areas. They in turn, have provided training for our teachers at each grade level. Administrators have also taken advantage of a number of professional development sessions designed to help them lead the implementation of the common core.

## **Implementation of an IB program at the high school level**

Great news came in April when the IB Organization authorized Harrison as a World School. The curriculum for 28 new IB courses was written, approved by the Frameworks process and then presented to the Board. The approved textbooks and materials have been ordered and will await the 70 Diploma Program students who will begin 11th grade in the fall. There are presently 236 ninth and tenth grade students registered. Our program has grown to be the second largest IB program in the county (IA is the largest) and we now have 37 students who have moved to Farmington specifically for this program.

4. Culturally competent staff members have positive relationships with students, families, school and community. Staff is diverse, reflecting the community and student population.
  - The director of instructional equity and support services will continue to work with the human resources department to support increased diversity within our staff, expand opportunities for cultural competence training, and insure equitable allocation of resources in programs and services for students.
  - The director of instructional equity will continue to expand the FPS networking activities for minority staff members. The purpose of this network will be to build cultural confidence amongst these staff members as well as to extend educational opportunities to the larger FPS community for learning about diversity issues in the workplace. The director of instructional equity will collaborate with the director of human resources to implement fair practice as guided by the National Multicultural Conference on how to foster true diversity and acceptance in the workplace (as articulated in the 3-year Diversity Strategic Plan).

In the area of Instructional Equity, we have experienced a great deal of accomplishment during the 2012-13 school year, ranging from increased collaboration around all literacy work to establishing best practices when servicing our homeless population and students in need of a section 504 plan. We enjoyed particular success in the areas of Federal program audits and Cultural Competency.

## Curriculum, Instruction and Student Achievement

In the month of May, our district received compliments from the Michigan Department of Education's Office of Field Services for our efforts to bring Farmington into compliance with State and Federal requirements in the areas of program implementation, evaluation and fiscal reporting. We will continue to support our practices and grow our system into one of innovation, far beyond compliance.

Also during the 2012-2013 school year, we had two additional cohorts of teachers complete the four-part training on Social Justice Dialogues and Cultural Competency in our classrooms. They have begun to work collaboratively with the district Cultural Competency Steering committee to implement their respective action plans and will continue to do so in the fall. Plans for the 2013-14 school year include a movie screening/public forum, a speaker series, and the formation of minority caucus groups in conjunction with our various associations (FEA, ESP, etc). Two separate cultural competency surveys were administered, one serving as an equity audit, and the results were shared with the Superintendent to inform both our district focus and our collaboration with the Minority Student Achievement Network (MSAN). As a follow up to these surveys, student focus group interviews have been conducted and will be presented in the fall as feedback about "Where we are at in Farmington" in regards to Cultural Competency in FPS. Additionally, Farmington has been identified as the host site for the 2014 MSAN National Student Conference and will be working closely with MSAN and the University of Michigan as partners in the planning process during the next school year,

5. **Staff are masters of their craft, lifelong learners, problem solvers and use professional development to move Farmington Forward. Staff are student-centered and support the vision and values of Farmington Forward. Staff performance assessments are ongoing, formative and summative and reflect Farmington Forward visions and goals. Staff are highly qualified and competent in their roles.**

Implement the Teacher Professional Growth and Evaluation model using designed teacher and administrator supports, professional development and consultative services. All teaching staff will be evaluated using the new model.

FPS implemented its Teacher Professional Growth and Evaluation model and used the final ratings to inform the 2013 – 2014 staffing process. The first year of implementation included professional development for teachers and administrators and on-going support meetings to ensure consistent and common implementation of the model across the district. Feedback from teachers and administrators on implementation included overall satisfaction with the model,



## Curriculum, Instruction and Student Achievement

appreciation for the reflective dialogues on teacher practices that ensued as a result of the new model, and challenges related to the comprehensive nature of this 'high stakes' evaluation model. The core implementation design team met regularly to plan for and adjust implementation activities according to the needs of our district. The core team continues to plan for the implementation of year two and to recommend revisions to the model. A review of the evaluation system and the fidelity of evaluations and ratings will take place during the summer of 2013. As a result of task team work in 2012-2013 to develop the teacher model and implementation needs identified during the 2013-2014 school year, Quality Instruction Coaching positions were developed and will be in place in each school during the 2014-2015 school year. Quality Instruction Coaches provided shoulder-to-shoulder, embedded professional development to support teacher growth, particularly related to effective instructional practices as outlined in the Marzano instructional protocols.

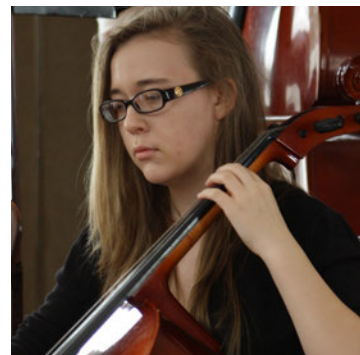
Design the administrative evaluation models, including a version for school based and district based administrators, through the Task Team process. Evaluation models will be based on the existing Teacher Professional Growth and Evaluation model along with additional legal requirements and best practices in school / district leadership.

Both administrative growth and evaluation models were presented to the Board of Education on May 29, 2013. The models are based on the Professional Growth and Teacher Evaluation model adopted by the Board in June 2012. The administrative models include components similar to the teacher model, student growth, professional responsibilities, relevant training and special contributions, in addition to effective leadership based on the research of Dr. Robert Marzano. The administrative evaluation models will be implemented in the 2013-14 school year.

### 6. Technology is infused throughout the organization. It supports operations, curriculum and instruction, enhances learning, and extends beyond the school facility and school day.

Continue to work with instruction to implement the District Technology Plan and the evaluation of the iPad/iPod program for both teachers and students.

- Delivery of Smart Interactive Projectors in schools 5-12 is ongoing and will continue until schools are fully outfitted. The timeline continues to be based on the ability of the vendor to provide and install units. As installations occur, almost immediate "start up" professional development is provided to faculty so that they can begin using the tools. Additionally, EdTAC has reviewed and identified speakers, document cameras and will soon identify student response systems which may be used to support classroom learning. The creation of District standards for technology tools is a significant step forward in the implementation of the Technology Plan.



# School/Community Relations

## “LOOKS LIKE” AND STRATEGIES:

### 1. Schools become a hub in the community

The District and cities of Farmington and Farmington Hills continued to offer a **CPR training certification program** for middle and high school students. Sessions were held on half days throughout the school year in which 145 students were able to learn this valuable skill.

The community has come together to continue to support the **Backpack Program** which provides students in need of food for the weekend throughout the school year. Students at Visions Unlimited continue to support this program by preparing the backpacks for the students. This program continues to thrive with the support and fund raising of the Farmington/Farmington Hills Foundation for Children, Youth and Families and the school district.

Each year, the District coordinates the food collection at each of its schools for the annual **Goodfellows** campaign. The food collected is delivered to needy families in the community during the holiday season. This year, the Goodfellows helped 500 people in our community with 27,960 canned/boxed goods along with other items. As an added initiative to support this program, the Upper Elementary and Middle Schools compete in a friendly staff basketball competition which brings the whole community together.

The District hosted its **15th annual Senior Adult Breakfast** this year. This Breakfast provides an opportunity to provide an update to the senior adults in the community and to hear the questions they have about education.

### 2. The District provides effective, open communication utilizing a variety of communication vehicles

**Seek and receive regular, ongoing feedback through staff, parent, and community surveys to assess effectiveness and customer satisfaction.**

This year, School/Community Relations worked with Target Insyght to conduct a random sample survey for the Capital Finance Task Team. This survey helped to guide the Task Team's recommendation to the Board of Education regarding putting a bond proposal on the August 6 ballot.

## Goal Two

Farmington Public Schools will inspire every community member to invest in our children's future and build participation and ownership in our school district by:

- Promoting honest, trustworthy relationships through open communication.
- Seeking out and respecting each other's diverse ideas, perspectives and abilities
- Increasing collaborations with business, government and cultural organizations to make the most of our vast community resources.



## School/Community Relations

### Increase utilization of communication vehicles in schools and District

The District continues to utilize its many vehicles to communicate information to its publics.

- Facebook – Since the launch of the District’s Facebook page, there are now 1,484 followers (approximately 300 more than last year)
- Twitter – All Facebook posts are automatically sent to the District’s Twitter site where there are now 916 subscribers to our Twitter Feed
- List Servs – The District manages 28 list serv accounts and overall has 11,623 users subscribed to the different list servs.
- The District has sent out more than 85 news releases to 14 print/broadcast media outlets during this school year.
- The @farmington newsletter was sent to all staff approximately twice a month throughout the school year.

### Continue to increase the use of TV-10 to help tell the District’s story.

TV-10 continues to populate its Video on Demand site with high quality programs. There are more than 200 programs that viewers can watch via the Internet at any time. This programming includes programs such as Board of Education Meetings, PTA Council Parent Forums, Concerts, Athletic Contests, “Supes On,” “Live@45,” and High School Graduations. This year, TV-10 also launched its online program guide.

### Provide as much information as possible about the District’s Bond Proposal

School/Community Relations has worked to provide as much information as possible about the August 6 Bond Proposal utilizing all of its District’s vehicles for communication. CO Team members, along with the Director of Facilities, have presented information on the bond to more than 45 community and parent groups.



## School/Community Relations

### 3. Parent participation is welcomed and encouraged

Support the District PTA Council to hold meaningful forums and increase participation by parents.

The District's PTA Council held three parent forums this school year.

- October 2012-"What You Don't Know Can Hurt You: An Update on Synthetic Drugs."
- November-"School Funding: The Good, the Bad, and the Ugly."
- April-Green Schools Forum

The Council also hosted another very successful PTA Founders Day Dinner.

### 4. Explore and develop ways to raise funds to support the programs of the District

Continue the advancement of the Alternative Revenue Development Program in the District.

The District continues to offer advertising on its web site through a working relationship with Alternative Revenue Development. To date we have received \$6,868 in revenue for the District.

#### The Farmington/Farmington Hills Education Foundation

The Farmington/Farmington Hills Education Foundation was launched in the fall of 2012. The superintendent and School/Community Relations continue to provide support to ensure the Farmington/Farmington Hills Education Foundation is successful as they begin their work to support the District. More than \$75,000 was raised in the charter donor campaign, which was given directly back to help educate students via teacher and community grants. The Foundation enjoyed a very successful Charter Donor Recognition Reception in May where donors and grant recipients came together to celebrate. A subcommittee of the Foundation is busy planning its first

wine tasting event to be held on Friday, October 25. The Foundation also created an Applause awards program to honor FPS staff and a donation campaign targeting 2013 graduates.





# Budget/Finance

## The superintendent and administration will manage the District's financial and operational resources/assets in accordance with Farmington Forward Goal #3: Budget/Finance, as follows:

### Business:

- The Budget Advisory Committee spent the majority of the year developing an understanding of the budget process, including the level of "unknowns" and how they impact the accuracy of the budget.
- CO Team work is ongoing on a 3-5 year strategic planning process to align revenues and expenditures and address our structural deficit by examining various aspects of our instructional program and aspects of our instructional support operations.
- After the audits were performed by MDE on Title I/ARRA (American Recovery and Reinvestment Act) funding and IDEA (Individuals with Disabilities Education Act), a compliance plan was accepted for Title I. Under IDEA, the funding source for staff needed to be changed to meet the department's requirements. These have been revised and the audit was accepted.
- Submitted and received the Meritorious Budget Award (MBA) from the Association of School Business Officials (ASBO) for the 2012-2013 District budget document. This is the 16th consecutive year the District has received this award.
- Submitted and received the June 30, 2012 Comprehensive Annual Financial Report (CAFR) from ASBO. This is the 16th consecutive year the District has received this award.
- The department completed the necessary paperwork for the refunding of the 2004 Outdoor Facility Bond to take advantage of low interest rates. Approximately \$1 million is being saved over the remainder of the life of the bond which results in reduced costs to Farmington Public Schools' taxpayers.
- Participated in the Capital Finance Planning Task Team that brought the bond recommendation to the Board of Education. Work continues on educating staff and the community on the positive impact the bond proposal brings to the District and the economic impact to taxpayers.

## Goal Three

Farmington Public Schools will develop and implement a proactive financial management model that enables it to make decisions based upon requirements and priorities including:

- Prioritizing needs and acknowledging requirements
- Investigating renewable energy resources
- Consolidating services and facilities
- Providing access to health and wellness
- Building public support/involvement



- Over the year, the department processed numerous transactions:
  - Accounts Payable produced 8,412 checks
  - Payroll produced 40,510 remittance advices for direct deposit and 235 checks
  - Accounts Receivable processed 2,957 cash receipt transactions
  - General Accounting produced 948 journal entries
  - Third Parties were billed 214 invoices
  - Help desk for BiTech software issues or questions and support
- Reports processed through the year included:
  - Special Education Annual Report to Oakland Schools as well as MDE (4096)
  - Transportation Annual Report to Oakland Schools as well as MDE (4094)
  - Quarterly Transparency updating through the District website
  - Annual Financial Information Database (FID) Annual Food Service Report
  - Quarterly Medicaid Report
  - Bi Weekly Office of Retirement Services (ORS) reporting
  - Quarterly federal income reporting (941)
  - Monthly state withholding tax reporting
  - Monthly sales tax remittance and reporting
  - Quarterly local tax withholding reporting
  - Monthly requests for funding for all federal grants through either Oakland Schools or MDE depending upon the source of funds
  - Biweekly remittances of all withholdings including federal, state, retirement, garnishments, local taxes, dues and investments
  - Annual escheats to the state for all checks not cashed from employees and vendors
  - Annual fixed asset inventory reporting
  - Annual maintenance of effort calculation for special education costs
  - Annual financial statement preparation
  - Twice yearly budget amendments
  - Ongoing reconciliation between the student database, the Human Resources database and the Payroll database for all staff
  - Annual Municipal Finance Qualifying Statement filed with state and federal depository agencies
  - Monthly Board Treasurer's Reports on financial activity
  - Annual Indirect Cost Rate Report
  - Annual millage rate calculations (L-4029) Processed 1637 Employee W-2's in January 2013
  - Processed 93 Vendor 1099's in January 2013
  - Processed all employee contributions for benefits through payroll



## Budget/Finance

- The department participated in five distinct PLT's during the year. Each of the PLT's produced a component of a business office manual in 2012-2013 that is used to document all of the procedures of each of the respective areas. The emphasis of the PLT work is on business office efficiencies.
- Best practices criteria was reviewed and submitted for funding.
- An online clerical procedures manual was updated and enhanced.
- The Director of Business participates in the Technology Advisory Group (TAG), as well as EdTac providing input and a breadth of knowledge about technology acquisition.
- A financial scorecard sponsored by the Michigan School Business Officials (MSBO) has been updated with Farmington's data. This scorecard, known as Munetrix, was developed to supplement the transparency data and we've used the data to compare our statistics with other school districts.
- Student enrollment forecasting was updated with the use of Plante Moran CRESA with the intent that our projections will fall closer in alignment with the actual enrollment.
- A WIKI was maintained for use by the Budget Advisory Committee where all documents including forecasts, meeting agendas and minutes are posted.
- The Executive Director of Business Services was elected as the president of the Michigan School Business Officials as well as serves as a past chair of the Michigan Liquid Asset Fund (MILAF+) board. Participation is also required for our property and liability insurance carrier and all districts have representation on the Middle Cities Risk Management Pool board.
- The department continues to encourage the use of PaySchools as a payment alternative. We are working with the new company administering the program to meet our district needs.
- Payroll staff worked on their MSBO certification and attended various trainings to work on best practices.
- Ongoing participation with the Oakland County School Districts who operate the BiTech financial/human resources software. Collaboration and cost savings ideas and enhancements are shared as we work cooperatively with St. Clair RESA who provides the software support.
- Ongoing interaction with building administrators and staff tying student achievement and instruction goals into the work of the department. This year we concentrated on reaching out to explain the reasons for procedures and processes and gain input from stakeholders to make the system flow better and increase awareness of the business office requirements to a broader audience. We have also worked directly with staff who are working on advanced degrees in explaining the budget process

### **Nutrition Services:**

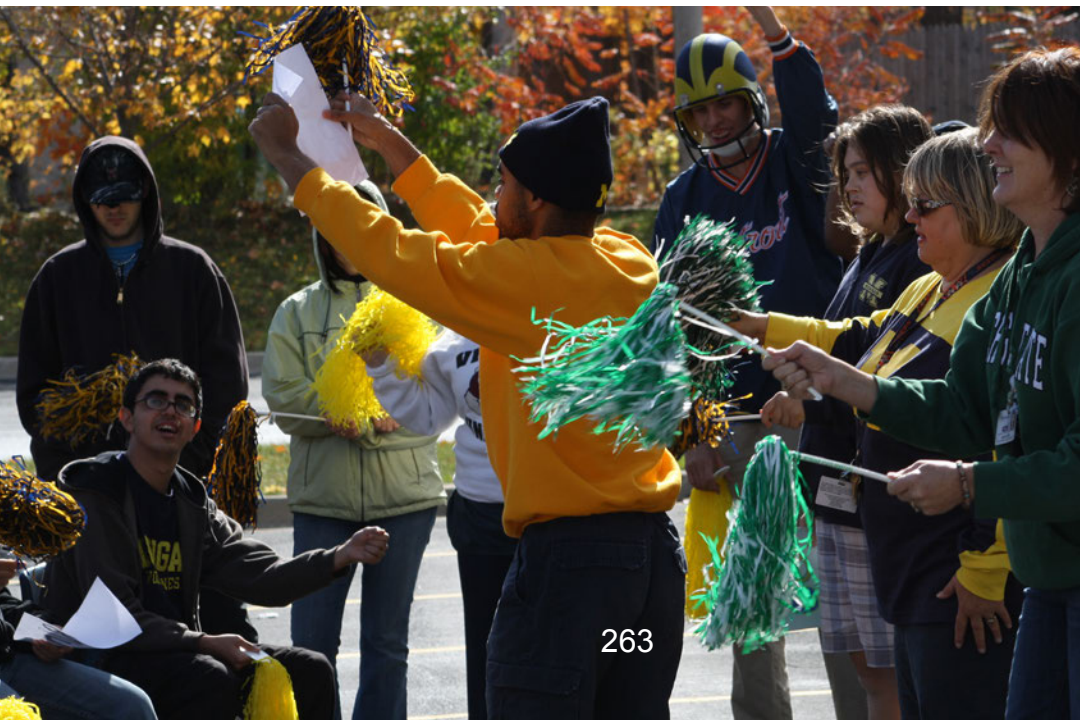
- The Redford Union Food Services Cooperative began in Fiscal 2011-2012 which will continue in 2013-2014. Farmington provides the management of the nutrition services program for Redford Union Schools, which brings in \$40,690 in revenue.

- All food ingredients included in our menu selections for breakfast and lunch are now accessible online for parents and the community. It became necessary to provide this service for individuals to be able to determine whether food contained ingredients that did not meet their individual needs due to food allergies for certain products.
- During the year the department served 659,717 lunches and 131,575 breakfasts. Of those counts, approximately 51.8% of lunches and 71.3% of breakfasts were either free or reduced.

## Purchasing:

- The purchasing department processed 2,221 purchase orders during fiscal 2012-2013. All requisitions were verified for compliance with district policy and state law prior to approval. The District uses cooperative purchasing programs where possible including REMC (Regional Educational Media Centers), MiDeal (cooperative purchasing program available for local governmental entities in Michigan), MSBO, Oakland County purchasing as well as the MOR (Macomb, Oakland Regional Education Service Agency) cooperative. The MITN (Michigan Inter Governmental Trade Network) cooperative is new this year as well and will provide a means of price comparisons for district staff.
- Purchasing cards were expanded to 107 users with 4,428 transactions for a total of \$741,000. The District received a rebate of \$3,251 in 2011-2012 for participating in the MSBO cooperative. The Purchasing Supervisor has also worked closely with other districts, including presentations at the annual MSBO Conference, on educating how to expand the use of the purchasing cards within their districts.
- Fourteen bids were processed which included projects through facilities management, computer purchases, as well as literacy and IB materials.

- The District received rebates on the ERATE program totaling \$77,613 for discounts on telecommunications services based upon the number of free and reduced pupils.



## Budget/Finance

- Twelve separate auctions have been solicited on the Public Surplus web site for public auctions. This is the means the District uses to solicit bids for excess equipment such as buses, trucks, trailers and desk top computers.
- The Purchasing and IT departments have cooperatively worked on managing the inventory of approximately 125 copiers or risographs in the District
- The Federal Communications Commission (FCC) required narrow banding of all two way radios. Purchasing contracting with a vendor to have this process completed in August 2012, so the radios will be available for use once school resumed in the fall of 2012.
- Purchasing manages 90+ cell phones used by District administrators and key employees. Purchasing has been instrumental in bringing features on devices at low or no cost to the District and worked with administration on the efficient use of data phones to increase productivity.
- Purchasing serves as the help desk for all purchasing questions including the use of the PCard as well as the use of the BiTech purchase order system. Training is ongoing as staff change roles and responsibilities.
- Over 83,000 pieces of outgoing US mail were processed with postage. Staff work with Visions students during the school year in the sorting of incoming US mail and Interschool mail. These students become part of our team and we've enjoyed this interaction. Outside the school year, mail is processed by the business office secretary.
- In working on sustainability, in 2012-2013 we initiated using a free internet service to notify companies that we want to be removed from mailing lists for receiving unsolicited mail. To date we've saved approximately 83 trees, 34,498 pounds of greenhouse gases, 12,226 pounds of solid waste and 83,059 gallons of water which are statistics maintained by this service.



# Human Resources/Operations/Technology

## “LOOKS LIKES” AND STRATEGIES:

### Human Resources:

1. To attract and retain staff with multiple perspectives who inspire and foster a world class learning community.

The focus of the labor relations meetings will be to collaboratively identify and address current issues and to resolve collective bargaining issues (exclusive of wages and benefits). Work continues to reaffirm our collaborative culture with the labor organizations. Labor relations meetings will be expanded to include Farmington Association of School Administrators (FASA).

The HR department worked with FTA, ESP and CMC to explore the feasibility of extending current collective bargaining agreements. Multiple year contract extensions were adopted for FEA, ESP, CMC and FTA, and FASA.

Parties are currently bargaining a successor agreement to address the goal of developing a merit based system. Part of the work being done is in conjunction with the work of the new teacher growth and evaluation process and the work with the University of Wisconsin.

The Benefits Advisory Group brought forth cost containment strategies. Effective July 2013, Blue Cross Blue Shield will move to a completely self-funded plan and prescription coverage will also be moved to BCBS. This is expected to save the District approximately \$780,000.

### Technology:

1. Upgrade IT infrastructure.

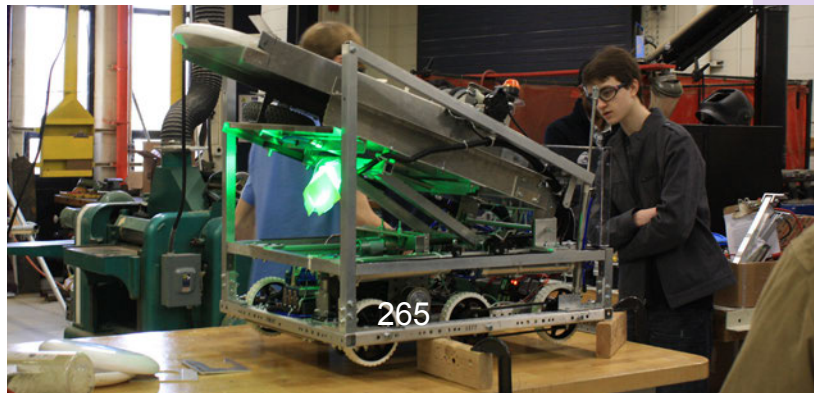
Recently, a new presentation station has been installed within this location, with an integrated podium that provides DVD projector document camera integration along with wired and wireless microphones.

New content filter was installed with failover and redundant connections to the firewall. We will be training the instructional technology department, who will be training three individual teachers from each school, selected as contact persons by their administrators. These teachers will have the ability to open websites when requested by anyone from the building. This content filter is fully CIPA compliant.

## Goal Four

To support and enhance educational excellence to develop all students to thrive as global citizens, Farmington Public Schools will:

- Attract, develop and retain staff with multiple perspectives who inspire and foster a world class learning community.
- Build upon and sustain a culturally competent district.
- Create and maintain exemplary physical and virtual facilities.
- Utilize cutting edge technology that supports learning and facilitates operations.



# Human Resources/Operations/Technology

It was determined that the software exceeded our needs and that the return on investment could not justify the cost. There are other tools (Adobe connect) that have some of the same functionality that will work within our environment.

We have added access points to some of the buildings along with repositioning some of the existing access points to provide greater coverage. We also reconfigured the access points to reduce connectivity issues when students log onto the network. This has reduced the number of trouble tickets.

## **Migration of Exchange to Virtual Servers:**

With the new virtual server replacement completed last year we upgraded to the most current version of Microsoft Exchange. The Exchange platform was then migrated to the virtual servers. This further reduced our energy (electrical/ HVAC) consumption because we now have fewer servers to power and cool.

## **Wireless:**

We performed a wireless audit to evaluate how we could improve performance. With the completed install of wireless connectivity at each district buildings new placement of Access Points was determined. We are in the process of upgrading our WAP controllers to that will provide better reporting and security on our network.

## **Expanded 4 pilot programs:**

1. iPad/iPod - student/and teacher use. We continue to evaluate the iPad for students and teachers. These pilot programs were introduced to better understand the instructional and technical support needs that would be required of this device.
2. We continue to work through the problems like many school districts with this introduction of personal device distributed in an enterprise environment.
3. We also expanded the number of teachers using the iPad at Power Upper Elementary School.
4. The Farmington Foundation awarded grants that allowed our teachers and students access to more technology.

## **Interactive Projector Install:**

After evaluation of the interactive projector last year we selected the Smart Interactive projector for all our 5-12 grades. The interactive projectors has the same capabilities as that of an Interactive White Board but without incurring the cost of the actual board. Any white board can be turned into the interactive white board.

## **Replace Internet content filter:**

We fully implemented a new content filter that allows individual schools to open and close web sites at their discretion. Training on the new system was provided by Justin Ellsworth, Bryan Dean and Paul Cassatta. Principals were responsible for selecting the individuals that would open and close sites. Complete administration of the system is still maintained by the IT department.

## **Lanigan Elementary School Audio Distribution system:**

Lanigan had an antiquated audio distribution system, that was no longer be supported. Using audio equipment from one of the closed buildings we installed the new system to extend the support life.

# Human Resources/Operations/Technology

## Initiated Evaluation of an email faxing solution:

We started evaluating a District wide fax solution. This will allow any of our users the ability to send a fax through the email system. If this can be done we would be able to eliminate many of the fax devices. This will allow the district to reduce operational cost and save time.

## Copiers:

As we continue to work with business office on standardizing and redefining how we can better support the use of the copiers throughout the District. Many of the copiers are now being used as multi-function printers, scanners, copiers and fax machines. This reduces the number of devices that we have in the buildings and the amount of electrical consumption. In addition, printing to a copier is less expensive than printing.

## 10 Mile Large Group Meeting Room:

We upgraded the audio system in the large meeting rooms at the 10 mile building. The system is fully integrated and is expandable.

## Chromebooks:

We implemented a small pilot program of 30 Chromebooks at North Farmington to evaluate whether this is technology that would be beneficial. These devices cost \$250 each but provide a laptop type use combined with the ease in use of the iPad. We have two teachers evaluating these devices and one summer school teacher will be evaluating.

## Operations and Facilities:

1. Facilities are maintained to protect the community's investment based upon best practices.

Facilities Forward Steering Committee (FFSC) was formed and was given the charge to develop a vision for 21st century learning and a plan for educational facilities to support that vision.

A second committee was formed; the Capital Finance Planning Task Team (CFPTT) and they were given the charge to take the recommended vision by FFSC and to develop a plan for the most appropriate funding structure for achieving the vision. The CFPTT recommended a 222M Bond Issue to the Board of Education and to place the proposal on the August 6, 2013 ballot. With the facilities master plan (bond issue) in place and the recommendation from the CFPTT not to utilize any of the vacant parcels of land, the District is in the position to dispose of the MTC, Wooddale, William Grace, Flanders and Fairview sites.

2. The District will employ practices that sustain the environment, including recycling and energy management and industrial storm water management, for and future generations.

We are running a 34% cost avoidance program. Energy Education, Inc. projected that within 10 years after beginning our energy program (June 2015), we would be running a 28% cost avoidance program.





# Learner Profile



Farmington Public Schools' students will exhibit these characteristics:

## Knowledgeable

- Acquires in-depth knowledge and develops understanding across a wide variety and balanced range of disciplines
- Applies own knowledge thoughtfully to real-life challenges and experiences
- Draws on own knowledge to construct meaning in multiple situations

Knowledgeable thinkers build a bank of powerful ideas from various disciplines and use these ideas to construct meaning and apply this knowledge across life experiences.

## Resourceful Problem Solver

- Thinks critically and creatively
- Uses multiple resources
- Takes risks, utilizes inquiry and explores probable outcomes

A resourceful problem solver thinks both critically and creatively as they explore and evaluate possible solutions.

## Communicator

- Demonstrates proficiency in various forms of expression and communication
- Listens while seeking understanding
- Adapts communication forms to align with purpose
- Asks questions and seeks clarification

Uses and adapts multiple forms of expression, as well as communication strategies, to clearly and effectively communicate with others, considering multiple perspectives.

## Interdependent Team Member

- Works independently and collaboratively as a productive individual
- Responds to diverse viewpoints with an open-mind, sensitivity and understanding
- Contributes and supports the efforts of a team (family unit, work-place teams, social groups) working toward a common goal

Functions interdependently and responsibly as a productive team member to achieve common goals. An interdependent team member recognizes and demonstrates both the rights and responsibilities of all team members.

## Lifelong Learner

- Sets high, attainable, achievable goals
- Consistently open-minded, curious, flexible and resourceful in adapting to learning experiences

- Continuously reflects on own learning and experiences to assess and understand individual strengths and challenges in support of learning and self-development
- Uses evolving technologies
- Actively enjoys learning

Lifelong learners are reflective, internally motivated, flexible and adaptive to sustain learning across the span of a lifetime.

## Global Citizen

- Upholds democratic values
- Demonstrates caring and respect for the dignity and well being of others throughout the world
- Safeguards the environment
- Forms ethical decisions
- Participates and volunteers

Demonstrate the civic responsibilities of integrity, honesty, fairness, justice and respect for the dignity and understanding of individuals, groups, communities and the world.

## Healthy Individual

- Recognizes and commits to a balance among intellectual, emotional and physical well being
- Forms caring relationships
- Adapts effectively to life changes

Effectively adapts to change maintaining a balanced lifestyle.

## Culturally Competent

- Recognizes their own cultural background and how it influences their lives
- Recognizes that culture influences people differently
- Accepts and appreciates the fact that people have different world views and perspectives
- Shows empathy, compassion and respect towards others

As we become an increasingly diverse society and as the world continues to change, it is important to become culturally competent to effectively live and collaborate with people of different racial, cultural and ethnic backgrounds.



## MEMORANDUM

**TO:** Board of Education

**From:** Sue Zurvalec, Superintendent

**c:** Personnel file

**DATE:** September 5, 2013

**RE:** Superintendent's Professional Growth and Evaluation Model and Proposed 2013-14 Annual Goals

House Bill 4627 was signed into law on July 19, 2011. It changed the way in which teachers and administrators must be evaluated in Michigan's public schools. The law requires the district to ensure the performance evaluation system for district level administrators, who are regularly involved in instructional matters, include at least an annual year-end evaluation, which shall be based on at least 25% student growth and assessment data (13-14); progress made toward district improvement goals; pupil attendance in the district; student, parent and teacher feedback; and any other information deemed pertinent by the superintendent or board of education. The law requires the superintendent to be evaluated annually by the board of education.

As you know, the Board of Education approved an evaluation model for central office instructional administrators in June 2013 that aligns with both the school based administrator and teacher professional growth and evaluation models. The Marzano evaluation system was selected based upon extensive review of the literature and evaluation models from across the country. However, as the role of the superintendent is unique within the school system, based upon a review of other superintendent evaluation models, I am proposing several additional components to the Marzano framework. The Superintendent's Professional Growth and Evaluation Model is attached for your review and discussion at our September 10, 2013 meeting.

Just like any newly implemented program, this growth and evaluation system is a work in progress. Also, because of the complexities and newness of this model for all of us, I would like the Board to participate with me in training in the new model. I look forward to working with you as we learn, grow and improve the system over time.

## **Superintendent's 2013-14 Annual Goals:**

Because of the comprehensiveness and complexities of the new model and the need to focus on our most important work, you will see that my proposed annual goals are reduced in number. This does not mean that the many important initiatives, strategies and ongoing work of the district has been reduced in any way in its importance, but instead this work will be documented through a portfolio of evidence to demonstrate progress under the elements of the Superintendent's Professional Growth and Evaluation Model, as well as for the following annual goals.

## **Broad Farmington Forward Strategic Goals:**

- 1. Leadership for Implementation of the Farmington Forward Dynamic Plan for Continuous Improvement:** The Superintendent will provide the leadership necessary to move the District into a dynamic, continuous improvement process through Farmington Forward in order to raise student achievement for all students.

### **Annual Goals:**

- Continued implementation of system-wide, effective Professional Learning Teams/Communities (PLT/Cs)
  - Continue to build leadership capacity within our CO and Leadership Teams and instructional staff
  - Continue to support a positive superintendent-board relationship and implement the Board's goals and associated professional development to build to a highly effective governance team
  - Lead and enhance support of the work of "Three Pillars" and collaborative relationships across the system
- 2. Curriculum, Instruction and Student Achievement:** The Superintendent will provide the leadership necessary to implement curriculum, instruction, assessment and other student achievement strategies in accordance with *Farmington Forward* Goal #1: Curriculum, Instruction and Student Achievement, as follows:  
Farmington Public Schools will continuously grow as a community of learners integrated with the world where:
    - Each member will feel physically, emotionally, and academically safe, secure and accepted.
    - All learners will experience and achieve in a challenging, relevant, high-level learning environment which will prepare them to be lifelong learners, successful in a global society.
    - All learners will develop into critical and creative thinkers to be adaptable citizens of the future able to embrace change through processing, accessing, designing and managing information.

### **Annual Goals:**

- Support implementation of the District Improvement Plan, which identifies clear measurable targets for student achievement, as well as monitoring and informing the public of our progress.
- Support Implementation of the 3 Year Instructional Plan with a focus on quality instructional practices to raise achievement and close learning gaps for all our students.
- Continued support and monitoring of Cultural Competency training and implementation of PBIS system-wide, eliminate disproportionality and significantly reduce “out-of-school” suspensions.
- Monitor and support a High School Structure Committee comprised of community and staff that examines our values and alignment with current and alternative schedules to best meet our needs with recommendations to the Board of Education by winter 2014.
- Support successful implementation of the IB Diploma Programme at HHS by June 2014 in order to provide additional opportunities for FPS students.

3. **Community Relations:** The Superintendent will promote increased communication and community involvement and engagement in activities and decision-making at the district and building levels, as follows in *Farmington Forward* Goal #2: Community Relations:  
Farmington Public Schools will inspire every community member to invest in our children’s future and build participation and ownership in our school district by:
- Promoting honest, trustworthy relationships through open communication.
  - Seeking out and respecting each other’s diverse ideas, perspectives and abilities
  - Increasing collaboration with business, government and cultural organizations to make the most of our vast community resources.

### **Annual Goals:**

- Development of a strategic marketing plan for the district to strengthen the image of the district and increase enrollment
4. **Budget/Finance:** The Superintendent and administration will manage the District’s financial and operational resources/assets in accordance with Farmington Forward Goal #3: Budget/Finance, as follows:  
Farmington Public Schools will develop and implement a proactive financial management model that enables it to make decisions based upon requirements and priorities for improvement.

### **Annual Goals:**

- Oversee first year of implementation of the district’s 3 year strategic budget plan to eliminate the structural deficit by June 2017

5. **Human Resources/Operations/Technology:** The Superintendent will support increased development of the District's support services, including human resources, operational facilities/activities, and technology, as outlined in the following *Farmington Forward* Goal #4: Human Resources Operations/Technology:

To support and enhance educational excellence to develop all students to thrive as global citizens, Farmington Public Schools will:

- Attract, develop and retain staff with multiple perspectives who inspire and foster a world class learning community.
- Build upon and sustain a culturally competent district.
- Create and maintain exemplary physical and virtual facilities.
- Utilize cutting edge technology that supports learning and facilitates operations.

**Annual Goals:**

- Implementation of our teacher and administrator professional growth and evaluation models.
- Development of a model for talent development of teachers and administrators.
- Lead a core planning team to successful passage of a bond election in November to finance the long-term facilities master plan and 3 year technology plan. Following successful passage, oversee implementation of the approved bond program on a district wide basis.

SHZ:dm



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**MEMORANDUM FROM THE SUPERINTENDENT'S OFFICE**

Phone: 248.489.3339

Fax: 248.489.3334

**TO:** Board of Education

**FROM:** Sue Zurvalec

**DATE:** March 10, 2014

**RE:** Mid-Year Evaluation Goals Progress Report

Attached is the Superintendent's mid-year evaluation portfolio to provide you with an update on the progress we have made toward my annual goals. The documents in this BoardBook packet are aligned with the specific goals, as noted below. (For your reference, the approved 2013-14 superintendent goals and Professional Growth and Evaluation Model can be accessed in the November 12, 2013 BoardBook packet.)

This has been a team effort by your CO Team, the Debs and our entire Leadership Team. I look forward to discussing our progress at our meeting on March 13.

**PART I – AGGREGATE STUDENT GROWTH GOALS:****A. Area of Focus: Curriculum, Instruction and Student Achievement**

1. Support implementation of the District Improvement Plan, which identifies clear measurable targets for student achievement, as well as monitoring and informing the public of our progress.

Target: See DIP for targets of student growth and achievement. (attached)

**Progress:** District School Improvement Team has been formed that meets monthly to monitor school improvement teams' progress and share practices across schools.

2. Support implementation of PBIS system-wide to increase student engagement.

Target: Eliminate disproportionate suspension of students with disabilities and African American students by reducing "out-of-school" suspensions for

the 2013-14 school year by 33% (based on 2012-13 rates), specifically related to tardiness and failure to serve detentions, and disruptive behavior. (Evidence: No more than 1140 suspension days for African American students and no more than 300 suspension days for African American students with disabilities for disruptive behavior, and no more than 215 suspension days for African American students with disabilities for failure to serve detentions, and tardiness.)

**Progress:** Farmington Public Schools has been implementing PBIS since the 2010-11 school year. Every school has a PBIS plan and has progressed through phases of implementation. As the attached January 9, 2014 report to the Board indicates, significant progress has been made in the reduction of office discipline referrals and suspension for the period of from the end of the first trimester (2012-13) to the end of the first trimester of 2013-14. Specifically, we have seen a decrease in suspensions district-wide by 51%.

#### **B. Aggregate Student Growth Measures:**

Required Aggregate student growth measures and at least one selected measure must be included in the Superintendent's Professional Growth and Evaluation Plan:

The three required measures are:

- State issued assessments (ie. MEAP, MME, MIAccess)
- Locally Developed or used end of grade or course assessments
- Progress toward district improvement goals (ie. DIP)

Superintendent's Selected Measures of Student Growth:

- Other District approved diagnostic assessments; including Fountas and Pinnell and third grade reading proficiency
- Testing and enrollment in Advanced Placement and IB courses
- Other district wide standardized assessments; including NWEA
- Measures of Student Engagement: LAC-O Survey and measures of disciplinary suspensions.

**Progress: Included in this mid-year progress report are three measures of student growth compiled to date:**

##### **1) ACT/MME results; including college readiness:**

ACT scores over the past three years have continued to improve, with the exception of math, which declined slightly (0.18 point) from last year. ACT scores continue to exceed state and Oakland County scores.

**2) Advanced Placement/IB enrollment trends and Equal Opportunity Schools progress report to close AP/IB enrollment gaps:**

Student participation in AP classes and exams has increased over the last three years even though overall high school enrollment has declined. AP enrollment by African American students has shown a steady increase over the past six years to 14%. The District has partnered with Equal Opportunity Schools to assist us in closing equity gaps in enrollment for 11<sup>th</sup> and 12<sup>th</sup> graders at Farmington and Harrison high schools (2013-14) and North Farmington in 2016. Students and faculty have completed EOS surveys with a student participation rate of 81% at FHS and 97% at HHS. Individual profiles have been developed for students and counselors are enrolling students for AP/IB classes now. We are also making significant progress toward our goal to close enrollment gaps in IB and thereby; reflecting the enrollment of Harrison High school students demographically in our IB classrooms. (See report under Tab Part II.B.4. for specific results.)

**3) LAC-O student engagement and SIP climate survey results:**

The 2013 LAC-O Student Engagement survey was administered to students in grades 3-12. This is the fourth year our district has used this survey to gather perception data about student-teacher relationships. In addition, SIP surveys are administered to students in grade 1-12 as required component of the district school improvement process. On both surveys, students in elementary schools report high levels of satisfaction with their teachers, learning environments and relationships. Students at the secondary levels report lower levels of satisfaction.

**PART II – DISTRICT LEADERSHIP GOALS (Marzano Rubrics):**

**A. Area of Focus: Leadership for Continuous Improvement**

1. Continued implementation of system-wide, effective Professional Learning Teams/Communities (PLT/Cs).

Target: (Process outcomes for 2013-14):

- By May 30, 2014, each instructional PLT (100%) will develop and/or revise a formative assessment according to sound design principles, use the assessment with students, and analyze the results to determine whether the assessment serves its designed purpose and meets reliability and



validity standards. (Evidence: Formative assessments and notes from review of use.)

- By May 30, 2014, each instructional support PLT will have identified standards of practice, assessed the current and desired state of those standards of practice, determined change targets and created action plans to improve the standards of practice, and monitored the implementation of action steps toward meeting the change targets. (Evidence: PLT meeting notes.)

**Progress:** Student achievement and professional practices improve when collaborative teams reflect, dialogue about and adjust instructional practices to meet student learning targets. System-wide PLTs have been formed and meet regularly; including instructional and operational staff. Teacher PLTs meet weekly and are supported in their professional development by Classroom Assessment for Student Learning materials, a District PLT Steering Committee and QI coaching.

2. Continue to build leadership capacity within our CO and Leadership Teams and instructional staff.

Target: Identify and support the development of up to 5 teacher and 2-3 administrative leaders through talent development programs such as the Gerstacker Fellowship, Aspiring Principals, task team facilitation, etc. (Evidence: 7-8 teachers/administrators participating in talent development programs/activities.)

**Progress:** The design of a comprehensive talent development model is Goal II.E.2. An important component is the ongoing implementation of leadership development for teachers and administrators. We continue to support teacher leadership participation in the Galileo Teacher Leadership Consortium, QI coaches, PLT lead teachers, SIP and expanded Leadership Team, Aspiring Principals, and our District leadership committees.

3. Continue to support a positive superintendent-board relationship and implement the Board's goals and associated professional development to build to a highly effective governance team.

Target: Plan annual goals with the Board of Education and identify strategies and professional development to support implementation of Board goals.

**Progress:** Working with the Board's Development Committee, the attached multi-year plan was developed, updated for 2013-14 and approved by the Board.

4. Lead and support the work of “Three Pillars” and collaborative relationships across the system.

Target: Develop and implement annual program goals established with the Three Pillars based on annual survey.

**Progress:** The Three Pillars has reconvened this year and identified plans based upon the survey conducted last spring. In October, the Three Pillars met to hear a presentation by Dr. Vickie Markavitch, Oakland Schools Superintendent, on the dispelling the myths of public education and understanding the anti-public education movement. The three Pillars then engaged in dialogue to identify goals for the year based upon the survey results. This resulted in plans to hold “Listening Learning Teams to listen and gather perceptions on issues and concerns from our staff. The Three Pillars then met in December to plan these dialogues in more details and based upon that discussion, Listening Learning Teams have been formed and scheduled for March and April.

**B. Area of Focus: Curriculum, Instruction and Student Achievement:**

1. Support implementation of the 3 Year Instructional Plan with a focus on quality instructional practices to raise achievement and close learning gaps for all our students.

Target: Establish baseline data with a dashboard for all schools to show implementation phase of major initiatives. (See Instructional Plan)

**Progress:** This has been completed. As reported to the Board in November, the three year Instructional Plan was revised based upon data and updated accordingly. Each initiative has a dashboard to show the implementation phase of all initiatives.

2. Support implementation of District Diversity Plan; including Cultural Competency training for staff and effective practices to reduce bias and achievement/equity gaps.

Target: Increase numbers of staff in professional development and improve cultural competency as measured by District equity perception survey.

**Progress:** Plans for professional development in Cultural Competency training have been developed and training sessions held in cooperation with Oakland Schools. 36 FPS staff have participated in 4 of the 6 cohorts thus far.

3. Implement and support a High School Structure Study comprised of community and staff that examines our values and alignment with current and alternative schedules to best meet our needs with recommendations to the Board of Education by spring 2014.

Target: Completion of the study within the timelines and recommendations adopted by the Board of Education.

**Progress:** A High School Structure Committee was approved by the Board in October with a charge, timelines and plan of work. The committee has been meeting regularly and has narrowed the choices to three schedules: 1) continue trimester with some changes, 2) two semesters with 6 class periods per day and 3) two semesters with seven periods. The committee is now in the phase of taking public comment on these schedules before bringing recommendations to the Board in April.

4. Support successful implementation of the IB Diploma Programme at HHS by June 2014 in order to provide additional opportunities for FPS students.

Target: Maintain 95% of the enrollment of the current 11<sup>th</sup> grade students in the full DP program as 12<sup>th</sup> graders in 2014-15. (Example: Enrollment for 2014-15 of 50 current students will not be less than 48 by May 1, 2014).

**Progress:** In the last update to the Board (October 2013), it was reported that there are 49 juniors enrolled in the Diploma Programme, 112 tenth and 108 ninth graders currently enrolled in the IB program. We are also making significant progress toward our goal to close enrollment gaps for and thereby; reflecting the enrollment of Harrison High school students demographically in our IB classrooms. (See report for specific results.)

### **C. Area of Focus: Community Relations:**

1. Develop and conduct a community feedback and engagement process to develop a strategic marketing plan to strengthen the image of the district, build community trust and maintain or grow enrollment.

Target: By March 1, engage consultant services to develop and conduct community engagement process and develop strategic marketing plans, which include the following components: 1) Research, such as community demographics including number and role of FPS staff who live within FPS or in bordering communities, community participation in FPS and other K-12 education entities, availability and enrollment of K-12 educational options within FPS and all bordering communities, situational or current state analysis of FPS related to educational offerings and

results and community's perceptions of and values for FPS, and summary of problems and opportunities based on research. 2) Financial information, such as what FPS offers and at what cost to community members as compared to bordering communities; and cost benefit of increasing student enrollments on FPS offerings. 3) Marketing targets (specific and measurable) and strategies aligned to FPS vision and goals including related actions and resource needs, and a comprehensive implementation plan. 4) Communication plan aligned with marketing targets including, messages by audience, communication means/tools, and a branding strategy that promotes a common message about FPS that is used in all communications.

**Progress:** We decided to postpone work on this goal due to staff time constraints (i.e. Bond elections), Board trustee vacancy, my pending retirement, and resulting Board and superintendent search processes. There is also an immediate need for extensive communications on the 14-15 budget. To support positive communications about the district, we have entered into a partnership with the publication "School Life" at no cost to the district. We are also focusing on "telling our story" more proactively, including a series of op ed pieces published in the *Farmington Observer*.

#### **D. Area of Focus: Budget/Finance**

1. Oversee first year of implementation of the District's three year strategic budget plan to eliminate the structural deficit by June 2014.

Target: By June 2014 the strategic budget plan will be developed. The plan will maintain the fund balance policy target and narrow the structural deficit and include financial, enrollment and staffing projections, as well as program projections aligned with needs and associated projected costs for the 2016-17 school year that demonstrate a match between revenue and expenditures.

**Progress:** The CO Team has developed and continues to update a three year budget plan that identifies strategies and timelines for activities to eliminate the structural deficit. Development of the 2014-15 budget is well underway with a timeline, proscribed activities and numerous engagement opportunities for staff and community prior to the final budget adoption.

#### **E. Area of Focus: Human Resources/Operations/Technology**

1. Implementation of our teacher and administrator evaluation and professional growth models.

Target:

- 100% of teachers and administrators (instructional) will receive a performance rating based on their related Professional Growth and Evaluation model.
- All teachers/administrators rated lower than “effective” and who are currently in a teaching position with FPS will successfully implement their Individual Development Plan as designed and increase their rating to “effective” by May 1, 2015.

**Progress:** The 12-13 school year was the initial implementation of the FPS Teacher Professional Growth and Evaluation model. Following this first year of implementation, feedback was actively sought through surveys and face to face meetings with staff. Based upon this feedback and the release of the recommendations from the Michigan Council for Educator Excellence, the district focused on providing continuity from last year; including an emphasis on clear learning goals, tracking student progress and celebrating student success, as well as, training and communications to acclimate staff to the language and expectations of Marzano’s Framework for quality instruction. QI Coaches were also trained and assigned to each school to assist teachers in refining their practice and moving us forward in implementing the Marzano model.

Additionally this year, we began the initial implementation of the School Based Administrator Growth and Evaluation Model and developed the Central Office/Superintendent models.

2. Development of a model for talent development of teachers and administrators.

Target: Development of a model for teachers and administrators by end of the school year, including a plan for preparation, recruitment, hiring, placement, mentoring, induction, professional development, compensation, evaluation and leadership development.

**Progress:** With the unexpected resignation of the Assistant Superintendent in July and the later than anticipated start of the new Executive Director of Human Resources, we have not begun work on this goal.

3. Lead a core planning team to successful passage of a bond election in November to finance the long-term facilities master plan and three year technology plan; and following successful passage, oversee implementation of the approved bond program on a district wide basis.

Target: November approval by the electorate with implementation of the first year planning, bidding and construction plans within budget and timelines.

**Progress:** Unfortunately, our bond election failed in November. Since that time, we have been gathering feedback from the staff and community as to why they perceive the bond failed and identify next steps. Based upon the feedback gathered, which supported another request of our community, and with approval of the Board, we are utilizing the services of Plante Moran CRESA to facilitate the work of an advisory committee. The charge to the committee is to review the facilities vision and plans, update information and costs, and identify priorities with funding options to recommend to the Board. We are currently in the process of establishing the committee and scheduling the initial meetings.

### **Resources and Supports:**

1. Board of Education members will participate in professional development with the Superintendent to facilities learning the process under evaluation for our professional growth model.

**Progress:** This has been placed on hold until the next superintendent is on board.

2. It will be necessary to utilize consultant/expertise to support community engagement dialogues and development of marketing plans.

**Progress:** As the goal to develop comprehensive plans for engaging the community and marketing the district have been postponed, along with the expected selection of the next superintendent by May, we thought it a better use of resources to utilize the resources of Plante Moran CRESA to assist in development of our facilities funding plans and wait to see how the next superintendent wants to address these issues.

SHZ:dm

## Superintendent's ACE Team

### Superintendent's Accountability, Communication & Expectations Team

#### **“ACE Team”**

#### **PURPOSE:**

**The ACE Team was established to support the advancement of the District's culture, vision and mission through dialogue that develops common understanding and articulation of**

- *The District's culture, vision, and mission;*
- *Staff members' ideas and concerns;*
- *Expectations for accountability;*
- *Cultural competence; and*
- *The organizational structure.*

*Culturally Responsive Leadership: “Leading and role modeling, in such a way that more of our people (staff and students), across more of their differences, are included, engaged, empowered and successful, more of the time . . . without having to give up who they are.” Gary Howard*

#### **ROLE:**

To achieve our purpose ACE members will:

- *Provide advice and counsel to the Superintendent;*
- *Share information with staff members and share staff members' ideas and concerns with the ACE*
- *Provide information that will assist the Superintendent with decision-making;*
- *Take the "temperature of the organization" relative to various initiative and changes;*
- *Maintain a laser-like focus on students, achievement, and instruction; and*
- *Support the implementation of the District's culture, vision and mission.*

#### **MEMBERS**

Superintendent: Sue Zurvalec

Central Office Team members: Diane Bauman, Catherine Cost, Michele Harmala, Michael Johnston, Jon Manier, Mary Reynolds, Jon Riebe, Kathy Smith

Administrative Representatives: Barbara Elson, Nancy Ely, Barb Fries, Shawndra Hernton, Jennifer Kaminski, Pat Karas, Naomi Khalil, Valerie Mierzwa, David Reese, Ken Sanders, Bill Tousley



**SUPERINTENDENT'S EVALUATION COMMITTEE  
BOARD OF EDUCATION/SUPERINTENDENT COMMITMENTS**

1. We commit to a “no surprises” relationship. We encourage healthy and robust discussion and communications. However, in fairness to the community, superintendent, staff and other Board Members, we expect new matters will not be raised for the first time at the Board table. For example, Board Members should not make a motion regarding a matter not on the approved agenda unless the Board President and Superintendent have been notified in advance. The Superintendent will share critical district information as soon as possible.
2. Reports will present a balanced analysis, including pros and cons, how student achievement will be impacted, rationale for the recommendation, and budget impact, if any.
3. Board Member questions should flow to the Superintendent, Board President, and Executive Assistant. The questions and answers are disseminated to all Board Members. The Superintendent will facilitate securing answer(s). If the Superintendent feels that the question will take considerable time, she will contact the Board President to discuss. The Board President will communicate directly with the Board Member.
4. Individual Board Members should call the Superintendent and Board President to discuss issues or to give a “heads up.” The Superintendent should also call Board Members to discuss issues of importance to her.
5. The Superintendent will initiate periodic informal conversations with Board Members to sustain relationships and discuss district matters, in accordance with the Open Meetings Act.
6. If Board Members operate outside agreed upon staff communication guidelines, the Board President will contact and discuss with member.
7. The Board President is the official spokesperson of the Board. Communication (fact sheets, talking points) on critical issues will be developed via the Board Community Relations Committee and Superintendent or designee.



8. The Board officially speaks as a Board when it takes action (vote). Board Members should listen to public concerns prior to votes, but are advised not to disclose their anticipated votes to Board Members of the public because they can be erroneously perceived as the view of the full Board. Board Members need to remember that even though one member cannot speak for the Board, you still always “wear your Board hat” in the eyes of the public.
9. Board Members should receive permission from the Board President prior to addressing community groups as a Board Member. The Superintendent will be notified, and a staff representative will be present also, if the Board President and Superintendent determine it is necessary or appropriate.
10. If Board Members need to discuss a sensitive issue with the Superintendent, it should be discussed in private and not in the presence of district staff. If the Superintendent needs to discuss a sensitive issue regarding one or more Board Members, he/she should first discuss the issue with the Board President and then the Board Member(s) involved.
11. The Superintendent and Board will evaluate these commitments annually, or more frequently, as needed.

Adopted by Farmington Board of Education: February 7, 2012



## BOARD OF EDUCATION GOALS

### 1. Achievement Metrics

- a. **Goal** - The Board of Education (Board) will ensure that teachers and students are given clear metrics by which to measure student achievement that establish achievable targets for improvement. The Board will oversee the development of building-level narratives to explain trends in the data for achievement and instructional goals.
- b. **Strategy** - As yet to be determined.
- c. **Determination of Success** - We will know we have achieved success in this area by evaluating annual achievement data against baseline information. Critical to this determination, it will be incumbent upon Board members to ask targeted questions at school-level meetings to get feedback directly from teachers and administrators regarding the metrics and the impact of interventions on student achievement.

### 2. Relationship Between Board, Administration and Associations

- a. **Goal** - The Board will increase its engagement at all levels in the District to ensure that all stakeholders' voices are heard and people understand their input is valued.
- b. **Strategy** - The Board will make a concerted effort to increase their participation at school sponsored events especially in the classroom. The Board will attend school staff meetings and provide a brief presentation on matters under consideration or of topical interest and engage members of the staff in open dialogue asking targeted questions related to Board goals.
- c. **Determination of Success** - We will know we have been successful in this area by reviewing annual staff survey results that recognize improved relationships, recognition of the goals adopted, and results in the classroom.

### 3. Program Evaluation

- a. **Goal** - The Board will evaluate each instructional program from an educational and cost analysis perspective.
- b. **Strategy** - With reduced funding, the Board must make sure our resources are being utilized most effectively with regard to the delivery of the curriculum and get the most from the community's investment.

- c. **Determination of Success** - The Board will direct staff to research and develop a methodology for assessing instructional and cost analysis of each program so the Board can make informed decisions about program retention/elimination when necessary. The staff will provide a report to the Board by March 31, 2012 as to the progress being made and recommendations as to:
- programs to eliminate, if any; and
  - timeline/plan for completion of the evaluation process.

#### 4. **Budget**

- a. **Goal** - The Board will become as well versed in the budget process and how it is developed as possible so that it can make the best possible financial decisions for the District.
- b. **Strategy** - The Board will make every effort possible to assist in determining what the budget variance really is, why it exists, and where it comes from so that the Board can establish a reasonable variance parameter. The Board will adopt a budget that deals with the reality of public education funding today so that there are sufficient funds to cover expenses for the year (absent extraordinary circumstances) and there will be no mid-year layoffs or reduction in services.

The Board, with the assistance of staff, will align our resources with our instructional priorities and develop a process to evaluate how resources are aligned with those priorities. This will enable the Board to have a knowledge base upon which to make sound financial decisions; provide the Board, community and staff a deeper understanding of how and why financial decisions are made. It will also facilitate and promote trust between the Board, administration, the associations and the community regarding negotiations and other interactions. The Board believes that conservative management of our resources ensures stability and confidence that the District will be able to pay its expenses for the year without interruption of programming, services, or disruption to staff.

- c. **Determination of Success** - We will know we have been successful in this area when the extent of the questions asked regarding the budget variance results in the development of a reasonable variance parameter that can be communicated effectively to the community and the associations and generally accepted as reasonable. We will use comparative data and information from the District's auditors and professional associations to assist in the development of a reasonable variance parameter. The Board will analyze the second amendment to the budget, as adopted, in relationship to the audited budget to determine whether any mid-year interruptions occurred, or not, and the reason(s) for any interruptions that did occur.

Adopted by the Board of Education: February 7, 2012

**2012-2013 Michigan School Accountability Scorecard  
for Elementary, Upper Elementary, Middle Schools and High  
Schools**

**Farmington Public School District**

<b>School</b> <b>* Denotes Title 1 School</b>	<b>Grades Tested</b>	<b>Overall Grade</b>	<b>% of Status Points</b>	<b>Status Label</b>
*Beechview Elementary	3-4	Yellow	36/46 (78.3%)	Focus
*East Middle School	7-8	Yellow	39/62 (62.9%)	Focus
Farmington Central High School	9 & 11	Yellow	10/16 (62.5%)	No Status Label
Farmington High School	9 & 11	Yellow	46/64 (71.9%)	Focus
Forest Elementary	3-4	Yellow	26/38 (68.4%)	Focus
*Gill Elementary	3-4	Yellow	41/50 (82%)	Focus
Harrison High School	9 & 11	Yellow	48/68 (70.6%)	Focus
Highmeadow Common Campus	3-4	Yellow	26/30 (86.7%)	Focus
Hillside Elementary	3-4	Yellow	40/46 (87%)	Focus
*JA Lanigan Elementary	3-4	Yellow	30/38 (78.9%)	No Status Label
Kenbrook Elementary	3-4	Yellow	38/46 (82.6%)	Focus
Longacre Elementary	3-4	Yellow	30/36 (83.3%)	No Status Label
North Farmington High School	9 & 11	Yellow	55/78 (70.5%)	Focus
O.E. Dunckel Middle School	7-8	Yellow	40/54 (74.1%)	Focus
*Power Upper Elementary School	5-6	Yellow	44/70 (62.9%)	Focus
Warner Upper Elementary School	5-6	Yellow	53/80 (66.3%)	Focus
*Wood Creek Elementary	3-4	Yellow	38/46 (82.6%)	Focus

The Michigan School Accountability Scorecards replace the AYP Report Cards beginning with the 2012-2013. Scorecards use a color coding system in place of an AYP status. In order of highest color to lowest, they are: green, lime, yellow, orange and red. In 2012-2013, Farmington Public Schools and all of our schools received an overall Yellow Status with a score of 65.87%.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward schools is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth in the lowest 5% of all schools in the state.

## **2012-2013 Adequate Yearly Progress for Elementary, Upper Elementary and Middle Schools Farmington Public School District**

Adequate Yearly Progress (AYP) results will no longer be released after the 2011-2012 school year. Michigan District and School Accountability Scorecards will be new for the 2012-2013 school year and replace Adequate Yearly Progress (AYP) results.

In the summer of 2012, Michigan was approved for flexibility from the Elementary and Secondary Act (ESEA) of 1965. The approved flexibility waiver from the United States Department of Education has created a new and exciting method for looking at school accountability in the State of Michigan. Beginning with the 2012-2013 school year, the Michigan Department of Education will release Michigan School Scorecards as the indicator of school and district compliance, assessment participation and assessment performance requirements in fulfillment of Michigan's approved ESEA Flexibility.

The new Michigan School Accountability Scorecards will be released for district and school preview in early July of 2013. After the preview window has completed, the scorecards will be released to the public in the month of August 2013.

**2011-2012 Adequate Yearly Progress  
for Elementary, Upper Elementary and Middle Schools  
Farmington Public School District**

School	Grades Tested	Preliminary Grade	School AYP Status 2011-2012	Ed Yes! Grade 2010-2011	School Phase 2011-2012
Beechview Elementary	3-4	A	Met AYP	*	0
East Middle School	7-8	A	Met AYP	*	0
Forest Elementary	3-4	A	Met AYP	*	0
Gill Elementary	3-4	A	Met AYP	*	0
Highmeadow Common Campus	3-4	A	Met AYP	*	0
Hillside Elementary	3-4	A	Met AYP	*	0
JA Lanigan Elementary	3-4	A	Met AYP	*	0
Kenbrook Elementary	3-4	A	Met AYP	*	0
Longacre Elementary	3-4	A	Met AYP	*	0
O.E. Dunckel Middle School	7-8	A	Met AYP	*	0
Power Upper Elementary School	5-6	A	Met AYP	*	0
Warner Upper Elementary School	5-6	A	Met AYP	*	0
Wood Creek Elementary	3-4	A	Met AYP	*	0

\* Not Available

High School data is not available.

**2010-2011 Adequate Yearly Progress  
for Elementary and Middle Schools  
Farmington Public School District**

School	Grades Tested	Preliminary Grade	School AYP Status 2010-2011	Ed Yes! Grade 2010-2011	School Phase 2010-2011
Beechview Elementary	3-4	A	Met AYP	A	0
East Middle School	7-8	A	Met AYP	A	0
Forest Elementary	3-4	A	Met AYP	A	0
Gill Elementary	3-4	A	Met AYP	A	0
Highmeadow Common Campus	3-4	A	Met AYP	A	0
Hillside Elementary	3-4	A	Met AYP	A	0
JA Lanigan Elementary	3-4	A	Met AYP	A	0
Kenbrook Elementary	3-4	A	Met AYP	A	0
Longacre Elementary	3-4	A	Met AYP	A	0
O.E. Dunckel Middle School	7-8	A	Met AYP	A	0
Power Upper Elementary School	5-6	A	Met AYP	A	0
Warner Upper Elementary School	5-6	A	Met AYP	A	0
Wood Creek Elementary	3-4	A	Met AYP	A	0

\* Not Available

High School data is not available.

**2009-2010 Adequate Yearly Progress  
for Elementary and Middle Schools  
Farmington Public School District**

<b>School</b>	<b>Grades Tested</b>	<b>Preliminary Grade</b>	<b>School AYP Status 2009-2010</b>	<b>Ed Yes! Grade 2009-2010</b>	<b>School Phase 2009-2010</b>
Beechview Elementary	3-5	A	Met AYP	A	0
Eagle Elementary	3-5	A	Met AYP	A	0
East Middle School	6-8	A	Met AYP	A	0
Flanders Elementary	3-5	A	Met AYP	A	0
Forest Elementary	3-5	A	Met AYP	A	0
Gill Elementary	3-5	A	Met AYP	A	0
Highmeadow Common Campus	3-5	A	Met AYP	A	0
Hillside Elementary	3-5	A	Met AYP	A	0
JA Lanigan Elementary	3-5	A	Met AYP	A	0
Kenbrook Elementary	3-5	A	Met AYP	A	0
Longacre Elementary	3-5	A	Met AYP	A	0
O.E. Dunckel Middle School	6-8	A	Met AYP	A	0
Power Middle School	6-8	A	Met AYP	A	0
Warner Middle School	6-8	A	Met AYP	A	0
William Grace Elementary	3-5	A	Met AYP	A	0
Wood Creek Elementary	3-5	A	Met AYP	A	0
Wooddale Elementary	3-5	A	Met AYP	A	0

\* Pending Appeal

High School data is not available.



**2008-2009 Adequate Yearly Progress  
for Elementary and Middle Schools  
Farmington Public School District**

<b>School</b>	<b>Grades Tested</b>	<b>Preliminary Grade</b>	<b>School AYP Status 2008-2009</b>	<b>Ed Yes! Grade 2008-2009</b>	<b>School Phase 2008-2009</b>
Beechview Elementary	3-5	A	Met AYP	A	0
Eagle Elementary	3-5	A	Met AYP	A	0
East Middle School	6-8	A	Met AYP	A	0
Flanders Elementary	3-5	A	Met AYP	A	0
Forest Elementary	3-5	A	Met AYP	A	0
Gill Elementary	3-5	A	Met AYP	A	0
Highmeadow Common Campus	3-5	A	Met AYP	A	0
Hillside Elementary	3-5	A	Met AYP	A	0
JA Lanigan Elementary	3-5	A	Met AYP	A	0
Kenbrook Elementary	3-5	A	Met AYP	A	0
Longacre Elementary	3-5	A	Met AYP	A	0
O.E. Dunckel Middle School	6-8	A	Met AYP	A	0
Power Middle School	6-8	A	Met AYP	A	0
Warner Middle School	6-8	A	Met AYP	A	0
William Grace Elementary	3-5	A	Met AYP	A	0
Wood Creek Elementary	3-5	B	Met AYP	B	0
Wooddale Elementary	3-5	A	Met AYP	A	0

This list reflects the Composite Grade under Education YES! and the AYP Status and Improvement Phase under the No Child Left Behind Act for our Elementary and Middle Schools. Official results will be available after May 21, 2009. High School data is not available.

**2007-2008 Adequate Yearly Progress  
for Elementary and Middle Schools  
Farmington Public School District**

School	Grades Tested	Preliminary Grade	School AYP Status 2007-2008	Ed Yes! Grade 2007-2008	School Phase 2007-2008
Beechview Elementary	3-5	94 – A	Met AYP	A	0
Eagle Elementary	3-5	99 – A	Met AYP	A	0
East Middle School	6-8	91 – A	Met AYP	A	0
Flanders Elementary	3-5	99 – A	Met AYP	A	0
Forest Elementary	3-5	98 – A	Met AYP	A	0
Gill Elementary	3-5	95 – A	Met AYP	A	0
Highmeadow Common Campus	3-5	100 – A	Met AYP	A	0
Hillside Elementary	3-5	98 – A	Met AYP	A	0
JA Lanigan Elementary	3-5	93 – A	Met AYP	A	0
Kenbrook Elementary	3-5	98 – A	Met AYP	A	0
Longacre Elementary	3-5	99 – A	Met AYP	A	0
O.E. Dunckel Middle School	6-8	98 – A	Met AYP	A	0
Power Middle School	6-8	95 – A	Met AYP	A	0
Warner Middle School	6-8	95 – A	Met AYP	A	0
William Grace Elementary	3-5	93 – A	Met AYP	A	0
Wood Creek Elementary	3-5	89 – B	Met AYP	B	0
Wooddale Elementary	3-5	98 – A	Met AYP	A	0

This list reflects the Composite Grade under Education YES! and the AYP Status and Improvement Phase under the No Child Left Behind Act for our Elementary and Middle Schools.

## 2006-2007 Adequate Yearly Progress Farmington Public School District

This list reflects the Composite Grade under Education YES! and the AYP Status and Improvement Phase under the No Child Left Behind Act.

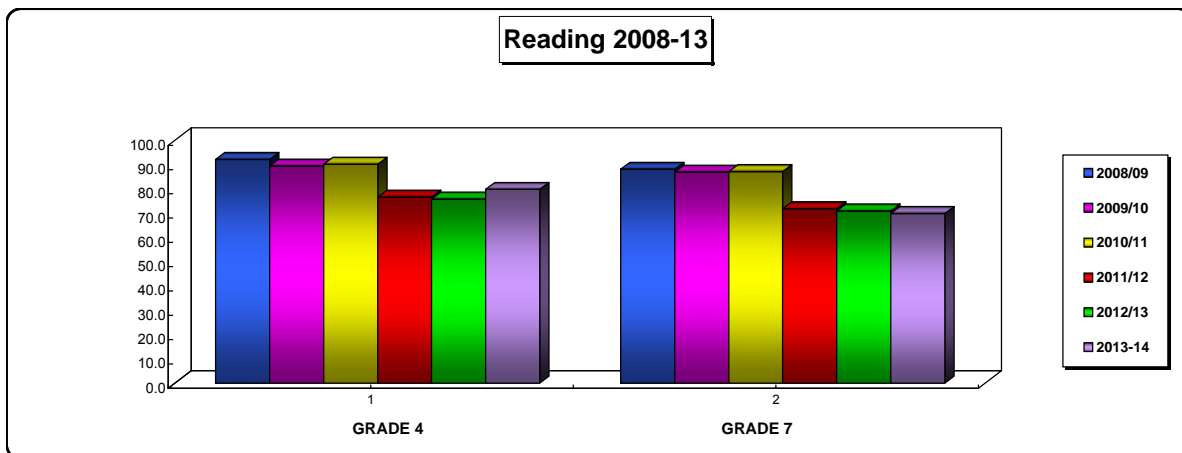
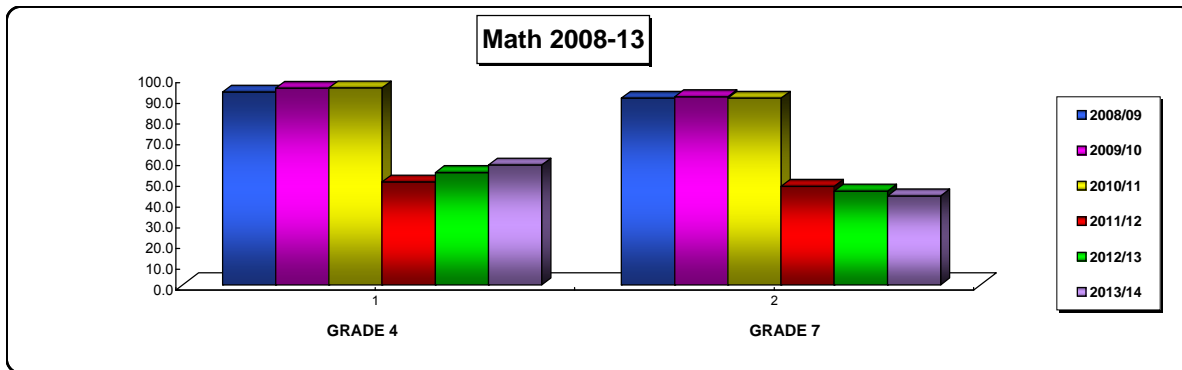
School	Grades Tested	Preliminary Grade	School AYP Status 2006-2007	Ed Yes! Grade 2006-2007	School Phase 2006-2007
Beechview Elementary	3-5	95 – A	Met AYP	A	0
Eagle Elementary	3-5	97 – A	Did Not Make AYP Due to Subgroup Participation	B	0
East Middle School	6-8	93 – A	Met AYP	A	0
Farmington High School	9-12	82 – B	Did Not Make AYP Due to Subgroup Participation (students with disabilities) and Subgroup Achievement (students with disabilities)	B	0
Flanders Elementary	3-5	98 – A	Met AYP	A	0
Forest Elementary	3-5	94 – A	Met AYP	A	0
Gill Elementary	3-5	90 – A	Met AYP	A	0
Harrison High School	9-12	80 – B	Did Not Make AYP Due to Subgroup Participation (students with disabilities and economically disadvantaged students)	B	
Highmeadow Common Campus	3-5	94 – A	Met AYP	A	0
Hillside Elementary	3-5	95 – A	Met AYP	A	0
JA Lanigan Elementary	3-5	90 – A	Met AYP	A	0
Kenbrook Elementary	3-5	94 – A	Did Not Make AYP Due to Subgroup Participation	B	0
Longacre Elementary	3-5	96 – A	Met AYP	A	0
North Farmington High School	9-12	86 – B	Met AYP	B	0
O.E. Dunckel Middle School	6-8	94 – A	Met AYP	A	0
Power Middle School	6-8	93 – A	Met AYP	A	0
Warner Middle School	6-8	89 – B	Met AYP	B	0
William Grace Elementary	3-5	89 – B	Met AYP	B	0
Wood Creek Elementary	3-5	81 – B	Met AYP	B	0
Wooddale Elementary	3-5	93 – A	Met AYP	A	0

**MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP) SCORES**  
Farmington Public School District and the State

		2008/09		2009/10		2010/11		2011/12		2012/13		2013/14	
		Farmington	State	Farmington	State	Farmington	State	Farmington	State	Farmington	State	Farmington	State
<b>GRADE 4</b>	Math	93.0	88.0	94.8	92.0	95.0	91.0	49.6	40.0	54.2	45.0	57.8	45.3
	Reading (Essential)	92.0	83.0	89.3	84.0	90.0	84.0	76.5	68.0	75.7	68.1	79.7	70.0
<b>GRADE 5</b>	Science	92.0	83.0	89.1	81.0	84.0	78.0	43.4	15.0	15.5	13.0	15.8	16.8
	Social Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Writing	77.0	63.0	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
<b>GRADE 7</b>	Math (Essential)	90.0	83.0	90.7	82.0	90.0	85.0	47.5	37.0	45.2	38.0	42.9	39.2
	Reading (Essential)	88.0	80.0	86.8	82.0	87.0	79.0	71.7	60.0	70.8	62.0	69.8	60.4
	Writing	87.0	78.0	(b)	(b)	59.0	48.0	57.4	47.0	60.7	52.0	62.8	53.0
<b>GRADE 8</b>	Math	85.0	75.0	83.5	70.0	89.0	78.0	53.4	29.0	50.8	33.0	44.9	34.5
	Science	85.0	76.0	84.7	76.0	87.0	78.0	69.9	16.0	18.8	16.0	19.8	19.8
	Social Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Writing	84.0	74.0	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
<b>HS TESTS</b>	Math	56.0	49.0	63.0	50.0	63.0	52.0	42.0	29.0	38.0	29.0	Not Available	
	Reading	72.0	60.0	76.0	65.0	71.0	63.0	65.0	56.0	63.0	54.0	Not Available	
	Science	66.0	56.0	68.0	58.0	69.0	61.0	35.0	26.0	35.0	26.0	Not Available	
	Social Studies	89.0	81.0	86.0	79.0	83.0	78.0	47.0	41.0	46.0	39.0	Not Available	
	Writing	59.0	44.0	59.0	44.0	57.0	47.0	59.0	49.0	61.0	49.0	Not Available	

(a) HS TESTS ARE MICHIGAN MERIT EXAM FOR 2008/09

(b) In Fall 2009, the MEAP writing test was lengthened to allow a more thorough assessment of students' writing skills. The new writing test is administered in grades 4 and 7 only. Writing scores are not reported for Fall 2009 because the new writing test was field tested this cycle. Operational writing scores will be reported for grades 4 and 7 beginning in Fall 2010. To create college ready benchmarks the Michigan Department of Education raised the "cut scores", the lowest score a student can achieve on a test to be considered proficient or passing, on the MEAP & MME in September 2011 in effect for 2011-12 testing.

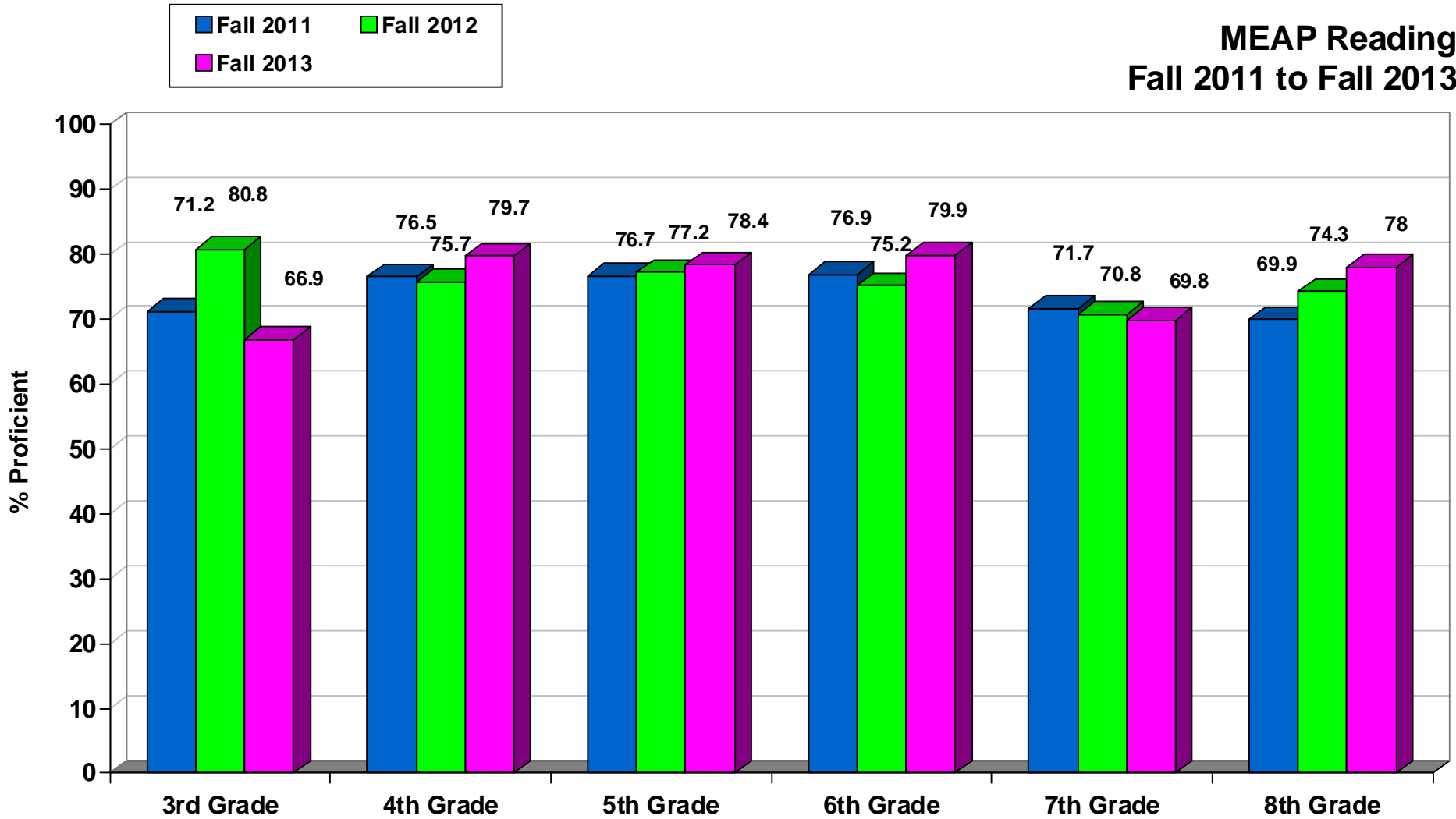


NA = These tests were not administered. The high school proficiency test has taken the place of the MEAP.

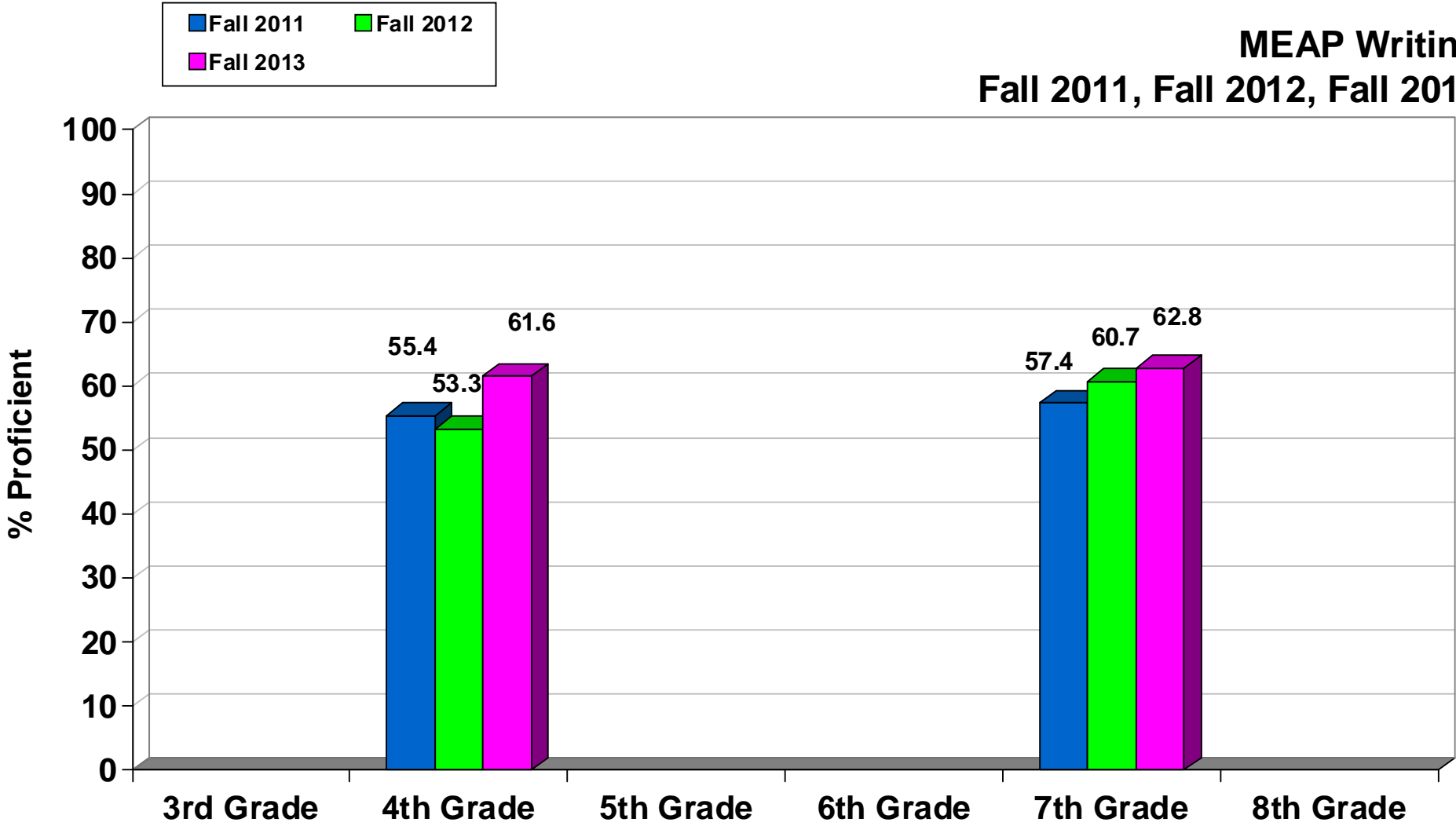
NOTE: The Michigan Merit Exam (MME), the new high school test, is taken in the Spring and scores are not available.

Due to State requirements and No Child Left Behind, the District is currently testing in Grades 3-8 and 11 (See the graphs on the following pages).

# MEAP Reading Fall 2011 to Fall 2013



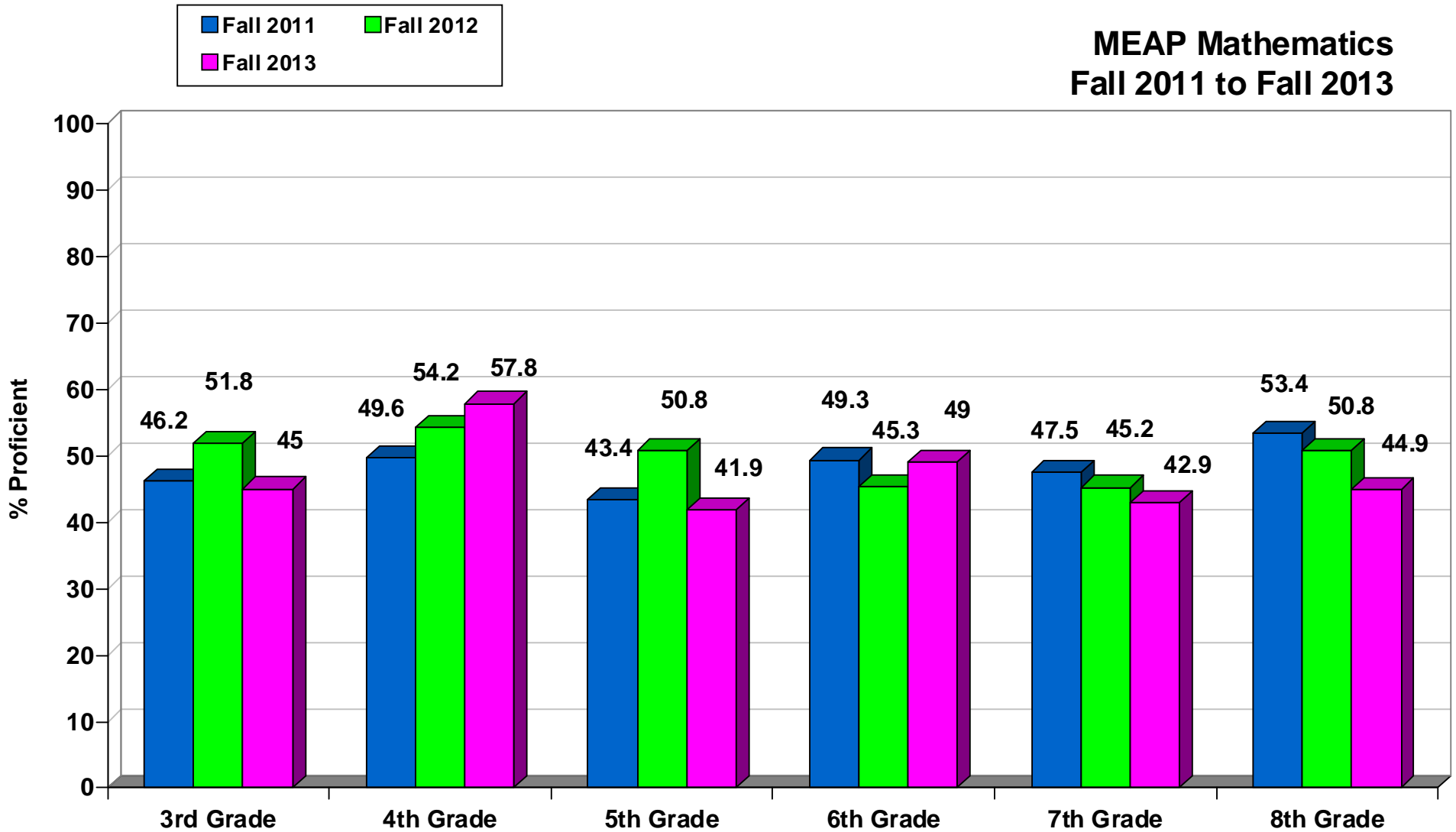
# MEAP Writing Fall 2011, Fall 2012, Fall 2013



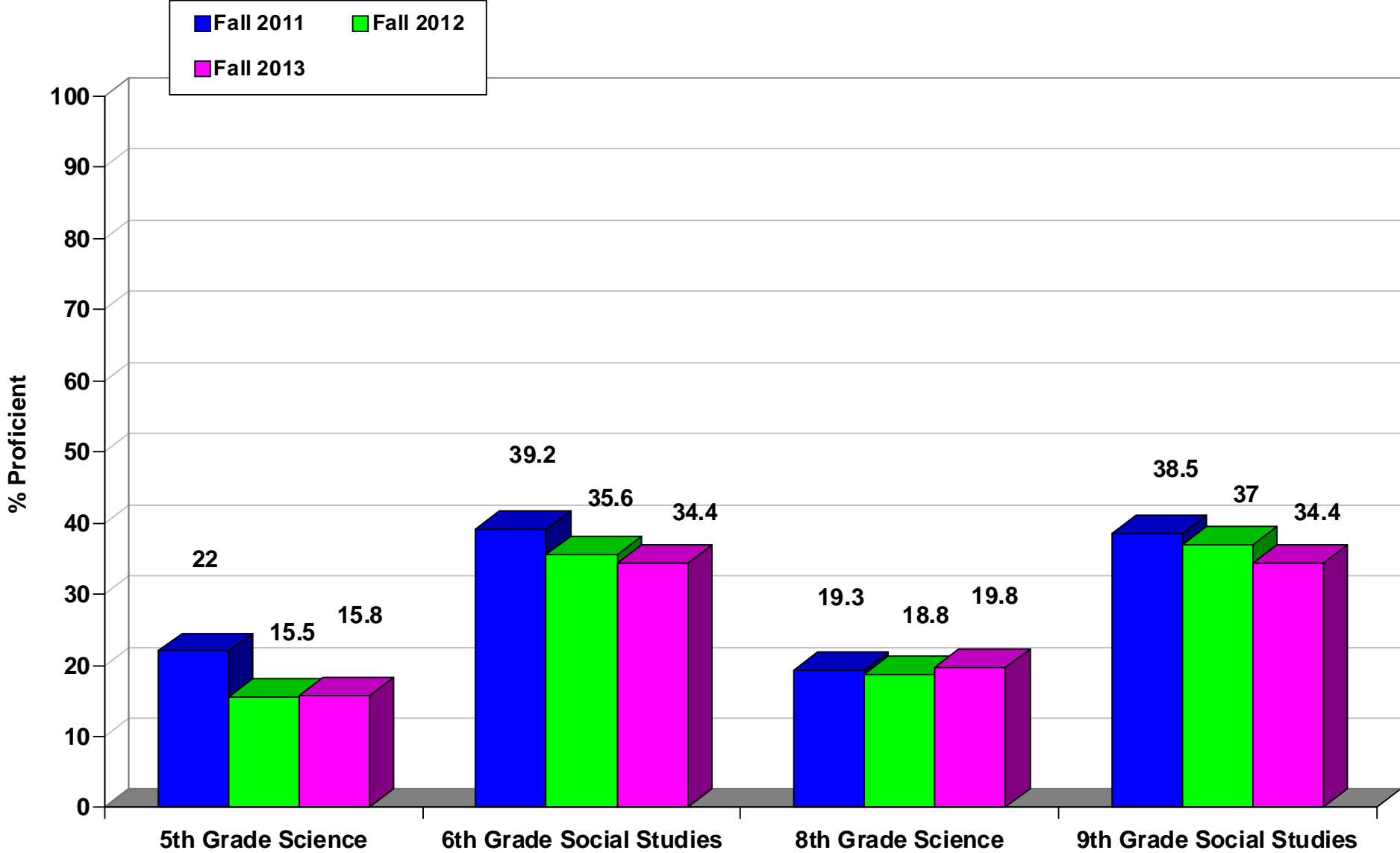
In Fall 2009, the MEAP writing test was lengthened to allow a more thorough assessment of students' writing skills. The new writing test is administered in grades 4 and 7 only. Writing scores are not reported for Fall 2009 because the new writing test was field tested this cycle. Operational writing scores will be reported for grades 4 and 7 beginning in Fall 2010.

District Summary Results  
11-12, 12-13 and 13-14

**MEAP Mathematics  
Fall 2011 to Fall 2013**

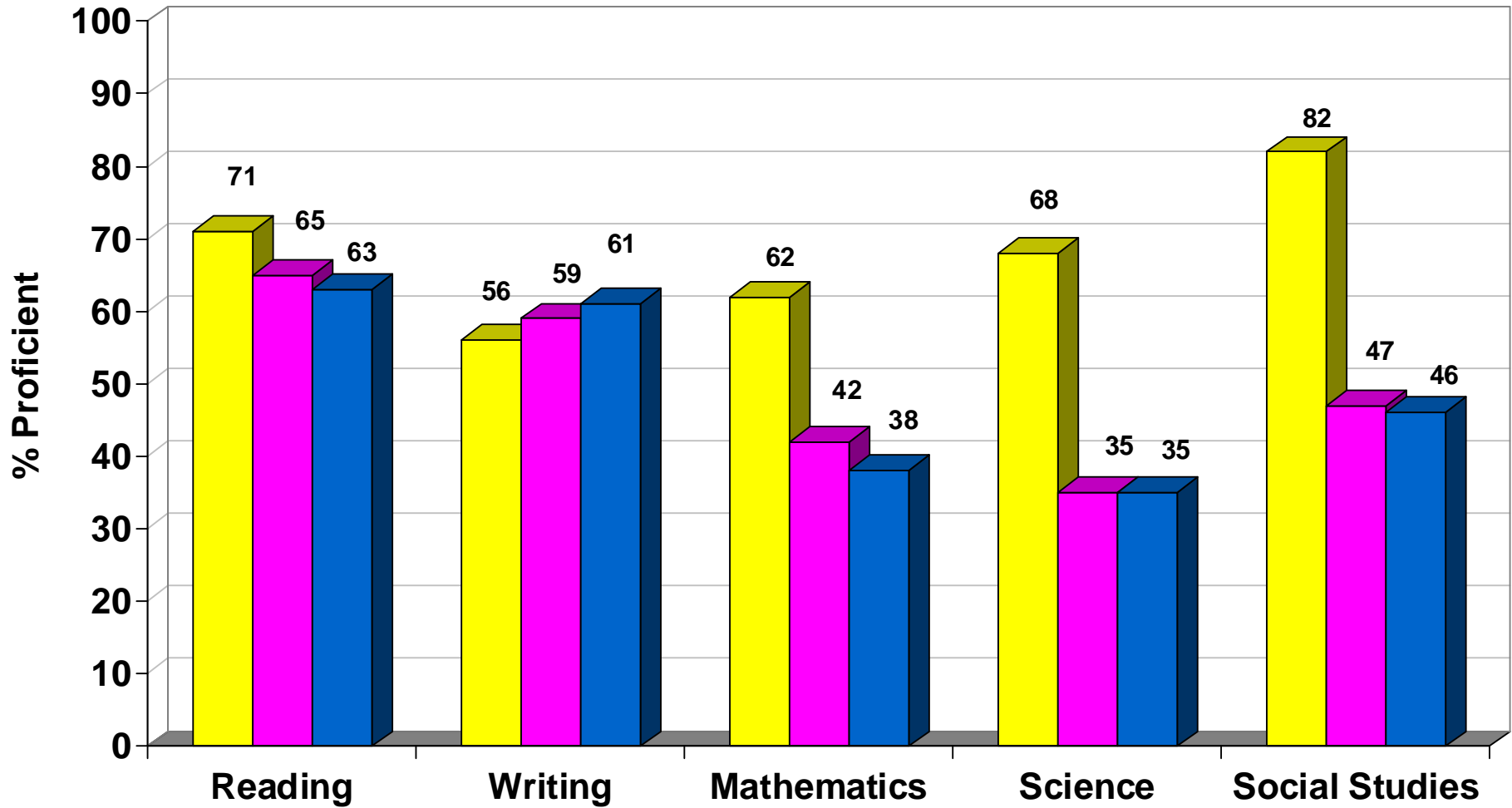


District Summary Results  
11-12, 12-13 and 13-14



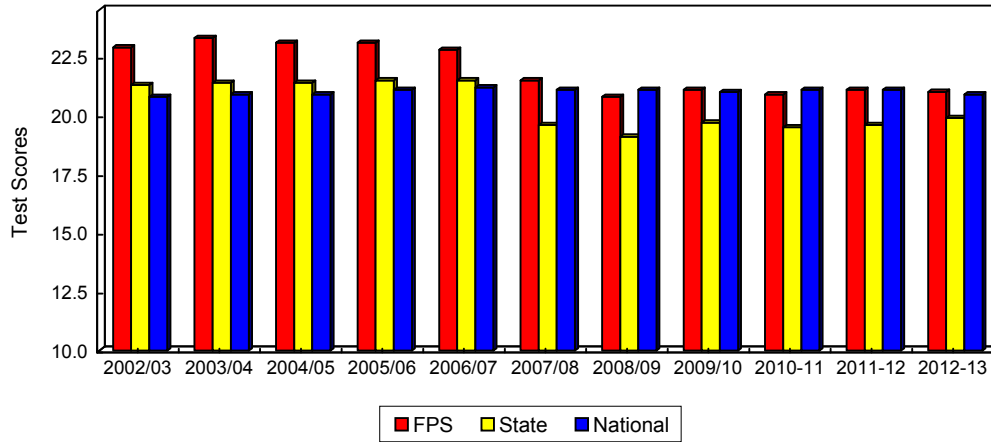


# Michigan Merit Exam 11th Grade



# American College Test (ACT) Scores

Farmington Public School District



Year	Farmington	State	National
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## 2002/03

Test Score	22.9	21.3	20.8
% taking test	77.0	69.0	40.0

## 2003/04

Test Score	23.3	21.4	20.9
% taking test	77.0	68.0	40.0

## 2004/05

Test Score	23.1	21.4	20.9
% taking test	82.0	69.0	40.0

## 2005/06

Test Score	23.1	21.5	21.1
% taking test	75.0	67.0	40.0

## 2006/07

Test Score	22.8	21.5	21.2
% taking test	75.0	67.0	40.0

## 2007/08

Test Score	21.5	19.6	21.1
% taking test	86.0	100.0	43.0

## 2008/09

Test Score	20.8	19.1	21.1
% taking test	100.0	100.0	43.0

## 2009/10

Test Score	21.1	19.7	21.0
% taking test	98.0	100.0	47.0

## 2010/11

Test Score	20.9	19.5	21.1
% taking test	98.4	100.0	49.0

## 2011/12

Test Score	21.1	19.6	21.1
% taking test	100.0	100.0	49.0

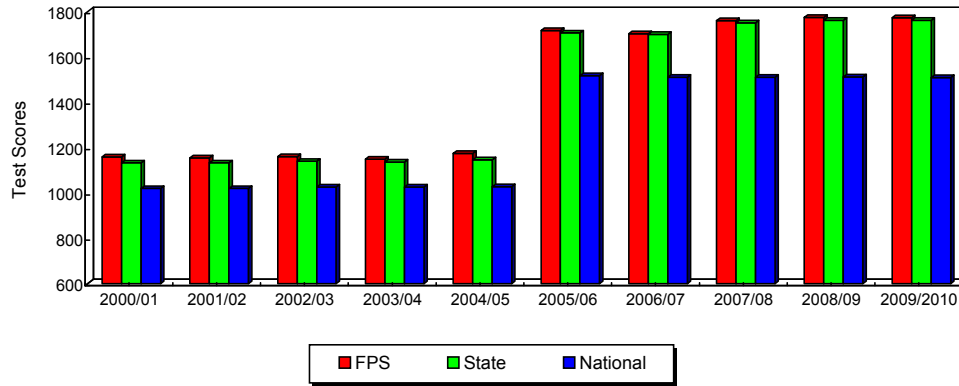
## 2012/13

Test Score	21.1	19.9	21.1
* % taking test	100.0	100.0	54.0

\* Percent of students taking test excluding students taking Michigan's MI-Access

## Scholastic Assessment Test (SAT) Scores

Farmington Public School District



Year	Farmington	State	National
------	------------	-------	----------

Year	Farmington	State	National
<b>2000/01</b>			
Test Score	1159	1133	1020
% taking test	27.0	11.0	45.0
<b>2001/02</b>			
Test Score	1155	1130	1020
% taking test	25.0	11.0	46.0
<b>2002/03</b>			
Test Score	1160	1140	1026
% taking test	24.0	11.0	48.0
<b>2003/04</b>			
Test Score	1149	1136	1026
% taking test	26.0	11.0	48.0
<b>2004/05</b>			
Test Score	1175	1147	1028
% taking test	20.0	10.0	49.0
<b>2005/06</b>			
Test Score*	1716	1706	1518
% taking test	18.0	10.0	48.0
<b>2006/07</b>			
Test Score*	1702	1700	1511
% taking test	15.0	9.0	48.0
<b>2007/08</b>			
Test Score*	1760	1751	1511
% taking test	12.0	6.0	45.0
<b>2008/09</b>			
Test Score*	1775	1762	1512
% taking test	N/A	N/A	N/A
<b>2009/10</b>			
Test Score*	1773	1762	1509
% taking test	N/A	N/A	N/A
<b>2010/11</b>			
Test Score**	N/A	N/A	N/A
% taking test	N/A	N/A	N/A
<b>2011/12</b>			
Test Score**	N/A	N/A	N/A
% taking test	N/A	N/A	N/A
<b>2012/13</b>			
Test Score**	N/A	N/A	N/A
% taking test	N/A	N/A	N/A

\* Beginning with 2005/06, the test scores include reading, math and writing. For previous years, the test scores only included reading and math.

\*\*Scholastic Assessment Test (SAT) data is no longer tracked because of the low percentage of students taking the test.

**FARMINGTON PUBLIC SCHOOL DISTRICT  
ADVANCED PLACEMENT AND OTHER SELECTED DATA**

**ADVANCED PLACEMENT**

The Advanced Placement (AP) Program is a cooperative educational venture between secondary schools, colleges, and universities. It offers students an opportunity to earn college-level credit while still in high school by performing successfully on AP exams. The Program is sponsored by the College Board and administered by Educational Testing Service.

Almost half of U.S. high schools participate in AP. Fifty-seven colleges and universities in Michigan offer credit and/or advanced placement through the AP Program.

**ADVANCED PLACEMENT**

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
# of Students Taking Advanced Placement Exams	634	725	689	749	798	704	729	795
# of Students Qualifying for College Credit on at Least 1 Exam	479	527	513	563	571	492	516	564
Percent of Students Qualifying	76.0	73.0	75.0	75.0	72.0	69.9	69.9	71.0
Average Percent Qualifying Nationwide*	59.0	57.0	57.0	58.0	58.0	57.5	58.8	57.0
Average Percent Qualifying - Michigan*	65.0	65.0	63.0	65.0	66.0	64.8	66.2	65.0

**OTHER SELECTED DATA**

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
<b>Graduation Rate</b>	93.73	87.74	87.13	85.05	89.10	89.20	87.90	88.00	88.20
<b>% of Graduates Attending College</b>	96.00	95.00	95.00	97.00	93.00	97.00	96.00	95.00	95.00
<b>Teachers with Advanced Degrees**</b>	70.00	70.00	75.00	80.00	79.00	82.00	85.00	83.00	83.00

\* The College Board: Advanced Placement Program "Michigan and National Summary Reports".



## PROFILE – GRADUATING CLASS OF 2013

Farmington High School	275
Harrison High School	285
North Farmington High School	<u>337</u>
Total	<b>897</b>

### Post Graduate Plans

Colleges & Universities	70%
Community Colleges	<u>25%</u>
Total	<b>95%</b>

IN-STATE UNIVERSITIES			OUT-OF-STATE UNIVERSITIES		
Farmington	50%	137/275	Farmington	9%	25/275
Harrison	51%	146/285	Harrison	7%	21/285
North Farmington	59%	198/337	North Farmington	10%	35/337
<b>DISTRICT</b>	<b>54%</b>	<b>481/897</b>	<b>DISTRICT</b>	<b>9%</b>	<b>81/897</b>
PRIVATE COLLEGES IN STATE			COMMUNITY COLLEGES		
Farmington	8%	23/275	Farmington	30%	83/275
Harrison	9%	26/285	Harrison	26%	73/285
North Farmington	6%	20/337	North Farmington	18%	60/337
<b>DISTRICT</b>	<b>8%</b>	<b>69/897</b>	<b>DISTRICT</b>	<b>25%</b>	<b>216/897</b>
OTHER POST GRADUATE TRAINING			OTHER PLANS		
Farmington	1%	4/275	Farmington	1%	4/275
Harrison	1%	3/285	Harrison	6%	16/285
North Farmington	2%	6/337	North Farmington	5%	18/337
<b>DISTRICT</b>	<b>1%</b>	<b>13/897</b>	<b>DISTRICT</b>	<b>4%</b>	<b>37/897</b>

## Farmington Public School District Three Year General Fund Forecast

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-15 Budget	2015-16 Forecast	2016-17 Forecast	2017-18 Forecast
<b>Revenue:</b>								
Property Taxes	\$ 49,753,515	\$ 45,428,286	\$ 43,832,315	\$ 42,028,559	\$ 41,241,624	\$ 38,612,489	\$ 37,318,488	\$ 36,287,664
Tuition	1,235,121	1,165,869	1,331,767	1,265,948	1,265,540	1,265,540	1,265,540	1,265,540
Earnings on Investments	240,310	167,591	51,890	60,000	10,000	-	-	-
Other Local Revenue	3,177,464	2,583,790	2,408,431	2,483,322	2,436,576	1,886,576	1,886,576	1,886,576
Interdistrict Revenue	407,040	422,048	421,899	837,998	757,476	890,309	890,309	890,309
State Membership Revenue	67,199,602	65,071,141	65,166,502	61,933,584	60,676,749	60,676,749	60,676,749	60,676,749
State Categorical Revenue	7,755,457	10,905,955	12,968,105	17,033,532	19,415,648	18,226,430	18,328,125	18,430,837
Federal Revenue	9,221,322	5,255,651	4,276,125	4,994,201	4,994,201	5,044,143	5,094,584	5,145,530
Transfers & Other Transactions	9,123,378	8,116,765	7,999,197	7,151,892	8,840,736	7,990,503	8,035,149	8,135,949
<b>Total Revenue</b>	<b>148,113,209</b>	<b>139,117,096</b>	<b>138,456,231</b>	<b>137,789,036</b>	<b>139,638,550</b>	<b>134,592,739</b>	<b>133,495,520</b>	<b>132,719,154</b>
<b>Expenditures:</b>								
Salaries	82,227,911	80,589,163	81,599,133	82,428,186	80,402,939	79,851,580	79,300,221	78,748,862
Employee Benefits	43,171,784	42,339,188	43,210,928	46,701,096	48,311,895	49,820,687	51,194,749	52,598,308
Purchased Services	8,444,137	8,825,575	8,553,322	8,907,868	8,592,126	8,605,268	8,618,805	8,632,748
Supplies & Other	6,418,768	7,310,288	6,621,175	7,305,544	7,020,268	7,072,901	7,127,113	7,182,951
Capital Outlay	1,455,112	244,540	259,155	138,959	139,059	139,059	139,059	139,059
Payments to Other Districts	479,140	413,627	552,907	653,230	610,906	610,906	610,906	610,906
Transfers & Other Transactions	1,235,439	3,256,320	2,651,312	875,000	145,000	2,300,000	2,300,000	2,300,000
<b>Total Expenditures</b>	<b>143,432,291</b>	<b>142,978,701</b>	<b>143,447,932</b>	<b>147,009,883</b>	<b>145,222,193</b>	<b>148,400,401</b>	<b>149,290,853</b>	<b>150,212,834</b>
Excess Revenue over (under) Expenditures	4,680,918	(3,861,605)	(4,991,701)	(9,220,847)	(5,583,643)	(13,807,662)	(15,795,333)	(17,493,680)
Beginning Fund Balance	23,292,171	27,973,089	24,111,484	19,119,783	9,898,936	4,315,293	(9,492,369)	(25,287,702)
Ending Fund Balance	\$ 27,973,089	\$ 24,111,484	\$ 19,119,783	\$ 9,898,936	\$ 4,315,293	\$ (9,492,369)	\$ (25,287,702)	\$ (42,781,382)

**FARMINGTON PUBLIC SCHOOL DISTRICT  
THREE YEAR BUDGET FORECAST ASSUMPTIONS  
ALL FUNDS THROUGH 2017/18**

**General Fund**

**Revenue**

Schools receive a per pupil membership amount, determined annually by the State, which is funded through the property tax levy and State Aid membership. Therefore, the long-range projection for these two revenue lines - property tax levy and membership are determined by multiplying an estimated blended student count and the estimated per pupil membership amount. (The blended student count is the weighted average of the September (90%) and February (10%) counts, required by the State.) The total amount is then prorated between the two revenue lines based upon the tax levy for the appropriate school year.

It is estimated that the per pupil foundation will remain flat in the forecasted years beyond 2014/15. It is further estimated that the blended per pupil count will decline in the ensuing years, beginning with 2014/15, due to the nature of our community with mature taxpayers or young taxpayers with no children as well as the economic climate in the State of Michigan and the current migration of citizens looking to find jobs outside the State. On the National front the economic climate seems to be recovering however the recovery has been slower in Michigan due to our past dependence on the auto industry. We are just now establishing jobs in new markets to help aid in the State's economic recovery. The blended student count and per pupil membership amounts used for the budget year and three-year projection are as follows:

	<b><u>Blended Count</u></b>	<b><u>Per Pupil Membership</u></b>
	(without Special Ed Students)	
<b>2014/15</b>	<b>10,142 est</b>	<b>10,008 est</b>
<b>2015/16</b>	<b>9,961 est</b>	<b>10,008 est</b>
<b>2016/17</b>	<b>9,766 est</b>	<b>10,008 est</b>
<b>2017/18</b>	<b>9,667 est</b>	<b>10,008 est</b>

In addition, revenue in the amount of \$2,067 per resident special education student will be generated as revenue in the general fund. The \$8,019 guaranteed by the State for resident special education and adult education students is now included in State categorical aid, and therefore the 435 special education students are not reflected in the pupil count shown above, but are anticipated to decline by 8, 8, and 4 pupils each of the respective years shown above.

Interest revenue is estimated as a proportion of the prior year's fund balance.

Other local revenue remained flat in the District's tuition-based programs such as preschool, which is for the most part self-supporting.

Categorical revenue from the State is projected to increase only about one percent per year after funding for one time type dollars for best practices and performance is reduced. The per pupil foundation for special education resident students is included in this category. Federal revenue is anticipated to increase about one percent each year for the three year forecast.

Transfers & Other Transactions include the special education center reimbursement for indirect cost to the District for the operation of a county special education center program and the nutrition service fund reimbursement for indirect costs for operation of the nutrition services program. Transfers & Other Transactions for the special education center program are expected to increase about one percent due to additional funds available in the Special Education Center Fund due to an operational change of the Visions center program which is now budgeted and accounted for within the General Fund.

## **Expenditures**

Salaries are estimated to remain flat across the three years. In 2015/16, if our fund balance percentage was at or above 11% at June 30,2014, the teaching staff would have been entitled to a ½ step increment for those on steps and a one-time payment of up to \$1,500 if the step provides less than \$1,500. For those at the top of the scale a one-time payment of \$1,100 would have been paid. However, we are estimating that our fund balance falls well below that percentage and therefore our wages will remain flat. In addition, during the three-year forecast, teacher retirements are estimated at 10 staff for each of the years included in the forecast through 2017/18. These retirements result in an annual savings of approximately \$780,000. This savings is due to lower salary teachers or teachers returning from leave replacing higher salary teachers.

Employee benefits for health, dental, optical, life and long-term disability insurance and deductibles are estimated to increase five percent per year for the subsequent years. FICA is expected to remain the same and payments to the Michigan Public School Employee Retirement System are expected to be 34%, 35% and 36% over the three-year period beginning 2015/16.

Purchased services and supplies are forecasted with no increase except for utilities which are projected to increase 3 percent over the three-year period beginning 2015/16.

There are no transfers budgeted for the Capital Projects (Technology/Other Projects) Fund in any of the forecasted years. Also, \$2.3 million is proposed for transfer to the Capital Projects (Maintenance/Bus Purchases) Fund for each of the years presented for maintenance projects and replacement of buses.



Payments to Other Districts include payments to other school districts for sub-grantee expenditures, rent for Visions and tuition paid to the intermediate school district for alternative educational programming.

It is noted that this forecast shows the District's fund balance in the negative. The District's budget planning policy requires that the general fund budget adopted by the Board reflect a fund balance with a targeted range of 8-12 percent. Therefore, the forecast as shown would not become a reality. The District will be taking steps to bring expenditures in line with revenues on an annual basis. Development of such a forecast is important to aid districts in identifying potential budget problems early in the budget process.

### **Debt Service Fund**

Debt Service Fund requirements are determined by prescribed principal and interest payments on 2004, 2005 and 2013 outstanding bonds per established schedules. During the 2004/05 fiscal year, the District issued bonds for outdoor athletic facilities and issued refunding bonds to pay off the callable portion of the 1997 bonds. During the 2012/13 fiscal year, the District issued refunding bonds to pay off the callable portion of the 2004 bonds. The District is anticipating a small decline in its millage rates over the projected years, as the taxable value changes are projected to be positive in the future.

### **Special Revenue Funds**

Special Revenue Funds which include special education center and nutrition services are expected to increase similarly to the general fund in terms of salary and fringe benefit costs and purchased services and supplies. The Athletics Fund is included in the General Fund with the budget of 2010/11.

### **Capital Projects Funds**

The Capital Projects (Technology/Other Projects) Fund reflects expenditures for replacement technology including computers, television monitors, VCRs and TV10 equipment. The District utilizes a seven-year replacement schedule for computers. Other technology replacement needs such as network electronics are addressed on an "as needed" basis. No transfers are currently budgeted past 2012/13 due to limitation of funds available from the General Fund. The District created an Instructional Technology Plan which could be fulfilled with an infusion of capital dollars from a bond proposal. The recommendation of the Capital Planning Advisory Committee will be presented at some point in the summer of 2014 for a millage vote to issue bonds. No adjustments have been made to the forecast at this time as this work is incomplete. Otherwise, the District will have to look for other options to implement the Instructional Technology Plan in the future.

The Capital Projects (Maintenance/Bus Purchases) Fund contains transfers from the general fund to fund the purchase of buses and capital maintenance projects. These projects are proposed on an annual basis based on a review of the capital needs of the District which is closely monitored by the facilities department and the constant updating of the preventative maintenance/replacement schedule. As mentioned above, the recommendation of the Capital Planning Advisory Committee will impact some of the items slated for replacement in our preventative maintenance schedule in the future.

## Farmington Public School District

### Three Year Debt Service Fund Budget Forecast

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-15 Budget	2015-16 Forecast	2016-17 Forecast	2017-18 Forecast
<b>Revenue:</b>								
Property Taxes	\$ 8,039,570	\$ 7,544,517	\$ 8,337,225	\$ 8,287,417	\$ 7,336,681	\$ 7,395,596	\$ 7,403,450	\$ 7,212,580
Earnings on Investments	2,459	1,895	1,292	2,000	2,000	2,000	2,000	2,000
Proceeds-2013 Refunding	-	-	12,484,740	-	-	-	-	-
<i>Total Revenue</i>	8,042,029	7,546,412	20,823,257	8,289,417	7,338,681	7,397,596	7,405,450	7,214,580
<b>Expenditures:</b>								
Principal on 2004 Bond	1,975,000	2,025,000	2,075,000	2,150,000	-	-	-	-
Interest on 2004 Bond	846,063	779,406	428,203	75,250	-	-	-	-
Principal on 2005 Refunding Bond	3,670,000	3,805,000	3,950,000	4,075,000	4,215,000	4,360,000	4,445,000	4,500,000
Interest on 2005 Refunding Bond	1,380,762	1,270,663	1,147,000	1,018,626	876,000	665,250	447,250	225,000
Principal on 2013 Refunding Bond	-	-	-	125,000	1,935,000	2,065,000	2,255,000	2,300,000
Interest on 2013 Refunding Bond	-	-	-	496,582	442,200	364,800	282,200	192,000
Payment to Bond Escrow Agent	-	-	12,644,106	-	-	-	-	-
Bond Issuance Costs	-	-	128,622	-	-	-	-	-
Other expenditures	75,868	157,276	117,439	125,000	100,250	75,000	75,000	75,000
<i>Total Expenditures</i>	7,947,693	8,037,345	20,490,370	8,065,458	7,568,450	7,530,050	7,504,450	7,292,000
Excess Revenue over (under) Expenditures	94,336	(490,933)	332,887	223,959	(229,769)	(132,454)	(99,000)	(77,420)
Beginning Fund Balance	\$ 557,736	\$ 652,072	\$ 161,139	\$ 494,026	\$ 717,985	\$ 488,216	\$ 355,762	\$ 256,762
Ending Fund Balance	\$ 652,072	\$ 161,139	\$ 494,026	\$ 717,985	\$ 488,216	\$ 355,762	\$ 256,762	\$ 179,342
Millage rate - actual and projected	2.10	2.18	2.56	2.56	2.26	2.26	2.24	2.15

This schedule includes bonds issued in 2005 to refund a portion of the 1997 bond issue and bonds issued in 2013 to refund a portion of the 2004 bond issue.

The Board of Education will annually set the millage rate.

**FARMINGTON PUBLIC SCHOOL DISTRICT  
BOND AMORTIZATION SCHEDULE**

FISCAL YEAR END	2005 REFUNDING BOND		2013 REFUNDING BOND		ALL ISSUES		TOTAL
	PRINCIPAL	INTEREST	PRINCIPAL	INTEREST	PRINCIPAL	INTEREST	
2015	4,215,000	876,000	1,935,000	442,200	6,150,000	1,318,200	7,468,200
2016	4,360,000	665,250	2,065,000	364,800	6,425,000	1,030,050	7,455,050
2017	4,445,000	447,250	2,255,000	282,200	6,700,000	729,450	7,429,450
2018	4,500,000	225,000	2,300,000	192,000	6,800,000	417,000	7,217,000
2019	-	-	2,500,000	100,000	2,500,000	100,000	2,600,000
<b>TOTAL</b>	<b>\$ 17,520,000</b>	<b>\$ 2,213,500</b>	<b>\$ 11,055,000</b>	<b>\$ 1,381,200</b>	<b>\$ 28,575,000</b>	<b>\$ 3,594,700</b>	<b>\$ 32,169,700</b>

Note: The 2005 refunding bond paid off a portion of the 1997 bond issue to take advantage of the interest market saving taxpayers an estimated \$4,286,000 in interest cost.

The 2013 refunding bond paid off a portion of the 2004 bond issue to take advantage of the interest market saving taxpayers an estimated \$1,093,000 in interest cost.

Source: Stauder, Barch and Associates, Financial Consultants

## Farmington Public School District Three Year Special Education Center Fund Budget Forecast

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-15 Budget	2015-16 Forecast	2016-17 Forecast	2017-18 Forecast
<b>Revenue:</b>								
Other Local	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interdistrict Revenue	15,269,706	14,104,422	12,461,222	11,515,593	12,076,016	12,186,069	12,314,539	12,501,647
State Categorical Revenue	3,701,134	3,877,328	3,763,343	2,264,505	2,242,951	2,265,381	2,288,034	2,310,915
Transfers & Other Transactions	-	-	-	-	-	-	-	-
<i>Total Revenue</i>	18,970,840	17,981,750	16,224,565	13,780,098	14,318,967	14,451,450	14,602,573	14,812,562
<b>Expenditures:</b>								
Salaries	5,804,297	5,654,250	5,229,343	3,729,693	3,841,234	3,841,234	3,841,234	3,841,234
Employee Benefits	3,584,433	3,270,770	2,980,916	2,273,765	2,349,263	2,353,994	2,444,806	2,538,237
Purchase Services	498,862	377,781	443,704	215,509	215,599	215,599	215,599	215,599
Supplies & Other	146,210	107,976	114,400	90,000	80,900	80,900	80,900	80,900
Capital Outlay	180,845	3,505	-	25,000	25,000	25,000	25,000	25,000
Payments to Other Districts	648,270	812,985	655,352	473,000	473,000	473,000	473,000	473,000
Transfers & Other Transactions	8,825,808	7,936,653	6,747,417	7,067,476	7,575,576	7,499,602	7,537,260	7,630,937
<i>Total Expenditures</i>	19,688,725	18,163,920	16,171,132	13,874,443	14,560,572	14,489,329	14,617,799	14,804,907
Beginning Fund Balance	2,877,028	2,159,143	1,976,973	2,030,406	1,936,061	1,694,456	1,656,577	1,641,351
Ending Fund Balance	\$ 2,159,143	\$ 1,976,973	\$ 2,030,406	\$ 1,936,061	\$ 1,694,456	\$ 1,656,577	\$ 1,641,351	\$ 1,649,005

This fund is expected to increase similarly to the general fund in terms of salary and fringe benefit costs and purchased services and supplies.

## Farmington Public School District Three Year Nutrition Services Fund Budget Forecast

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-15 Budget	2015-16 Forecast	2016-17 Forecast	2017-18 Forecast
<b>Revenue:</b>								
Earnings on Investments	\$ 648	\$ 688	\$ 563	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Other Local	2,523,645	2,297,522	2,207,357	2,166,000	2,166,000	2,166,000	2,166,000	2,166,000
State Categorical Revenue	177,345	170,417	149,216	147,279	147,279	147,279	147,279	147,279
Federal Revenue	1,355,461	1,419,849	1,442,315	1,429,109	1,429,109	1,443,400	1,457,834	1,472,412
Transfers & Other Transactions	87,000	115,911	101,690	100,718	102,718	102,718	102,718	102,718
<i>Total Revenue</i>	4,144,099	4,004,387	3,901,141	3,843,606	3,845,606	3,859,897	3,874,331	3,888,909
<b>Expenditures:</b>								
Salaries	1,111,148	914,405	907,607	951,337	933,637	933,637	933,637	933,637
Employee Benefits	901,417	689,034	667,579	719,628	745,587	773,588	801,972	831,308
Purchased Services	63,967	270,151	258,487	328,495	374,042	424,042	424,042	424,042
Supplies & Other	1,731,082	1,711,106	1,735,553	1,763,068	1,816,378	1,868,730	1,922,653	1,978,194
Capital Outlay		-	89,505	31,399	25,842	-	-	-
Transfers & Other Transactions	319,524	226,905	193,262	131,416	108,160	112,712	115,488	118,357
<i>Total Expenditures</i>	4,127,138	3,811,601	3,851,993	3,925,343	4,003,646	4,112,709	4,197,792	4,285,538
Excess Revenue over (under) Expenditures	16,961	192,786	49,148	(81,737)	(158,040)	(252,812)	(323,461)	(396,629)
Beginning Fund Balance	576,572	593,533	786,319	835,467	753,730	595,690	342,878	19,417
Ending Fund Balance	\$ 593,533	\$ 786,319	\$ 835,467	\$ 753,730	\$ 595,690	\$ 342,878	\$ 19,417	\$ (377,211)

This fund is expected to increase similarly to the general fund in terms of fringe benefit costs. Salaries are held flat. Purchased services are budgeted to increase approximately \$50,000 in 2015-16 to cover lunch supervision costs currently charged to the General Fund. Food and related costs are budgeted to

## Farmington Public School District

### Three Year Capital Projects (Technology/Other Projects) Fund Budget Forecast

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-15 Budget	2015-16 Forecast	2016-17 Forecast	2017-18 Forecast
<b>Revenue:</b>								
Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Earnings on Investments	2,846	1,164	380	5	5	5	5	5
Other Local Revenue	57,130	12,000	9,071	4,782	-	-	-	-
Transfers & Other Transactions	-	250,000	850,000	-	-	-	-	-
<i>Total Revenue</i>	59,976	263,164	859,451	4,787	5	5	5	5
<b>Expenditures:</b>								
Capital Outlay	529,206	2,463,498	1,666,086	16,063	35,000	-	-	-
Transfers & Other Transactions	-	-	-	-	200,000	-	-	-
<i>Total Expenditures</i>	529,206	2,463,498	1,666,086	16,063	235,000	-	-	-
Excess Revenue over (under) Expenditures	(469,230)	(2,200,334)	(806,635)	(11,276)	(234,995)	5	5	5
Beginning Fund Balance	3,786,427	3,317,197	1,116,863	310,228	298,952	63,957	63,962	63,967
Ending Fund Balance	\$ 3,317,197	\$ 1,116,863	\$ 310,228	\$ 298,952	\$ 63,957	\$ 63,962	\$ 63,967	\$ 63,972

The primary revenue source for this fund is comprised of transfers from the general fund. Earnings on investments also provide some revenue.

See page 27 for description of Capital Projects (Technology/Other Projects) Fund.

**Farmington Public School District**  
**Three Year Capital Projects (Maintenance/Bus Purchases) Fund Budget Forecast**

	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Revised</b>	<b>Budget</b>	<b>Forecast</b>	<b>Forecast</b>	<b>Forecast</b>
<b>Revenue:</b>								
Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
Earnings on Investments	-	-	-	-	-	-		-
Other Local Revenue	-	-	-	-	-	-		-
Transfers & Other Transactions	1,205,439	2,988,928	1,801,312	875,000	145,000	2,300,000	2,300,000	2,300,000
<i>Total Revenue</i>	1,205,439	2,988,928	1,801,312	875,000	145,000	2,300,000	2,300,000	2,300,000
<b>Expenditures:</b>								
Capital Outlay	2,549,535	3,193,119	1,741,833	750,000	508,320	2,300,000	2,300,000	2,300,000
Transfers & Other Transactions	-	-	-	-	-	-	-	-
<i>Total Expenditures</i>	2,549,535	3,193,119	1,741,833	750,000	508,320	2,300,000	2,300,000	2,300,000
Excess Revenue over (under) Expenditures	(1,344,096)	(204,191)	59,479	125,000	(363,320)	-	-	-
Beginning Fund Balance	1,780,057	435,961	231,770	291,249	416,249	52,929	52,929	52,929
Ending Fund Balance	\$ 435,961	\$ 231,770	\$ 291,249	\$ 416,249	\$ 52,929	\$ 52,929	\$ 52,929	\$ 52,929

The primary revenue source for this fund is a transfer from the General Fund to purchase buses and fund maintenance projects throughout the District.

There are transfers and capital outlay budgeted for the three forecasted years as we will need to continue to maintain our facilities and bus fleet.  
 We will evaluate the level of commitment from the General Fund on an annual basis.

See page 28 for description of Capital Projects (Maintenance/Bus Purchases) Fund.



## Farmington Public School District Three Year Benefit Stabilization Fund Budget Forecast

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-15 Budget	2015-16 Forecast	2016-17 Forecast	2017-18 Forecast
<b>Revenue:</b>								
Earnings on Investments	\$ -	\$ -	\$ 26	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Other Local	-	-	642,370	21,900,840	21,601,281	21,988,785	23,088,224	24,242,635
Transfers & Other Transactions	-	-	-	-	-	-	-	-
<i>Total Revenue</i>	-	-	642,396	21,901,840	21,602,281	21,989,785	23,089,224	24,243,635
<b>Expenditures:</b>								
Salaries	-	-	-	-	-	-	-	-
Employee Benefits	-	-	-	22,408,281	20,941,700	21,988,785	23,088,224	24,242,635
Purchased Services	-	-	-	-	-	-	-	-
Supplies & Other	-	-	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-	-	-
<i>Total Expenditures</i>	-	-	-	22,408,281	20,941,700	21,988,785	23,088,224	24,242,635
Excess Revenue over (under) Expenditures	-	-	-	(506,441)	660,581	1,000	1,000	1,000
Beginning Fund Balance	-	-	-	642,396	135,955	796,536	797,536	798,536
Ending Fund Balance	\$ -	\$ -	\$ 642,396	\$ 135,955	\$ 796,536	\$ 797,536	\$ 798,536	\$ 799,536

This fund is used to pay for health, dental, vision, life insurance and long-term disability claims and premiums. The initial revenue in this fund was a return of a portion of the reserve balance held by the insurance carrier. The revenue in 2012-13 was the preliminary cash available to establish the Benefit Stabilization Fund.

**FARMINGTON PUBLIC SCHOOL DISTRICT**

**2014/15 CAPITAL PROJECTS LIST**

		2014/15	Deferred
<b><u>GENERAL TRADES</u></b>			
GILL	Replace gym / cafeteria partition		\$ 18,700
GILL	Media Center ceiling		49,560
GILL	Toilet room remodeling		112,100
HILLSIDE	Replace carpet at music rooms		17,700
LONGACRE	Add handrail at gym/music entrance		22,000
LONGACRE	Add cafeteria sound panels		16,500
WOOD CREEK	Men's staff toilet room to handicapped		2,200
WOODCREEK	Additional toilets to service cafeteria - Addition		223,200
ALL MS & UE	Repair/replace operable walls at gyms		310,000
EAST MS	Remove drywall shell at stage		3,300
EAST MS	North elevation brick repairs		9,350
EAST MS	Classroom carpet removal		79,060
EAST MS	Main Office & Band room carpet replacement		20,768
DUNCKEL MS	Replace dumbwaiter		86,800
POWER UE	Replace Main Office carpet		13,216
WARNER UE	Window and door replacement		135,700
WARNER UE	Quiet room remodeling		10,030
WARNER & POWER UE	Science Room remodeling		113,280
WARNER & DUNCKEL	Replace interior doors		306,800
WARNER & DUNCKEL	Replace basketball back boards		14,160
HS, MS & UE	Replace gym bleachers and/or replace wood where needed		762,600
FHS & NFHS	Replace gym floor - original		336,300
ALL HIGH SCHOOLS	Replace stage flooring		75,874
ALL HIGH SCHOOLS	Replace basketball back boards		19,800
ALL HIGH SCHOOLS	Athletic training room ice machine replacement		11,550
FARMINGTON HS	Motorized Music Room blinds		4,400
FARMINGTON HS	Classroom carpet removal		147,500
FARMINGTON HS	Replace Media Center & Support space Carpet		75,520
FARMINGTON HS	Repair Auditorium plaster ceiling		9,350
FARMINGTON HS	Replace and expand trophy cases		118,000
FARMINGTON HS	Repair exterior insulated finish system (EIFS)		13,200
FARMINGTON HS	Update phone booth recesses		9,900
FARMINGTON HS	Replace casework		341,000
HARRISON HS	Replace casework		217,000
N FARMINGTON HS	Pool - replace pebble tec w/ CT		82,600
N FARMINGTON HS	Replace broken choir risers & band shell in auditorium		22,000
N FARMINGTON HS	Replace PE & Swim lockers		110,920
N FARMINGTON HS	Replace casework		217,000
ADMINISTRATION BLDG	Replace carpet (includes moving)		102,660
FACILITIES MGMT	Replace carpet		8,800
FACILITIES MGMT	Replace 2 underground fuel tanks		372,000
FACILITIES MGMT	Install motorized security gate		22,000
TRANSPORTATION	Fuel station canopy		248,000
VARIOUS SITES	Floor finish replacement		620,000
VARIOUS SITES	Upgrade toilet rooms		434,000
	<b>SUBTOTAL</b>	-	<b>5,946,398</b>

<b>FARMINGTON PUBLIC SCHOOL DISTRICT</b>			
<b>2014/15 CAPITAL PROJECTS LIST</b>			
		<b>2014/15</b>	<b>Deferred</b>
<b><u>PLUMBING</u></b>			
HILLSIDE	Replace domestic water piping mains		212,400
KENBROOK	Renovate group toilet rooms		155,000
EAST MS	Replace Special Ed. Toilet sanitary line		31,860
FARMINGTON HS	Replace domestic water piping mains 2 story wing		331,580
VARIOUS SITES	Loop water line per Fire Marshal		1,240,000
VARIOUS SITES	Install water bottle filling station		45,312
VARIOUS SITES	Remove & replace old water mains (allowance)		59,000
		<b>SUBTOTAL</b>	<b>2,075,152</b>
<b><u>HVAC</u></b>			
BEECHVIEW	Replace RTU at Media Center and Office		136,400
FOREST	Replace RTU at Media Center and Office		136,400
HILLSIDE	EMS upgrades at office area & replace controller		38,940
HILLSIDE	Replace boiler		82,600
HIGHMEADOW	Replace RTU at Media Center and Office		136,400
KENBROOK	EMS upgrades at office area & replace controller		25,960
KENBROOK	Replace two sections of hot water heating piping	\$ 35,400	
KENBROOK	Replace RTU at Media Center and Office		136,400
LANIGAN	Add HVAC in one Classroom		13,216
LONGACRE	Replace RTU at Media Center		55,800
LONGACRE	Replace a section of hot water heating piping	19,800	
POWER UE	EMS upgrades at Media Center & replace controller		41,300
EAST MS	HVAC upgrades at Counseling and MDF		30,680
FARMINGTON HS	Replace RTU at Cafeteria		136,400
FARMINGTON HS	Replace pool unit		508,400
FARMINGTON HS	EMS grades at 6 Classrooms & replace controller		73,160
HARRISON HS	Auto Shop ventilation		47,200
HARRISON HS	Replace 8 roof top condensing units		148,800
HARRISON HS	Additional cooling 3 northern Classrooms		47,200
HARRISON HS	EMS grades at 4 Classrooms & replace controller		80,240
N FARMINGTON HS	Replace existing manual exterior lighting controls		17,110
N FARMINGTON HS	Replace RTU at Cafeteria		124,000
ADMINISTRATION BLDG	Replace Leibert unit w/ heat pump		47,200
ADMINISTRATION BLDG	Add 1 boiler		33,040
ADMINISTRATION BLDG	Replace boiler and heat pumps 1991		434,000
MAXFIELD EDUCATION CTR	Replace room 1 mechanical unit	59,000	
MAXFIELD EDUCATION CTR	Reinsulate/rework exterior ductork	46,020	
		<b>SUBTOTAL</b>	<b>160,220</b>
			<b>2,530,846</b>
<b><u>ROOFING</u></b>			
ALAMEDA	Restore roofs A and B		88,500
BEECHVIEW	Replace roofs A,B,C,D,F		433,060
HILLSIDE	Replace roofs C, D, & I	57,820	
WOODCREEK	Restore roofs A,B,C,D		200,600
DUNCKEL MS	Replace roof @ Gym storage		28,320
NFHS	Replace roof H	63,720	
FACILITIES MGMT	Restore roof D & F		70,800
VARIOUS SITES	Restore/replace roofs		1,180,000
		<b>SUBTOTAL</b>	<b>121,540</b>
			<b>2,001,280</b>

<b>FARMINGTON PUBLIC SCHOOL DISTRICT</b>			
<b>2014/15 CAPITAL PROJECTS LIST</b>			
		<b>2014/15</b>	<b>Deferred</b>
<b><u>PAVING</u></b>			
ALAMEDA	Additional parking		22,000
GILL	New loop (Solution TBD) allowance		217,000
KENBROOK	Repair asphalt play square		13,200
LONGACRE	Front sidewalk replacement		11,000
LONGACRE	Expand parking lot		64,900
WOODCREEK	Repair asphalt play square		13,200
EAST MS	Add concrete walk at east side		11,000
POWER UE	Pulverize & replace parking lot		305,620
N FARMINGTON HS	Lot pulverize & repair student lot		228,920
HARRISON HS	Restore barrier free entry concrete ramp	37,760	
HARRISON HS	Catch basin rebuild and replace east entry		139,240
HARRISON HS	Pulverize & replace Student and Staff parking lot		566,400
HARRISON HS	New drop off lane and west parking lot replacement		285,200
HARRISON HS	New roundabout		143,960
HARRISON HS	Baseball field drainage		11,000
FCS	Replace Preschool asphalt play area		11,210
FACILITIES MGMT	Pulverize & repair parking lot		50,740
TRANSPORTATION	Pulverize & repair bus parking lot		129,800
VARIOUS SITES	Parking lot patching/repairs	118,000	
VARIOUS SITES	Concrete walk replacement	29,500	
<b>SUBTOTAL</b>		<b>185,260</b>	<b>2,224,390</b>
<b><u>PAINTING</u></b>			
DUNCKEL MS	Paint Gym and front metal siding		50,740
FARM COMM SCHOOL	Remove cement asbestos board soffit, replace & paint		29,500
HARRISON HS	Paint Pool		38,940
VARIOUS SITES	Paint interior and exterior		1,180,000
TRANSPORTATION	Paint exterior of the older section		9,350
<b>SUBTOTAL</b>		-	<b>1,308,530</b>
<b><u>GROUNDS</u></b>			-
BEECHVIEW	Courtyard drainage		64,900
HILLSIDE	Extend playground fencing height		4,950
EAST MS	Football field drainage		6,600
HARRISON HS	Varsity baseball field drainage		8,250
HARRISON HS	Irrigate & landscape front		177,000
ALL HIGH SCHOOLS	Football field turf replacement (6 total)		3,720,000
ALL HIGH SCHOOLS	Track replacement (3 total )		372,000
ALL HIGH SCHOOLS	Varsity baseball & softball field warning track upgrades		26,950
ALL HIGH SCHOOLS	Crack fill and refinishing tennis courts		76,700
TRANSPORTATION	Replace dying pine trees that screen the bus yard		5,500
VARIOUS SITES	Remove Austrian pines with "needle disease" ( allowance)		11,000
<b>SUBTOTAL</b>		-	<b>4,473,850</b>

**FARMINGTON PUBLIC SCHOOL DISTRICT**

**2014/15 CAPITAL PROJECTS LIST**

		<b>2014/15</b>	<b>Deferred</b>
<b><u>9560 ELECTRICAL</u></b>			
BEECHVIEW	Install emergency generator		155,000
GILL	Install emergency generator		155,000
GILL	Replace bell and clock system		25,960
POWER UE	Replace elevator controls		59,000
POWER UE	New video surveillance camera at Field House		3,850
FARMINGTON HS	New Media Center lighting		54,280
FARMINGTON HS	Add Office floor outlets		3,300
FARMINGTON HS	Cable hoist & LED cyc lights		12,980
FARMINGTON HS	New lighting board		19,800
FARMINGTON HS	New dimmer racks and houselight dimmers		86,800
N FARMINGTON HS	Replace elevator controls		59,000
HARRISON HS	Additional athletic field lighting at plaza		9,350
HARRISON HS	Replace balance of main electrical feeds	41,300	
HARRISON HS	Replace audio board		9,440
HARRISON HS	New pool lights		124,000
ALL HIGH SCHOOLS	Auditorium sound controls		88,500
FHS & HHS	Auditorium lights		35,400
HS, MS & UE	Replace gym lights		226,560
MS & HS	Replace score boards		26,550
ALL SCHOOLS	New front automatic door openers		58,528
ALL SCHOOLS	New LED exterior lighting		708,000
ALL SCHOOLS	Additional plug-in locations for computer charging		100,300
	<b>SUBTOTAL</b>	<b>41,300</b>	<b>2,021,598</b>
	<b>GRAND TOTAL</b>	<b>\$ 508,320</b>	<b>\$ 22,582,044</b>

**FARMINGTON PUBLIC SCHOOL DISTRICT  
SCHOOL LOCATIONS & ABBREVIATIONS**

ALA	Alameda Early Childhood Center	MDF	Main distribution frame. Technology head end.
ADM	Administration Building	M&O	Maintenance & Operations
BEE	Beechview Elementary	MISC	Miscellaneous Buildings
CLO	Cloverdale Developmental Training Center	MS	Middle School
CT	Ceramic Tile	MTC	Maxfield Training Center <b>(CLOSED)</b>
EIFS	Exterior Insulated Finish System	NFHS	North Farmington High School
EM	Energy Management	OED	O.E. Dunkel Middle School
EMS	East Middle School	PE	Physical Education
FCS	Farmington Community School	PMS	Power Middle School
FHS	Farmington High School	POHI	Physically or Otherwise Handicap Impaired
FOR	Forest Elementary	RTU	Roof Top Unit
GIL	Gill Elementary	TBD	To Be Determined
HHS	Harrison High School	TRAN	Transportation
HIG	Highmeadow Common Campus	UE	Upper Elementary
HIL	Hillside Elementary	UV	Univent
HS	High School	VCT	Vinyl Composite Tile
HVAC	Heating, Ventilating & Air Conditioning	VIS	Visions Unlimited
KEN	Kenbrook Elementary	WCK	Wood Creek Elementary
LAN	Lanigan Elementary	WIL	William Miller School
LED	Light-emitting Diode	WMS	Warner Middle School
LON	Longacre Elementary		

The District monitors the existing condition of buildings, property and equipment by maintaining a comprehensive preventative maintenance schedule that is updated on an annual basis. The maintenance department carefully selects projects for inclusion based upon highest need. Funds are transferred from the General Fund to cover this need. The targeted budget for these projects is estimated at \$508,000. Any projects that are not included are considered deferred and carefully monitored for future inclusion. Should an immediate need occur, the Board will determine the need to allocate additional funds to this fund.

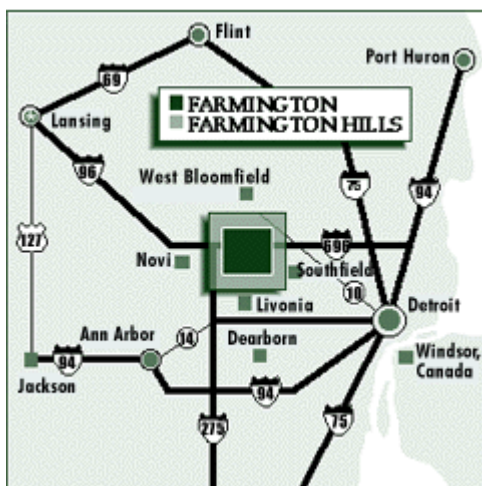


Welcome to the City of Farmington! Farmington is the crossroads community at the heart of south Oakland County - one of the wealthiest in the U.S. In Farmington you'll find a hometown quality of life. We are known for our historical downtown, elegant Victorian-style homes, and one of Michigan's top rated public school systems. Located within the City of Farmington are a number of neighborhood and regional shopping centers, and a traditional village downtown to serve residents and the surrounding population.

Within a 10 mile radius of Farmington you will find:

- 152,631 households
- 33% of which have children living at home
- 383,840 people

Farmington itself has 10,423 people within the city limits, a median family income of \$75,578 and a median housing value of \$173,900. There is no better place to live in the Metro Detroit area than Farmington. And, no better value.



Next door to Farmington you'll find ...

Farmington Hills and Bloomfield Hills, among the wealthiest communities in Oakland County.

Livonia, rated among the best places in the U.S. to raise children.

Southfield, where Oakland County goes to work.

Novi, one of the fastest growing areas in all of Metro Detroit.



*It's Happening*

## About Downtown

Brimming with small-town charm and boasting all the modern amenities, Farmington is a community proud of its past and looking forward to a bright future.

Founded over 180 years ago, Farmington is the result of generations seeking – and finding – a better place to work, live and raise families. Downtown Farmington has grown up around a hub of commercial activity along Grand River Avenue.

Downtown Farmington has retained many of its classic, historic buildings. The landmark Farmington Civic Theater is one of the few old-fashioned movie houses still in operation in the region. Our unique blend of timeless architecture and modern shops make strolling through Downtown Farmington a truly enjoyable experience.

A promotional banner for Downtown Farmington. It features two photographs: on the left, a group of people walking on a sidewalk; on the right, the Farmington Civic Theater building with its iconic neon sign. Below the photos is the Downtown Farmington logo and contact information.

DOWNTOWN  
FARMINGTON

248.473.7276  
DowntownFarmington.org



*It's Happening*



## **Farmington Downtown Development Authority**

***Our Mission:** To promote and enrich a vigorous downtown business and residential district while retaining and enhancing our Main Street atmosphere.*

The Downtown Development Authority, or DDA, was established in 1986 to correct and prevent deterioration in the business district, encourage historic preservation and to authorize the creation and implementation of development plans in the district and use tax-increment financing within the DDA district.

A nine-member Board of Directors governs the DDA and, in turn, the Board provides direction to Executive Director Annette Knowles. Currently, three vacancies exist on the DDA Board of Directors.

To ensure Downtown Farmington continues to improve at being an aesthetically and functionally desirable destination for people and businesses. We are also committed to maintaining a high standard for future generations of Farmington residents.

### **Recent Achievements**

- Implementation of new Downtown Farmington streetscape.
- Reviewed and awarded grants for sign incentive program.
- Reviewed and awarded grants for façade incentive program.

The information contained in this item has not been updated. The county only updates this information periodically.

# Farmington

The crossroads where dreams come to life

The City of Farmington is identified by its pleasant neighborhoods, a graceful historic district and downtown shopping opportunities. This 165 year-old community continues to provide for growth and employment opportunity through the redevelopment of commercial properties. Farmington is the crossroads community at the heart of south Oakland County. In Farmington you'll find a hometown quality of life, and Farmington people still look you in the eye and say, "Hello. You're welcome here." Within a 10 mile radius of Farmington you will find: 152,631 households, 33% of which have children living at home, and 383,840 people. One of Oakland County's Mainstreet communities, there is no better place to live in Metro Detroit than Farmington, and no better value. Come see for yourself.

## Local Government

### **Mayor**

Tom Buck (248) 474-550

### **Manager**

Vincent Pastue (248) 474-5500

### **Clerk**

Susan K. Halberstadt (248) 474-5500

[www.ci.farmington.mi.us/](http://www.ci.farmington.mi.us/)

## Public School Enrollment

Does not include public school academies

School District	Year	Enrollment
Farmington	2010 - 2011	11,437

## 2011 Tax Rates

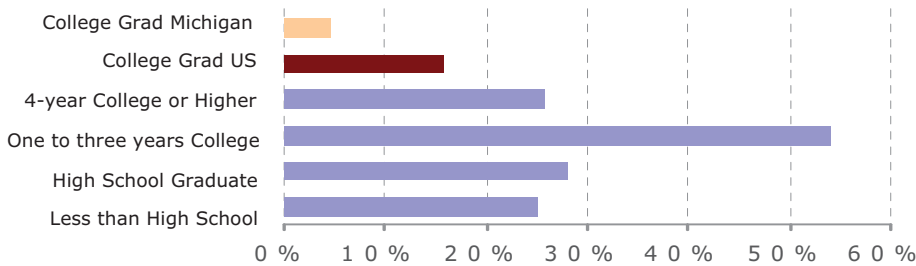
School District	Homestead	Non Homestead
Farmington	45.2085	53.0551

## Private Schools

Country Hills Montessori, Our Lady of Sorrows, Sunny Day Care and Montessori

Enrollment numbers represent district wide enrollment

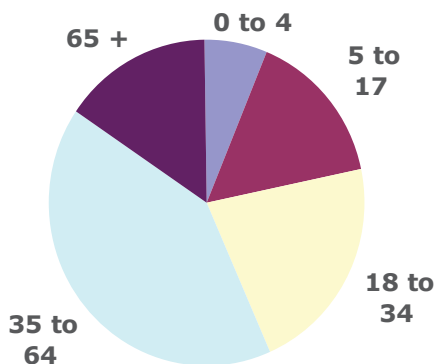
## Educational Attainment of People Over 25 Years of Age



## Colleges and Universities

Central Bible College

## Population by Age



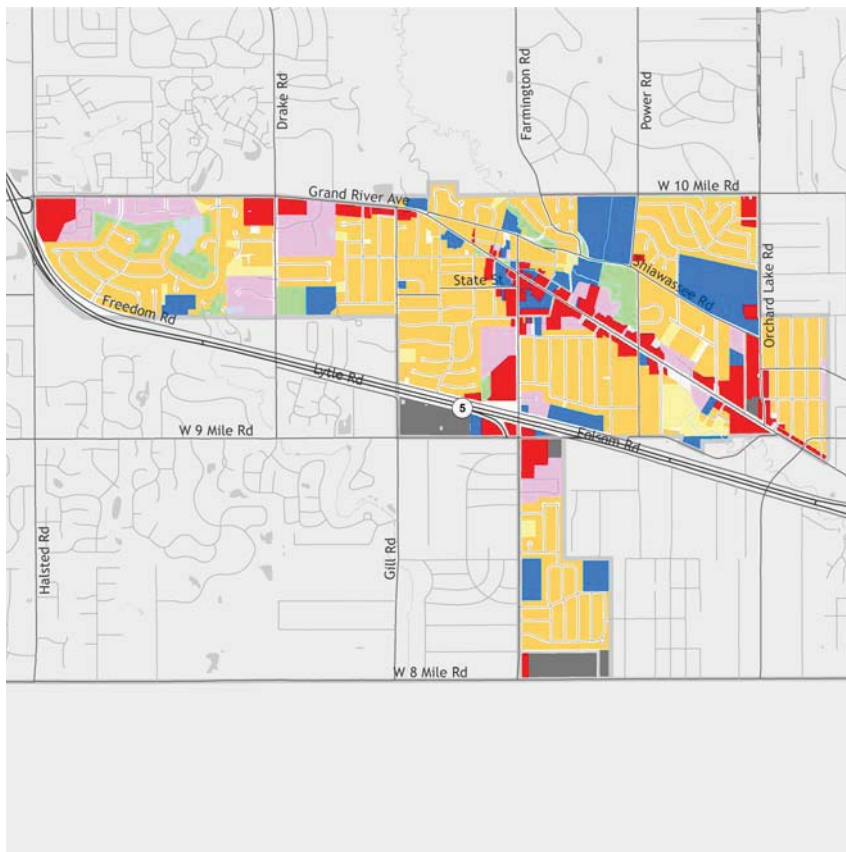
Source: U.S. Census Bureau

## Population and Household Growth



Source: SEMCOG

## Farmington



The information provided has been compiled from recorded deeds, plats, tax maps, surveys, and other public records. It is not a legally recorded map or survey and is not intended to be used as one. For more detailed land use information, go to <http://www.oakgov.com/luz>

## Median Household Income



Source: Claritas

## Housing Sales

<b>2011 # of Sales</b>	139
<b>2011 Median Sale</b>	\$97,000
<b>2011 Avg DOM</b>	113
<b>2010 # of Sales</b>	129
<b>2010 Median Sale</b>	\$110,000
<b>2010 Avg DOM</b>	77
<b>2009 # of Sales</b>	139
<b>2009 Median Sale</b>	\$113,500
<b>2009 Avg DOM</b>	128

Source: RealComp II Ltd.

## Top Employers

Rank	Company Name	Industry
1	Farmington Public School District	Primary education
2	Daifuku	conveyor and conveying equipment manufa
3	Courtland Associates, Inc.	Marketing consulting services
4	Trinity Health: Care Choices	Office administrative services
5	City of Farmington	Government services
6	dy of Sorrows Catholic Church and Elem	Elementary and secondary schools
7	Hcl Global Systems, Inc.	Computer systems design services
8	Sellers Buick GMC	Automobiles, new and used
9	Weather King Windows and Doors, Inc.	Plastics product manufacturing
10	Corporate Computer Services, Inc.	Custom computer programming services



Market Research Services Oakland County Economic Development and Community Affairs  
2100 Pontiac Lake Road, 41W, Waterford Michigan 48328 -- [www.oakgov.com](http://www.oakgov.com)



## Welcome to Farmington Hills

Farmington Hills, Oakland County's premier address, is a world-class business center that has positioned itself as a sustainable economic powerhouse. Over 6,000 businesses from all over the world, including more than 75 Fortune 500 companies, have made Farmington Hills their home. With a high quality of life, an exceptional location, and a bright future, Farmington Hills is the place in southeast Michigan to locate both your business and your family.



Farmington Hills has all the best attributes of a successful business community. Its centrally located near three major highways, it sits in desirable Oakland County, and it provides easy access to metropolitan Detroit and all of southeast Michigan. Need an airport? There are three airports within a 35 minute drive, including Oakland County International Airport, Detroit Metro Airport, and Detroit City Airport.

Here in the heart of Automation Alley, businesses of all sorts have found their niche. Whether your business involves alternative energy, biotechnology, financial services, or any other emerging sector, the people and resources you need are located right here in Farmington Hills.

Farmington Hills is a welcoming community with a sense of pride in the past and excitement for the future. People like living here, new businesses are glad they located here, and established businesses plan to stay. A strong interdependence between business, government, schools, and families has led to a vital and successful City.

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## Explore Our Community

Farmington Hills is a great place to call home. Within our borders you'll find quiet, comfortable neighborhoods, top-notch schools, more than 600 acres of public parks, and exceptional cultural and recreational programs for youth, seniors, and all ages in between.

We're also an international community that embraces cultural diversity. Companies from around the world have selected Farmington Hills as an ideal place to do business and our residents speak more than 80 different languages. Yet our citizens also enjoy all the charm of an old-fashioned small town, thanks to our close relationship with the historic City of Farmington.



# Farmington Hills

A Community you can LIVE in!

Welcome to Farmington Hills, the 29th Best Place to Live in America as rated by Money Magazine in 2006. Incorporated in 1973, the City of Farmington Hills quickly grew from its rural roots, and today offers a unique blend of historic charm, international diversity, and cutting-edge commerce. The city boasts unsurpassed office and light industrial sites, and exceptional public service. The city is comprised of 33.4 square miles and is located within 30 minutes of two airports, Detroit and Ann Arbor. Farmington Hills has been nationally recognized for its innovative and highly successful Youth and Families Program which serve the needs of middle school children during after-school hours. The City has over 500 acres of open space designated specifically as public use parks. Founders Sports Park offers a variety of sports recreation including a dual ice rink. Heritage Park offers hiking and nature study trails, and weekly summer concerts.

## Local Government

### Mayor

Barry Brickner (248) 871-250

### Manager

Steve Brock (248) 871-2500

### Clerk

Pamela Smith (248) 871-2410

[www.fhgov.com](http://www.fhgov.com)

## Public School Enrollment

Does not include public school academies

School District	Year	Enrollment
Clarenceville	2010 - 2011	1,806
Farmington	2010 - 2011	11,437
Walled Lake	2010 - 2011	15,291

## 2011 Tax Rates

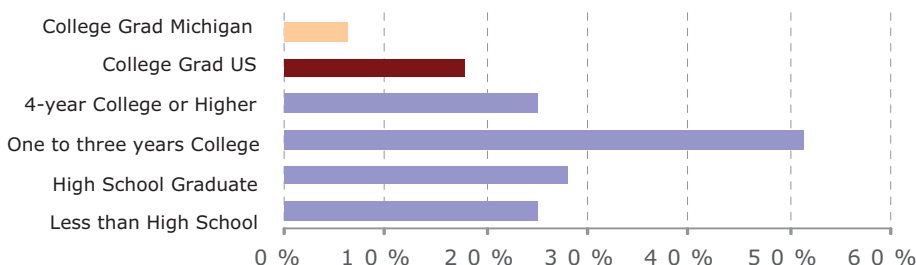
School District	Homestead	Non Homestead
Clarenceville	33.2054	51.2054
Farmington	40.8265	48.6371
Walled Lake	35.3743	50.9931

## Private Schools

Echo Park, Hillel Day, The Internat'l School, The Maria Montessori Ctr, Mercy High, St. Fabian, Steppingstone School, St Paul's Lutheran, Childrens Place Montessori

Enrollment numbers represent district wide enrollment

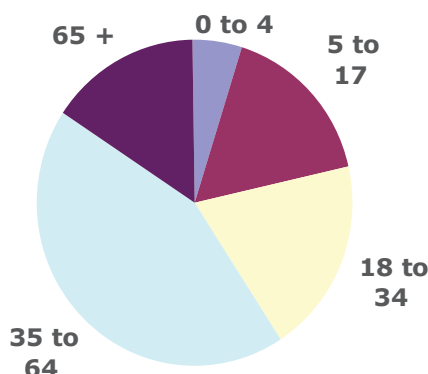
## Educational Attainment of People Over 25 Years of Age



## Colleges and Universities

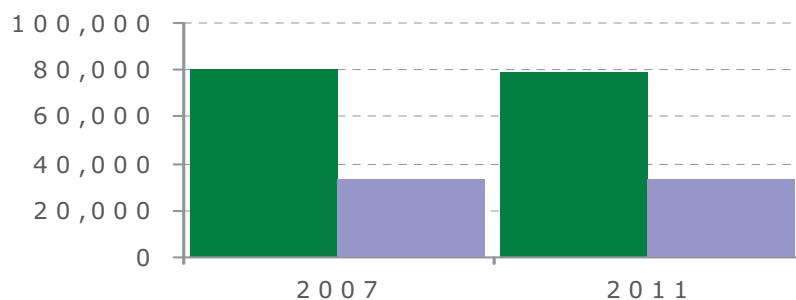
Oakland Community College (Orchard Ridge), Wayne State University Extension, Wm Tyndale College

## Population by Age



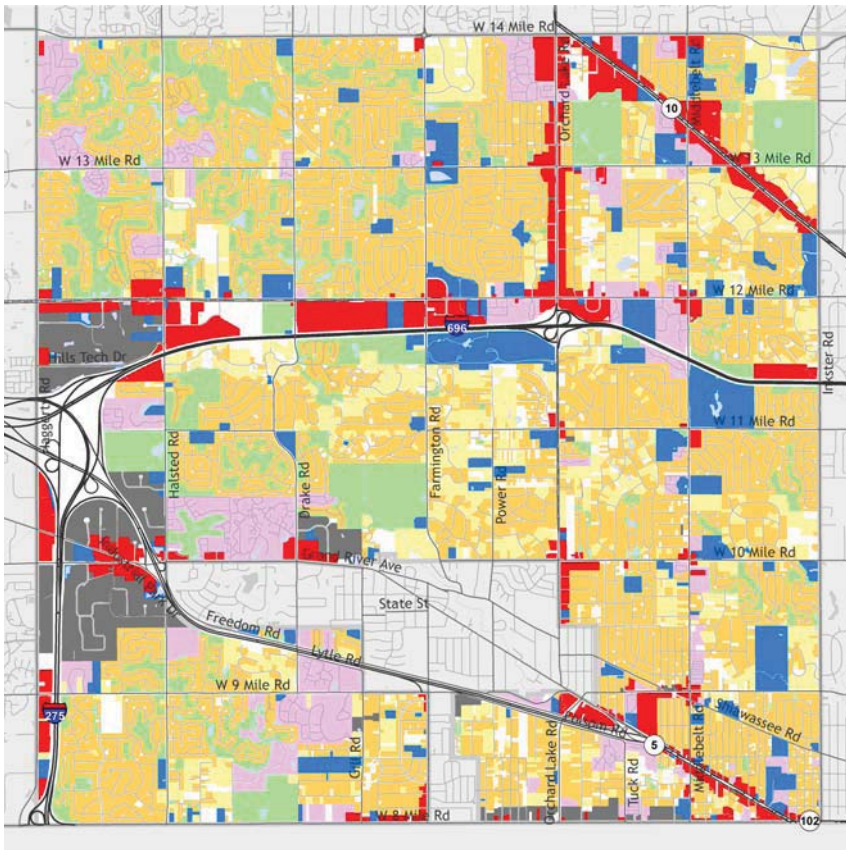
Source: U.S. Census Bureau

## Population and Household Growth



Source: SEMCOG

## Farmington Hills



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## Median Household Income



Source: Claritas

## Housing Sales

<b>2011 # of Sales</b>	985
<b>2011 Median Sale</b>	\$132,000
<b>2011 Avg DOM</b>	103
<b>2010 # of Sales</b>	956
<b>2010 Median Sale</b>	\$135,500
<b>2010 Avg DOM</b>	120
<b>2009 # of Sales</b>	883
<b>2009 Median Sale</b>	\$149,000
<b>2009 Avg DOM</b>	123

Source: RealComp II Ltd.

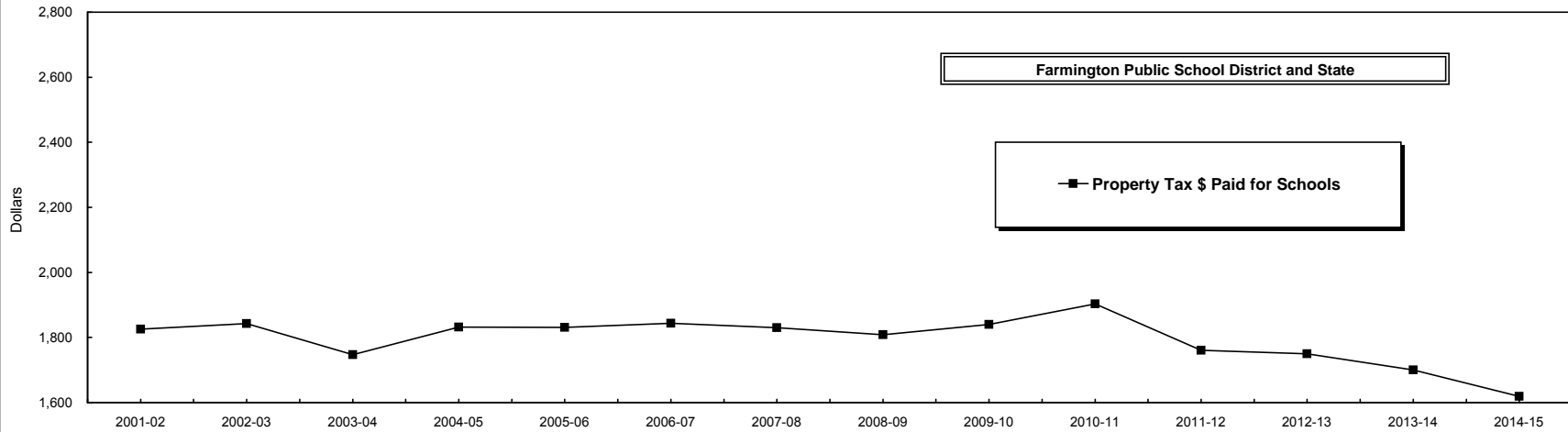
## Top Employers

Rank	Company Name	Industry
1	Botsford Hospital	General Medical and Surgical Hospitals
2	Farmington Public School District	Primary education
3	Robert Bosch Corporation	Automotive engineering and testing
4	Nissan Technical Center NA	Automotive engineering
5	TD Auto Finance	Financial services
6	Cengage Learning Gale	Database information providers
7	Minacs Marketing Solutions	Marketing consulting services
8	Quicken Loans	Lending services
9	TRW Automotive Electronic	Automotive manufacturing
10	Amerisure Mutual Insurance Company	nsurance agency and marketing brokerag



Market Research Services Oakland County Economic Development and Community Affairs  
2100 Pontiac Lake Road, 41W, Waterford Michigan 48328 -- [www.oakgov.com](http://www.oakgov.com)

**Impact of School Millage Rate on Homeowners  
Since 2001-02**



2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
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Market value of a home \$ (1)	213,400	221,936	230,813	240,046	249,647	259,633	270,019	264,618	251,387	211,165	192,160	180,631	178,825	182,401
State Equalized Value as % of Market Value	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
State Equalized Value \$	106,700	110,968	115,407	120,023	124,824	129,817	135,010	132,309	125,694	105,583	96,080	90,315	89,412	91,200
Taxable Value \$ (2)	96,796	99,893	103,489	104,420	106,717	110,772	113,098	115,247	113,979	105,583	96,080	90,315	89,412	91,200
FPS + State Education Property Tax Levied - mills (3)	18.8633	18.4459	16.8783	17.5466	17.1596	16.6511	16.1784	15.6915	16.1442	18.0278	18.3334	19.3810	19.0150	17.7472
Property Tax \$ Paid for Schools	1,826	1,843	1,747	1,832	1,831	1,844	1,830	1,808	1,840	1,903	1,761	1,750	1,700	1,619
Property Tax \$ Increase (Decrease) from prior year	19	17	(96)	85	(1)	13	(14)	(22)	32	63	(142)	(11)	(50)	(81)

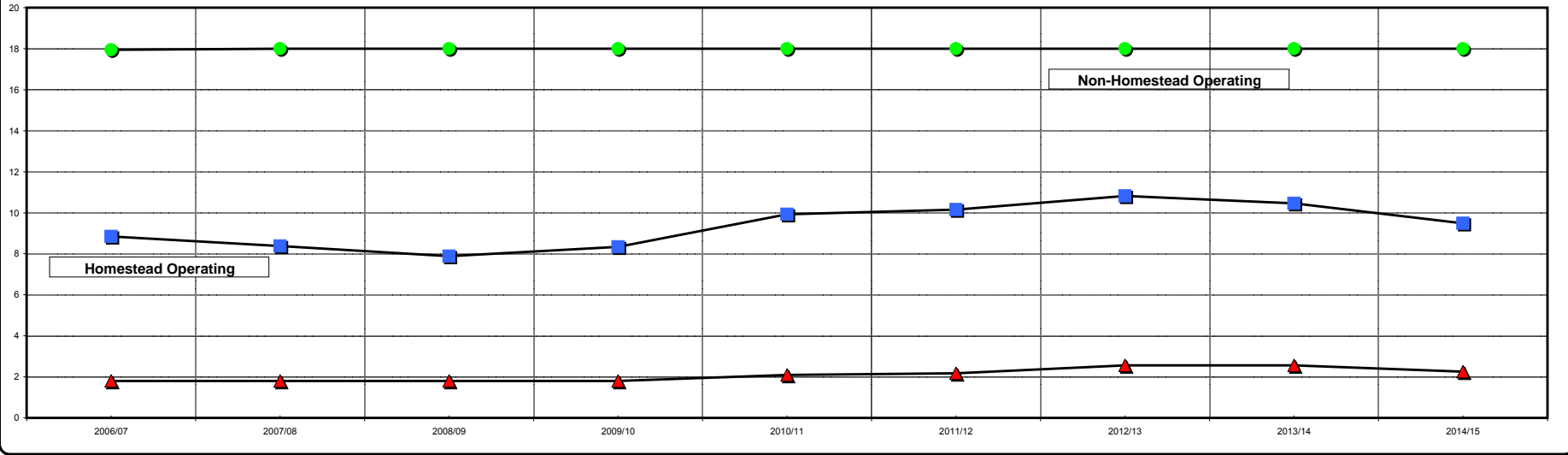
(1) Assumes the market value of this home increased 4 percent per year for all years through 2007-08 and 2 percent in 2014-15. Decreases of 2 percent, 5 percent, 16 percent, 9 percent, 6 percent and 1 percent were used in 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15, respectively.

(2) The taxable value beginning in 1995-96 is capped at the rate of inflation, or 5 percent whichever is less. The rate of inflation to be used for each fiscal year is 2.2, 3.2, 3.2, 3.6, 0.9, 2.2, 3.8, 2.1, 1.9, -1.1 and 1.2 for 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10 and 2010-11, respectively. For 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15, the taxable value is assumed to be the same as the state equalized value due to the sharp economic decline.

(3) During 1994-95 through 2002-03, six mills of the total shown is levied by the State with the remaining mills levied by the District. In 2003-04, five mills of the total shown is levied by the State with the remaining mills levied by the District. In 2004-05 and thereafter, 6 mills of the total shown is levied by the State with the remaining mills levied by the District.

**Farmington Public School District**

**Millage Levy for School Purposes  
2006-2014**



	2006/07		2007/08		2008/09*		2009/10*		2010/11*		2011/12*		2012/13*		2013/14*		2014/15*	
	HOMESTD	NON-HOMESTD	HOMESTD	NON-HOMESTD	HOMESTD	NON-HOMESTD	HOMESTD	NON-HOMESTD	HOMESTD	NON-HOMESTD	HOMESTD	NON-HOMESTD	HOMESTD	NON-HOMESTD	HOMESTD	NON-HOMESTD	HOMESTD	NON-HOMESTD
Millage Levy																		
Operating	8.8511	17.9388	8.3784	18.0000	7.8915	18.0000	8.3442	18.0000	9.9278	18.0000	10.1534	18.0000	10.8210	18.0000	10.4550	18.0000	9.4872	18.0000
Debt	1.8000	1.8000	1.8000	1.8000	1.8000	1.8000	1.8000	1.8000	2.1000	2.1000	2.1800	2.1800	2.5600	2.5600	2.5600	2.5600	2.2600	2.2600
Capital Projects																		
<b>Total Levy</b>	<b>10.6511</b>	<b>19.7388</b>	<b>10.1784</b>	<b>19.8000</b>	<b>9.6915</b>	<b>19.8000</b>	<b>10.1442</b>	<b>19.8000</b>	<b>12.0278</b>	<b>20.1000</b>	<b>12.3334</b>	<b>20.1800</b>	<b>13.3810</b>	<b>20.5600</b>	<b>13.0150</b>	<b>20.5600</b>	<b>11.7472</b>	<b>20.2600</b>

\* Industrial personal property levy is 9.6915, 10.1442, 12.0278, 12.3334, 13.3810, 13.0150 and 11.7472 homestead mills and commercial personal property levy is 9.6915, 10.1442, 12.0278, 12.3334, 13.3810, 13.0150 and 11.7472 homestead mills plus 6.0000 non-homestead operating mills for 2008/09, 2009/10, 2010/11, 2011/12, 2012/13, 2013/14 and 2014/15 respectively.

NOTE: One mill equals \$1.00 per \$1,000 of SEV or taxable value.



**FARMINGTON PUBLIC SCHOOL DISTRICT  
SUMMARY OF PROPERTY TAX RATES  
ALL OVERLAPPING GOVERNMENTS (UNAUDITED)  
(RATES PER \$1,000 OF ASSESSED VALUES)  
MAY 2014**

TAX YEAR	FARMINGTON PUBLIC SCHOOL DISTRICT	STATE EDUCATION	CITY OF FARMINGTON	CITY OF FARMINGTON HILLS	WEST BLOOMFIELD TOWNSHIP	OAKLAND COUNTY	OAKLAND INTERMEDIATE SCHOOL DISTRICT	OAKLAND COMMUNITY COLLEGE
1990	32.8500		11.0300	8.8710	6.7785	5.0185	2.1744	1.1697
1991	33.3700		13.6700	8.8710	6.9346	5.0196	2.1836	1.0735
1992	33.5100		13.6700	8.8661	7.3309	5.0523	2.1836	1.0735
1993	33.5100		13.6700	9.0649	7.1469	4.9480	2.1294	1.0522
1994	14.6400/18.74*	6.0000	13.9100	9.1409	7.1998	4.9480	2.1294	0.8522
1995	14.6400/18.74*	6.0000	15.5400	9.1650	7.1460	4.9480	2.1294	1.6522
1996	13.6292/18.74*	6.0000	15.6600	10.4950	7.4610	4.8480	2.1294	1.6522
1997	14.8931/20.28*	6.0000	15.6600	10.4950	8.1360	4.8180	2.1294	1.6522
1998	14.4761/20.12*	6.0000	15.7600	11.0950	8.1060	4.6564	2.1208	1.6456
1999	14.0071/20.06*	6.0000	15.7545	11.1085	8.0660	4.6522	2.0998	1.6295
2000	13.2614/20.00*	6.0000	15.7435	11.0843	8.0132	4.6780	2.0752	1.6109
2001	12.8633/20.00*	6.0000	15.7315	11.0790	7.9503	4.6438	3.4526	1.5952
2002	12.4459/19.9388*	6.0000	15.7139	11.4108	9.5140	4.6523	3.4224	1.6090
2003	11.8783/19.9388*	5.0000	15.7050	11.4061	9.4693	4.6497	3.3991	1.5983
2004	11.5466/19.9388	6.0000	15.7019	11.4038	9.1694	4.6476	3.3789	1.5889
2005	11.1596/19.9388	6.0000	16.0019	11.7027	9.6569	4.6461	3.3690	1.5844
2006	10.6511/19.7388	6.0000	16.0019	12.1972	9.5634	4.6461	3.3690	1.5844
2007	10.1784/19.8000	6.0000	16.0019	12.1972	9.5894	4.6461	3.3690	1.5844
2008	9.6915/19.8000	6.0000	15.4019	12.1972	9.5894	4.7461	3.3690	1.5844
2009	10.1442/19.8000	6.0000	15.4019	12.1972	8.9774	4.7461	3.3690	1.5844
2010	12.0278/20.1000	6.0000	16.0000	12.1972	9.0074	4.7461	3.3690	1.5844
2011	12.3334/20.1800	6.0000	16.5856	12.2036	11.9347	4.7461	3.3690	1.5844
2012	13.3810/20.5600	6.0000	16.5856	13.9362	12.2537	4.9461	3.3690	1.5844
2013	13.0150/20.5600	6.0000	17.1756	14.5294	12.2550	4.9461	3.369	1.5844
2014	11.7472/20.2600	6.0000	NA	NA	NA	NA	NA	NA

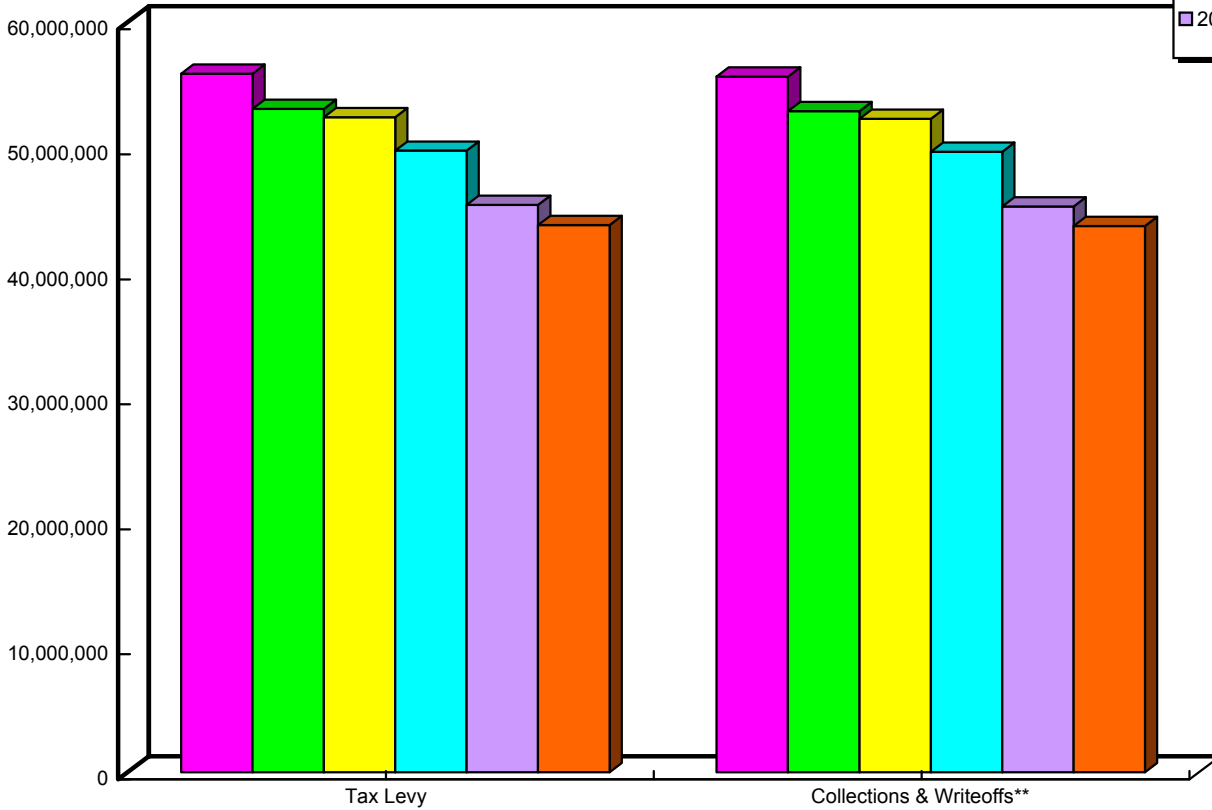
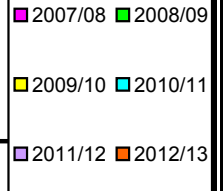
\*For years beginning in 1994/95, the first rate is levied on homestead and the second rate on nonhomestead.

Source: Assessment and Tax Roll Certificates and Warrants for West Bloomfield Township, City of Farmington Hills and City of Farmington.

NA = Not Available

**Farmington Public School District**

**Tax Levy & Collections**  
General Fund 2007-12



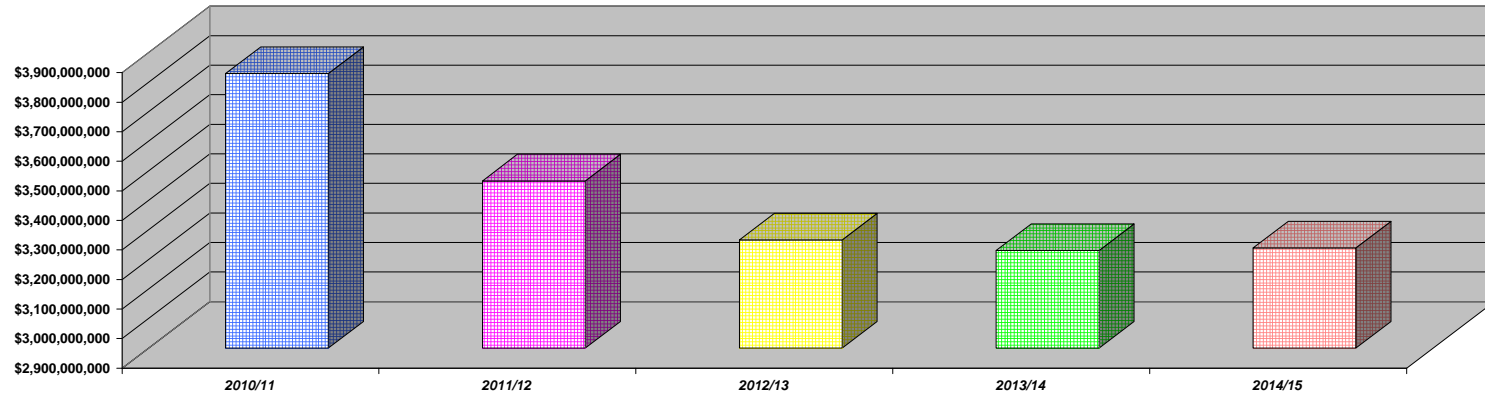
**FISCAL YEAR**  
**TAX YEAR**

<i>2007/08</i>	<i>2008/09</i>	<i>2009/10</i>	<i>2010/11</i>	<i>2011/12</i>	<i>2012/13</i>
<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>

Beginning Balance Unpaid	62,000	62,000	62,000	62,000	62,000	62,000
Tax Levy	55,900,019	53,075,416	52,415,040	49,742,597	45,397,162	43,778,247
Collections & Writeoffs**	55,674,093	52,913,665	52,284,568	49,647,828	45,264,267	43,707,001
Unpaid at 6/30	62,000	62,000	62,000	62,000	62,000	62,000
<b>Percent Paid at 6/30</b>	<b>99.6%</b>	<b>99.7%</b>	<b>99.8%</b>	<b>99.8%</b>	<b>99.7%</b>	<b>99.8%</b>

\*\* Writeoffs are minimal.

**Farmington Public School District  
Total Taxable Value - 2010-2014**



	2010/11				2011/12				2012/13				2013/14				2014/15			
	HOMESTD	NON-HOMESTD	COMMERCIAL PERSONAL	INDUSTRIAL PERSONAL	HOMESTD	NON-HOMESTD	COMMERCIAL PERSONAL	INDUSTRIAL PERSONAL	HOMESTD	NON-HOMESTD	COMMERCIAL PERSONAL	INDUSTRIAL PERSONAL	HOMESTD	NON-HOMESTD	COMMERCIAL PERSONAL	INDUSTRIAL PERSONAL	HOMESTD	NON-HOMESTD	COMMERCIAL PERSONAL	INDUSTRIAL PERSONAL
City of Farmington	211,364,220	125,920,480	10,143,480	2,624,810	193,742,346	113,128,984	9,585,990	2,819,350	183,709,553	107,233,987	8,975,260	4,097,300	183,419,749	107,110,691	8,664,410	4,600,420	185,331,823	108,788,767	6,418,060	4,017,110
City of Farmington Hi	69,087,190	49,178,870	6,793,400	-	63,226,540	46,779,510	6,344,020	-	62,630,460	40,738,450	6,064,640	-	63,424,750	40,538,120	6,140,950	-	64,389,410	41,189,320	4,485,950	-
Twp of West Bloomfie	1,923,578,722	1,217,710,678	129,996,140	83,310,410	1,750,211,478	1,079,625,882	125,805,530	74,878,960	1,686,423,695	971,869,985	120,536,930	73,850,600	1,689,487,925	933,709,065	122,307,120	70,783,750	1,725,244,146	917,906,284	109,102,050	71,983,360
<b>Total</b>	<b>2,204,030,132</b>	<b>1,392,810,028</b>	<b>146,933,020</b>	<b>85,935,220</b>	<b>2,007,180,364</b>	<b>1,239,534,376</b>	<b>141,735,540</b>	<b>77,698,310</b>	<b>1,932,763,708</b>	<b>1,119,842,422</b>	<b>135,576,830</b>	<b>77,947,900</b>	<b>1,936,332,424</b>	<b>1,081,357,876</b>	<b>137,112,480</b>	<b>75,384,170</b>	<b>1,974,965,379</b>	<b>1,067,884,371</b>	<b>120,006,060</b>	<b>76,000,470</b>

Source: Form 4025 from Farmington, Farmington Hills, and West Bloomfield for respective year.

**FARMINGTON PUBLIC SCHOOL DISTRICT  
BUILDING BUDGET ALLOCATIONS (in dollars)  
2014-15**

**ELEMENTARY**

General Allocation	\$	35.26		
Chair and Table Rental		1.00		
Computer Supplies		1.97		
Copy Costs		17.16		
Handwriting Without Tears		7.10		
Media Center		3.00		
K-4 Printing (Language Arts)		3.17		
K-4 Reading		4.92		
Safety Supplies		0.40		
Supplementary Texts		1.58		
Textbooks		4.76		
		<u>\$</u>	<u>80.33</u>	<b>Total Per Pupil</b>
FEA Conference		\$	80.22	Per FEA Member

**MIDDLE SCHOOL**

General Allocation	\$	54.15		
Chair and Table Rental		1.00		
Computer Supplies		2.47		
Copy Costs		20.52		
Safety Supplies		0.50		
Science		1.83		
		<u>\$</u>	<u>80.47</u>	<b>Total Per Pupil</b>
FEA Conference		\$	80.22	Per FEA Member
Student Activities		\$	1,200.00	Per Building
Textbooks		\$	150.00	Per Additional 4th Friday Pupil

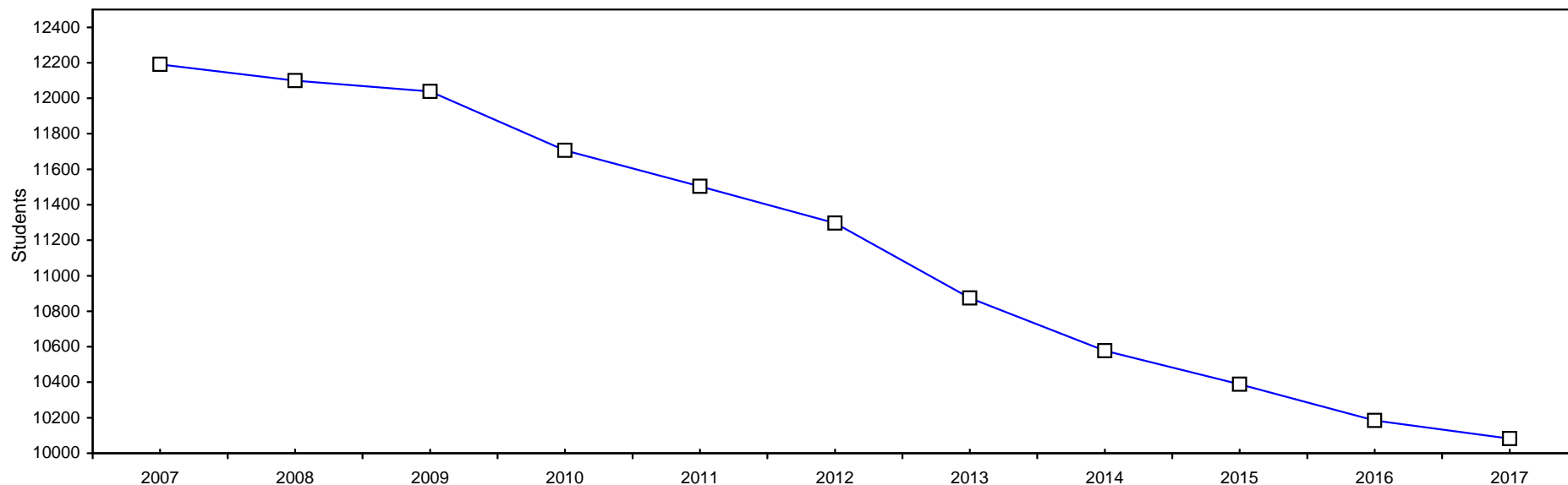
**HIGH SCHOOL**

General Allocation	\$	65.84		
Chair and Table Rental		1.00		
Computer Supplies		3.01		
Copy Costs		25.58		
Safety Supplies		0.50		
Science		2.12		
		<u>\$</u>	<u>98.05</u>	<b>Total Per Pupil</b>
FEA Conference		\$	80.22	Per FEA Member
Student Activities		\$	7,500	Per Building
Textbooks		\$	250.00	Per Additional 4th Friday Pupil

**NOTE:** Computer repair and copy machine maintenance are District expenses.

## Actual and Projected Enrollment

Farmington Public School District



ACTUAL*						
2007	2008	2009	2010	2011	2012	2013

PLANTE MORAN CRESA			
2014	2015	2016	2017

Total K-12 Plus Special & Education Students	12,191	12,100	12,038	11,707	11,503	11,296	10,875	10,142	9,961	9,766	9,667
Plus Special Education								435	427	419	415
Total Estimated Pupils								10,577	10,388	10,185	10,082

These projections assist the District in estimating future enrollment. However, the projection for the budget year may be adjusted due to current enrollment trends. The Plant Moran CRESA projections are made using multiple-year cohort survival analysis. This means that students enrolled are projected to remain in District schools, but are moved up in grade as they become older. Each year, historical information is kept relative to the number of students who leave the District and the number of students who enter the schools in each age group. From this data, giving greatest weight to the most recent experience and making adjustments for observed changes in some areas, implied estimates of immigration and outmigration are made. Birth data is also projected forward and adjusted by the implied estimate of in and outmigration as described above. Proposed and under construction housing development information is also gathered from the cities and considered as part of the projection. Special Educations students are based on three year averaging trend. The forecast for fall of 2014 was revised to show a greater decline as a four year average of decline was used due to the large decline experienced in the fall of 2013. The remaining years are forecast with Plante Moran CRESA data.

\*Reflects full-time equivalent students including all special education students for school year in September.

**FARMINGTON PUBLIC SCHOOL DISTRICT  
ACTUAL ENROLLMENT BY SCHOOL**

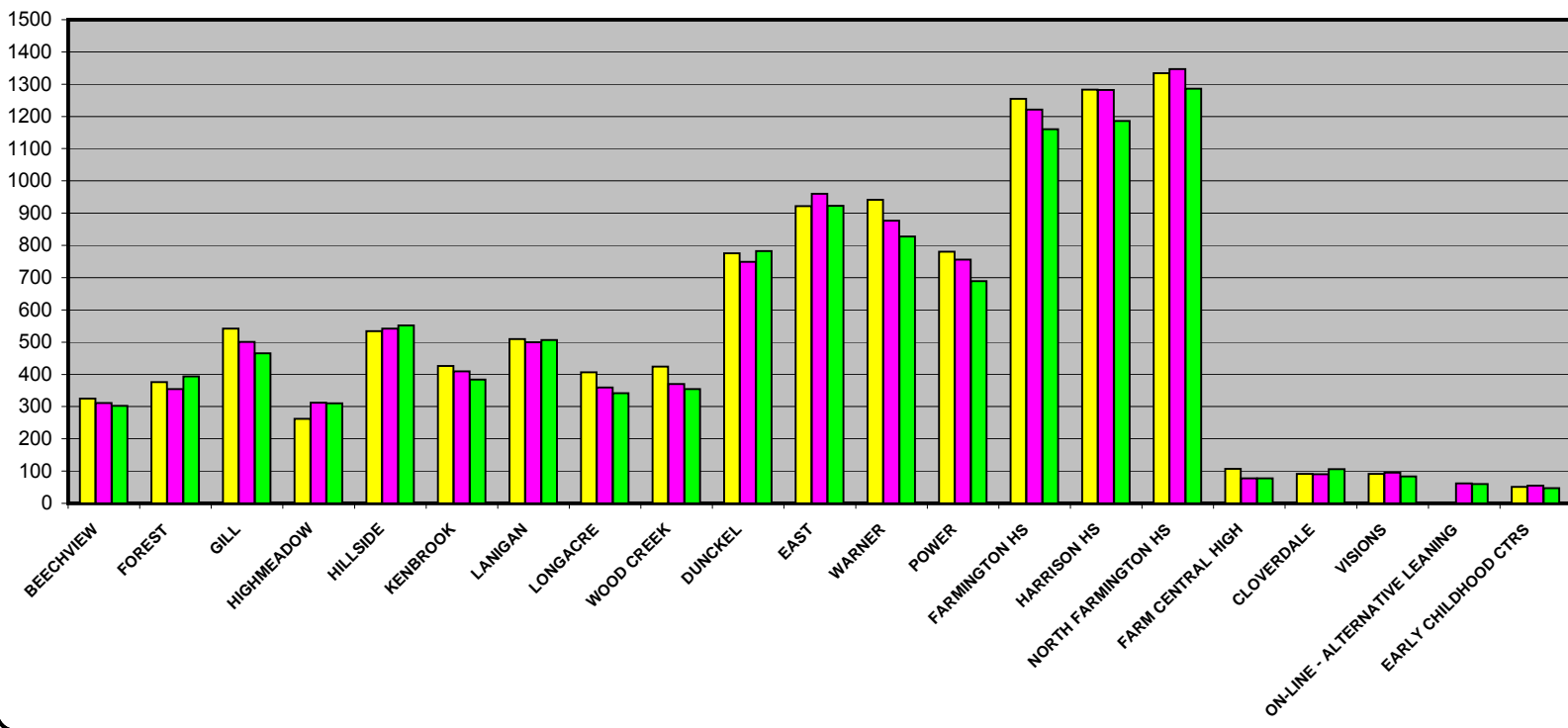
SCHOOL	ACTUAL 2010/11	ACTUAL 2011/12	ACTUAL 2012/13	ACTUAL 2013/14
<b>ELEMENTARY</b>				
BEECHVIEW	351	325	311	302
FOREST	402	376	354	394
GILL	573	542	501	465
HIGHMEADOW	262	262	312	310
HILLSIDE	553	534	542	552
KENBROOK	417	426	409	384
LANIGAN	490	509	500	507
LONGACRE	404	406	359	342
WOOD CREEK	457	424	370	354
<b>UPPER ELEMENTARY</b>				
WARNER	876	941	877	828
POWER	781	780	756	689
<b>MIDDLE SCHOOL</b>				
DUNCKEL	826	776	749	782
EAST	933	922	960	923
<b>HIGH SCHOOL</b>				
FARMINGTON HS	1357	1255	1221	1160
HARRISON HS	1220	1283	1282	1186
NORTH FARMINGTON HS	1379	1334	1347	1286
FARM CENTRAL HIGH	116	107	78	78
<b>SPECIAL EDUCATION &amp; EARLY CHILDHOOD</b>				
CLOVERDALE	95	91	90	106
VISIONS	94	91	95	83
EARLY CHILDHOOD CTRS	61	51	55	47
<b>ON-LINE &amp; ALTERNATIVE LEARNING</b>				
OAKLAND OPPORTUNITY ACAD. (OOA)	-	-	15	12
WIDENING ADVANCEMENTS FOR YTH (WAY)	-	-	24	15
VIRTUAL LEARNING ACADEMY (VLAC)	-	-	23	33
<b>TOTAL ALL SCHOOLS</b>	11,647	11,435	11,230	10,838

\*\* Farmington Public Schools through a partnership with Oakland Schools, the intermediate school district for Oakland County, offers on-line and alternative learning opportunities to students.

The numbers used are from the September student head counts and do not include adult education students. The numbers reflected on page 338 are the student fte's which included adult education and are the blended counts used to calculate revenue with the foundation allowance, In 2010/11, the grade levels were reconfigured to be K-4, 5-6, 7-8, 9-12.

Farmington Public School District  
Actual Enrollment by School

2011  
2012  
2013



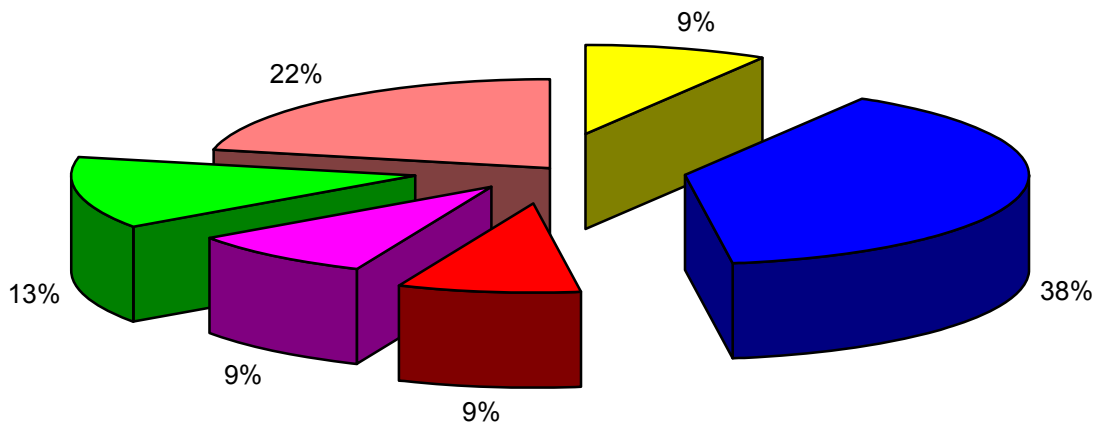
**FARMINGTON PUBLIC SCHOOL DISTRICT  
STAFFING BY FUNCTION**

FUNCTION NUMBER	FUNCTION CATEGORY	ACTUAL 2010/11	ACTUAL 2011/12	ACTUAL 2012/13	ACTUAL 2013/14	BUDGET 2014/15
<b>GENERAL FUND</b>						
111	Elementary Teachers	266.83	266.87	274.93	264.50	259.50
	Elem Paraprofessionals	30.05	29.37	32.22	30.93	30.93
112	Middle School Teachers	80.22	77.80	79.42	84.93	79.93
113	High School Teachers	174.29	186.20	195.14	194.99	187.39
	Secondary Paraprofessionals	13.56	12.56	12.06	10.70	7.70
	<b>TOTAL BASIC PROGRAMS</b>	564.95	572.80	593.77	586.05	565.45
122	Special Education*	167.50	165.64	168.00	186.80	176.80
125	Compensatory Education	18.15	13.98	13.41	8.65	8.65
127	Vocational Education	-	-	-	-	-
	<b>TOTAL ADDED NEEDS</b>	185.65	179.62	181.41	195.45	185.45
212	Guidance	38.67	40.50	40.40	41.90	42.90
213	Health*	13.25	12.00	12.31	12.98	12.98
214	Psychological*	9.90	10.60	10.50	10.40	10.40
215	Speech*	14.91	15.20	15.30	15.90	15.90
216	Social Work*	12.30	12.30	12.80	12.60	12.60
218	Teacher Consultant	17.40	17.00	16.00	15.00	15.00
219	Other Pupil Services*	3.40	2.00	2.40	3.00	3.00
	<b>TOTAL PUPIL SERVICES</b>	109.83	109.60	109.71	111.78	112.78
221	Improvement of Instruction	30.55	35.31	30.66	19.45	15.95
222	Media Center	17.45	17.50	17.50	15.50	15.50
226	Instructional Staff Supervision*	12.55	11.05	13.03	11.46	11.46
	<b>TOTAL INSTR STAFF SERVICES</b>	60.55	63.86	61.19	46.41	42.91
232	Executive Administration	4.72	6.00	7.00	6.00	4.00
241	School Administration	57.79	57.72	57.72	59.39	57.89
250	Business	13.00	12.00	12.00	12.00	10.00
261	Maintenance and Operations*	90.64	92.73	91.76	89.04	86.04
271	Transportation	97.08	99.00	103.00	103.00	104.00
282	Central Information Services	2.00	3.00	3.00	2.80	2.80
283	Personnel Services	7.00	7.00	6.00	7.00	6.00
284	Data Processing Services	14.90	12.50	12.50	12.50	12.50
293	Athletic	1.50	1.50	1.50	1.50	2.00
	<b>TOTAL OTHER SUPPORT SERVICES</b>	288.63	291.45	294.48	293.23	285.23
331	Community Activities	1.00	1.00	1.00	0.50	0.50
351	Pre-school	3.07	3.12	2.92	2.92	2.42
391	Homeless	-	-	-	0.50	0.50
	<b>TOTAL GENERAL FUND</b>	1,213.68	1,221.45	1,244.48	1,236.84	1,195.24
<b>SPECIAL REVENUE FUND</b>						
	Special Education Center*	112.86	107.51	102.80	73.92	73.92
	Nutrition Services	69.63	69.63	69.63	69.63	69.00
	<b>TOTAL SPECIAL REVENUE FUND</b>	182.49	177.14	172.43	143.55	142.92
	<b>TOTAL ALL FUNDS</b>	1,396.17	1,398.59	1,416.91	1,380.39	1,338.16

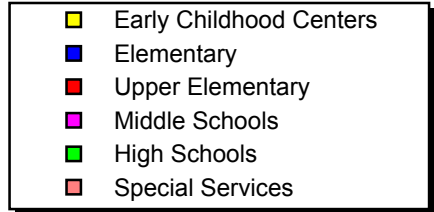
\* In 2013/14, a special education center program for moderately cognitively impaired was moved from the Special Education Center Fund to the General Fund to its respective functions.



**District Buildings  
2014/15**



**Farmington Public School District**

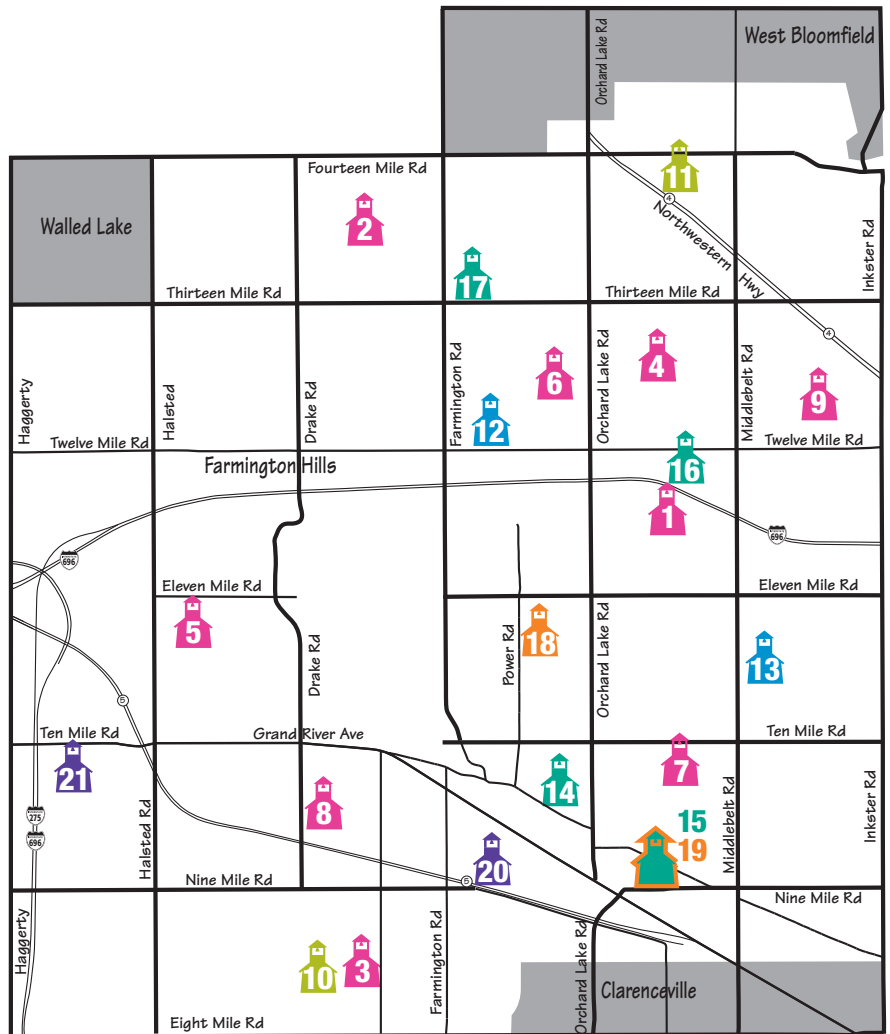


**Number of Buildings**

Early Childhood Centers	2
Elementary	9
Upper Elementary	2
Middle Schools	2
High Schools	3
Special Services	5
<b>Total</b>	<b>23</b>

# School Building Locations

1. **Beechview Elementary School** - 248.489.3655  
26850 Westmeath Street, Farmington Hills 48334
2. **Forest Elementary School** - 248.785.2068  
34545 Old Timber Road, Farmington Hills 48331
3. **Gill Elementary School** - 248.489.3690  
21195 Gill Road, Farmington Hills 48335
4. **Highmeadow Common Campus** - 248.785.2070  
30175 Highmeadow Road, Farmington Hills 48334
5. **Hillside Elementary School** - 248.489.3773  
36801 W. 11 Mile Road, Farmington Hills 48335
6. **Kenbrook Elementary School** - 248.489.3711  
32130 Bonnet Hill Road, Farmington Hills 48334
7. **Lanigan Elementary School** - 248.489.3722  
23800 Tuck Road, Farmington Hills 48336
8. **Longacre Elementary School** - 248.489.3733  
34850 Arundel Street, Farmington Hills 48335
9. **Wood Creek Elementary School** - 248.785-2077  
28400 Harwich Drive, Farmington Hills 48334
10. **Power Upper Elementary School 5/6** - 248.489.3622  
34740 Rhonswood Street, Farmington Hills 48335
11. **Warner Upper Elementary School 5/6** - 248.785.2030  
30303 W. 14 Mile Road, Farmington Hills 48334
12. **Dunckel Middle School 7/8** - 248.489.3577  
32800 W. 12 Mile Road, Farmington Hills 48334
13. **East Middle School 7/8** - 248.489.3601  
25000 Middlebelt Road, Farmington Hills 48336
14. **Farmington High School** - 248.489.3455  
32000 Shiawassee Street, Farmington Hills 48336
15. **Farmington Central High School** - 248.489.3827  
30415 Shiawassee Street, Farmington Hills 48336
16. **Harrison High School** - 248.489.3499  
29995 W. 12 Mile Road, Farmington Hills 48334
17. **North Farmington High School** - 248.785.2005  
32900 W. 13 Mile Road, Farmington Hills 48334
18. **Alameda Early Childhood Center** - 248.489.3808  
32400 Alameda Street, Farmington Hills 48336
19. **Farmington Community School** - 248.489.3333  
30415 Shiawassee Street, Farmington Hills 48336
20. **Cloverdale School** - 248.489.3819  
33000 Freedom Road, Farmington Hills 48336
21. **Visions Unlimited** - 248.489.3833  
22915 Commerce Drive, Farmington Hills 48335



32500 Shiawassee  
Farmington, MI 48336-2338  
248.489.3300

[www.farmington.k12.mi.us](http://www.farmington.k12.mi.us)

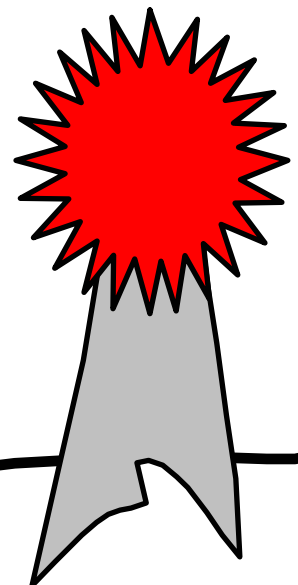
***SPECIAL THANKS TO THE FOLLOWING  
PEOPLE FOR EXTRAORDINARY EFFORTS IN  
THE PREPARATION OF THIS DOCUMENT***

Mary Reynolds  
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Julie Yelick  
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& Business Support

Lynne Meyer  
School/Community Relations  
Communications Specialist





## ***Glossary of Terms***

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## GLOSSARY OF TERMS

**@FARMINGTON** – the employee online publication informing staff about District events.

**1832(3), (4)** – alternative types of classroom used for special education with the number representing the number of hours of service provided on a weekly basis.

**360-DEGREE LEADERSHIP PRACTICE INVENTORY** – approaches leadership as a measurable, learnable, and teachable set of behaviors. This 360-degree leadership assessment tool helps individuals and organizations measure their leadership competencies, while guiding them through the process of applying Kouzes and Posner's acclaimed Five Practices of Exemplary Leadership® Model to real-life organizational challenges.

**403(b)** – the Internal Revenue Service code section which allows employees to contribute to an investment vehicle on a pre-tax basis.

**4094** – the annual detail reporting to the state of all the direct costs of providing transportation services separated by the portion that relates to general education versus special education.

**4096** – the annual detail reporting to the state of all special education costs by disability.

**504** - refers to Section of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. "Disability" in this context refers to a "physical or mental impairment which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 plan spells out the modifications and accommodations that will be needed for these students to have an opportunity perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, a peanut-free lunch environment, home instruction, or a tape recorder or keyboard for taking notes.

**5/6 WORK GROUP** – staff members such as administrators, teachers, ancillary and professionals making recommendations on behalf of the upper elementary structure such as report cards.

**941** – the quarterly federal employer reporting for wages and withholding of federal, social security and medicare taxes.

**ACCREDITATION** – granting of approval to an institution of learning by an official review board after the school has met specific requirements.

**ACCRUAL BASIS** – basis of accounting under which revenues are recorded when levies are made and expenditures are recorded as soon as they result in liabilities regardless of when the revenue is actually received or the payment is actually made.

**ACE** – The ACE Team was established to support the advancement of the District’s culture, vision and mission through dialogue that develops common understanding and articulation of the District’s culture, vision, and mission; staff members’ ideas and concerns; expectations for accountability; cultural competence; and the organizational structure.

**ACT (AMERICAN COLLEGE TEST)** – a standardized testing system used for college admissions, academic advising and counseling as a measure of achievement and readiness to move to the next level of learning and school program evaluation.

**ADDED NEEDS EXPENDITURES** – direct classroom costs of the special education, compensatory education (Headstart, Bilingual), vocational education and the gifted programs including salaries, benefits, purchased services, supplies and capital outlay.

**ADEQUATE YEARLY PROGRESS (AYP)** – academic achievement target goals established through the federal legislation No Child Left Behind (NCLB).

**ADMINISTRATIVE TEAM** – see Superintendent’s Administrative Team.

**ADMINISTRATOR PROFESSIONAL GROWTH AND EVALUATION MODEL** – due to changes in State law, the District has undertaken a three year implementation process which includes several work groups evaluating the various parts of a model. We have received funding from the University of Wisconsin and we are a pilot for the State of Michigan in this model. The task teams have been divided into: student growth and assessment, quality instructional practices, teacher and administrator responsibilities, relevant training and contributions, teacher and administrator support and growth as well as student, parent and peer to teacher feedback.

**ADULT EDUCATION EXPENDITURES** – costs associated with the operation of the high school completion program including salaries, benefits, purchased services, supplies and capital outlay.

**ADVANCED PLACEMENT (PROGRAM) (AP)** – a cooperative venture between secondary schools, colleges and universities offering students an opportunity to earn college-level credit while still in high school by performing successfully on advanced placement exams. The program is sponsored by the College Board and administered by Educational Testing Services.

**AdvancED** - the premier accreditation organization in the world.

**AEPS** – see Assessment, Evaluation and Programming System; a curriculum-based assessment for all children birth to six years that gives every child the best chance to make real progress toward developmental IEP goals.

**ALTERNATIVE REVENUE DEVELOPMENT (ARD)** – the use of a banner on the District’s website for companies to advertise their goods or services where the District receives a portion of the advertising cost.

**AMERICAN COLLEGE TEST (ACT)** – a test of educational development in the areas of English, math, reading and science reasoning aimed to measure how much a student has already learned. It is aligned closely with most high school curricula.

**AMERICAN CUSTOMER SATISFACTION INDEX (ASCI.org)** - an economic indicator that measures the satisfaction of consumers across the U.S. economy. It is produced by the American Customer Satisfaction Index, a private company based in Ann Arbor, Michigan.

**AMERICAN RECOVERY AND REINVESTMENT ACT (ARRA)** – an economic stimulus package enacted in February 2009 that provides states with additional dollars to save/create jobs and spur education reform.

**AP** – see Advanced Placement (Program).

**APPLIED TECHNOLOGY** – understanding of the fundamental principles and a working knowledge of current technology and applications.

**APPROPRIATION** – money set aside by formal action for a specific purpose. The Board passes a resolution when it adopts the budget in June appropriating funds.

**ARD** – see Alternative Revenue Development

**ARRA** – see American Recovery and Reinvestment Act

**ASBO** – see Association of School Business Officials International

**ACSI.org** – see American Customer Satisfaction Index

**ASD** – see Autism Spectrum Disorder



**ASPIRING PRINCIPALS ACADEMY** - provides teacher-leaders with a rich experience to explore the role of the principalship to assist them in determining future career goals. Participants will learn through hands-on professional development, cohort study groups and prescribed internship opportunities to better understand the function of being a successful principal.

**ASSESSMENT, EVALUATION AND PROGRAMMING SYSTEM (AEPS)** - a curriculum-based assessment for all children birth to 6 years that gives every child the best chance to make real progress toward developmental and IEP goals.

**ASSIST WEBSITE** – the storing place for information related to accreditation from AdvancedEd.

**ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL (ASBO)** - the national organization that supports school business professionals throughout the world.

**ATHLETIC FUND** – used to account for financial resources for costs of the District middle and high school interscholastic athletic program.

**ATM CISCO INFRASTRUCTURE** – the equipment providing 655 Megabits per second speed for the Local Area Network connectivity between all District buildings also known as Asynchronous Transfer Mode.

**AUTISM SPECTRUM DISORDER (ASD)** - a complex developmental disability that causes problems with social interaction and communication. Symptoms usually start before age three and can cause delays or problems in many different skills that develop from infancy to adulthood.

**AUTOMATION ALLEY** - an Oakland County program to support career pathways.

**AYP** – see Adequate Yearly Progress

**BAC** – see Budget Advisory Committee

**BACKPACK PROGRAM** – a program sponsored by the community foundation to provide healthy food and snacks for students to take home over the weekend. When students are in school they receive two meals a day, but outside of school this provides readymade options for them.

**BENEFITS ADVISORY COMMITTEE** – a group of individuals comprised of administration in Human Resources as well as the presidents of the local collective bargaining associations coming together to make decisions about changes to benefit plans for the future.

**BEST PRACTICES** – a benchmark the State will use to allocate a portion of funding to school districts. To be able to qualify for these funds the State requires compliance in seven of the eight criteria. The criteria includes bidding of non-instructional services, policyholder on insurance policies, establishment of benchmark data on district websites for comparability using state data tables, accept applications for enrollment through school of choice, monitor academic growth with online assessments, support opportunities for students to receive post-secondary credits, offer online instructional programs and provide physical education consistent with 2003 state board policy.

**BETTY CAMPION** – an award given annually to recognize the outstanding support person of the year in Oakland County. This award is named after the first recipient.

**BITECH** – financial accounting software utilized by the District.

**BLENDED PUPIL COUNT** – the sum of 80 percent of the fall official pupil count and 20 percent of the previous year's February official pupil counts as mandated by the State.

**BLOCK SCHEDULE** – student scheduling format that allows students to take seven classes per semester. All seven classes meet on Monday, and each class will be rotated the remainder of the week, resulting in a twice weekly period (called SET-Student Enrichment Time) and a second weekly period will be used as a delayed start day for teacher collaboration time. This restructured time allows expanded class opportunities for students, regularly scheduled enrichment time and increased time for staff development.

**BLUE RIBBON FINANCIAL STRATEGIES COMMITTEE** – a committee of 18 community, staff and students commissioned by the Board to review and understand budget realities, the condition of District facilities and technology and the educational building standards necessary to support the education vision of Mission 2007 and make fiscally and educationally responsible recommendations.

**BOARD DEVELOPMENT COMMITTEE** – a group of Board members who work on skill development and understanding for the Board of Education.

**BOARD OF EDUCATION (BOARD)** – seven member elected Board, created according to State law and vested with responsibilities for educational activities in a given geographical area, which establishes policy, hires a superintendent and governs the operations of the District.

**BONDS** – an obligation by the District to repay funds borrowed for capital improvement projects.

**BRIDGES** – a type of elementary math curriculum.

**BUDGET** – an estimate of the District's plans for revenue and expenditures during the fiscal year.

**BUDGET ADVISORY COMMITTEE (BAC)** – the Central Office Team, a principal from the elementary, upper elementary, middle school, and high school level and other representative administrators as well as union representatives.

**BUILDING & SITE COMMITTEE** – representatives from the Board who examine facility usage.

**BUILDING AND SITE IMPROVEMENTS** – a functional classification of costs to upgrade facilities.

**BUSINESS EXPENDITURES** – includes cost to operate the business office, warehouse operations, property and liability insurance, workers' compensation costs and district-wide mail distribution including related salaries, benefits, purchased services, supplies and capital outlay.

**CAFR** – see Comprehensive Annual Financial Report

**CALLABLE** – subject to a demand for payment before the original due date.

**CAPITAL FINANCE PLANNING TASK TEAM (CFPTT)** – the group that took the vision as determined by the FFSC and turned it into a plan for financing the future facilities of FPS.

**CAPITAL OUTLAY** – includes, but is not limited to, new and replacement equipment such as furnishing additional classrooms, replacement of classroom and media furniture, additional computers, replacement band uniforms, purchase of buses and maintenance vehicles.

**CAPITAL PLANNING ADVISORY COMMITTEE (CPAC)** - an advisory group made up of community members, representatives from various stakeholder groups, and FPS staff to review earlier bond proposals, evaluate needs and priorities, and provide a recommendation to the Board that will include a critical need spending plan, along with appropriate funding source and ballot timing consideration.

**CAPITAL PROJECTS FUND** – used to account for financial resources for the acquisition, construction or major renovation of District facilities and technology. The District uses four such funds: Technology/Other Projects, Building & Site-1997, Building & Site-1999 and Durant/Holly.

**CAREER FOCUSED EDUCATION** – an Oakland County term for an expansion of vocational programs at the high school level.

**CAREER AND TECHNICAL EDUCATION (CTE)** – a state approved program of organized educational activities that provides individuals with academic and technical knowledge and skills to prepare students in grades 9-12 to prepare for further education and for careers.

**CATEGORICAL STATE AID** – revenue allocated by the State for various categories of programs administered by the local district. Examples of categorical State Aid include monies for special education, special education transportation, bilingual education, gifted education and early childhood development to name a few. These funds do not cover the entire program cost and must be supplemented by other District revenue.

**CBA** – see Collective Bargaining Agreement

**CBM** – see Curriculum Based Measurement; general outcomes measures of a student’s performance in either basic skills or content knowledge.

**CENTER PROGRAMS** – across Oakland County students with specific disabilities are educated together to provide the necessary resources that maximize their potential.

**CENTRAL OFFICE TEAM** – comprised of the Superintendent, Associate Superintendent, Instructional Services and Organizational Leadership, Executive Directors of K-12 Instruction, Human Resources and Business Services, Assistant Superintendent for Instructional Support and Director, School & Community Relations.

**CENTRAL SERVICES EXPENDITURES** – includes costs of the personnel department, data processing and information management including related salaries, benefits, purchased services, supplies and capital outlay.

**CEPI-SIDS** – the state-wide organization that collects data on the safety of students.

**CERTIFICATE OF EXCELLENCE IN FINANCIAL REPORTING (COE)** – an award given by ASBO to recognize school districts for the quality of their financial report and meeting specific established criteria.

**CERTIFIED PUBLIC ACCOUNTANT** – audits the financial records of business entities.

**CFPTT** – see Capital Finance Planning Task Team

**CHAMBER OF COMMERCE** - business owners in towns and cities form these local societies to advocate on behalf of the business community.

**CHARTER** - is an independently run public school granted greater flexibility in its operations, in return for greater accountability for performance. The "charter" establishing each school is a performance contract detailing the school's mission, program, students served, performance goals, and methods of assessment.

**CI** – see Cognitive Impaired

**CMC** – the Custodial, Maintenance and Cafeteria bargaining unit that represents the related employees.

**CO** – Central Office

**COE** – see Certificate of Excellence in Financial Reporting

**COGNITIVE IMPAIRED (CI)** – development at or below approximately 2 standard deviations below the mean (average) determined through intellectual assessment. The student must score within the lowest 6 percentiles on a standardized test in reading and math and impairment of adaptive behavior.

**COLLECTIVE BARGAINING AGREEMENT (CBA)** - an agreement between employers and employees which regulates the terms and conditions of employees in their workplace, their duties and the duties of the employer. It is usually the result of a process of collective bargaining between an employer (or a number of employers) and a trade union representing workers.

**COMMERCIAL PERSONAL PROPERTY** - includes all equipment, furniture, and fixtures on commercial parcels, and inventories not exempt by law, all outdoor advertising signs and billboards, well drilling rigs and other equipment attached to a transporting vehicle but not designed for operation while the vehicle is moving on the highway, and unlicensed commercial vehicles or commercial vehicles licensed as special mobile equipment or by temporary permits.

**COMMON ASSESSMENTS** – like tests for students taking the same course in different schools or with a different teacher.

**COMMON CORE ESSENTIAL ELEMENTS** - what children K-12 should learn in school so they can graduate and be successful members of society. For children with significant

disabilities, there are alternative achievement standards that have been aligned with the State Standards. These are called the Common Core Essential Elements.

**COMMON CORE LEADERSHIP TEAM** – a group of leaders involved in bringing the Common Core Standards to FPS.

**COMMON CORE STANDARDS** - a U.S. education initiative that seeks to bring diverse state curricula into alignment with each other by following the principles of standards-based education reform. The initiative is sponsored by the National Governors Association (NGA) and the Council of Chief State School Officers. The past twenty years in the U.S. have also been termed the "Accountability Movement," as states are being held to mandatory tests of student achievement, which are expected to demonstrate a common core of knowledge that all citizens should have to be successful in this country. As part of this overarching education reform movement, the nation's governors and corporate leaders founded Achieve, Inc. in 1996 as a bi-partisan organization to raise academic standards, graduation requirements, improve assessments, and strengthen accountability in all 50 states.

**COMMUNITY PARTNERSHIP ADVISORY COUNCIL** – a group of concerned business and community members advocating for the right of the school district.

**COMMUNITY RELATIONS COMMITTEE** – the Board of Education committee charged with the ongoing community feedback.

**COMMUNITY SERVICES EXPENDITURES** – includes the community preschool program and related salaries, benefits, purchased services, supplies and capital outlay.

**COMPREHENSIVE ANNUAL FINANCIAL REPORT (CAFR)** – the official title of school district financial statements prepared under the GASB 34 format.

**COMPASS LEARNING** – a software program that provides a robust Pre-K-12 curriculum with engaging, hands-on activities in a stimulating learning environment. The curriculum includes Reading/Language Arts, Writing, Math, Science, Social Studies, Cross-Curricular, Secondary and English Language Learners.

**CONSORTIUM FOR COLLABORATION** – working with other districts on efforts that affect more than one district.

**CONSUMER PRICE INDEX (CPI)** – a measure of the average change in prices over time in a market basket of goods and services. It is the benchmark tool in measuring the rate of inflation.

**CPA** – see Certified Public Accountant

**CPAC** – see Capital Planning Advisory Committee

**CPI** – see Consumer Price Index

**CPR** – see Cardiopulmonary Resuscitation; emergency procedure to assist someone who has suffered cardiac arrest.

**CTE** – see Career and Technical Education

**CULTURAL COMPETENCE** - a set of congruent behaviors, attitudes and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations. 'Culture' refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. 'Competence' implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors and needs presented by consumers and their communities.

**CULTURAL COMPETENCY STEERING COMMITTEE** – a group within the District promoting cultural competence at all levels.

**CULTURALLY RESPONSIVE LEADERSHIP AND TEACHING STRATEGIES** - a pedagogy that crosses disciplines and cultures to engage learners while respecting their cultural integrity. It accommodates the dynamic mix of race, ethnicity, class, gender, region, religion and family that contributes to every student's cultural identity. The foundation for this approach lies in theories of intrinsic motivation.

**CURRICULUM BASED MEASUREMENT (CBM)** - general outcomes measures of a student's performance in either basic skills or content knowledge.

**CURRICULUM COORDINATORS** – a group of 14 District staff that meet once a month to plan professional development.

**CUT SCORES** - the score that separates test takers into various categories, such as a passing score and a failing score.

**CYBER** – an online education system where students can learn no matter their location.

**DBS** – Data Business Systems; the software company that manages the fee collection system utilized for payments throughout the District.

**DDA** – see Downtown Development Authority

**DEBT SERVICE FUND** – used to record tax and interest revenue and the payment of interest, principal and other expenditures on long-term debt for prior school construction and renovation.

**DEFINED BENEFIT** - a type of pension plan in which an employer/sponsor promises a specified monthly benefit on retirement that is predetermined by a formula based on the employee's earnings history, tenure of service and age, rather than depending directly on individual investment returns.

**DELTA** – Differentiated Enrichment for Leadership Talent and Ability; District services designed to differentiate and enhance education opportunities for all students, especially gifted and talented.

**DIFFERENTIATED ENRICHMENT FOR LEADERSHIP TALENT AND ABILITY (DELTA)** – District services designed to differentiate and enhance education opportunities for all students, especially gifted and talented.

**DIP** – see District Improvement Plan

**DIPLOMA PROGRAMME (DP)** - High school curriculum developed for 11<sup>th</sup> and 12<sup>th</sup> grades by the International Baccalaureate Organization.

**DIRECT DEBT** – the dollar amount of general obligation bonds owed by the District.

**DISPROPORTIONALITY** – high representation of minority students in special education.

**DISPOROPORIONALITY TASK TEAM** – the group of individuals in the District assigned the task of working to solve the issues that are causing high representation of minority students in special education.

**DISTRICT IMPROVEMENT PLAN (DIP)** – the process by which we document our goals toward student achievement as a District and how we can show increases.

**DISTRICT SAFETY COMMITTEE** – a group of individuals representing all buildings and staff to discuss ways to keep our students safe in school.

**DISTRICT STUDENT ACHIEVEMENT TEAM** – committee of Central Office Team administrators, instructional department leaders, representative building level administrators, association representatives and classroom teachers whose goal is to address systematic problems that interfere with forward movement while mending the gaps between



where we are and where we need to go using data and our Indicators of Success to measure our progress, identifying barriers and boosters to success.

**DIVERSITY AND DIALOGUES PILOT** - young people are open to discussion of race and ethnicity, but have few opportunities to communicate with people who are different from themselves. Youth Dialogues on Race and Ethnicity in Metropolitan Detroit brings together high school age youth from different racial and ethnic backgrounds and from different neighborhoods and suburbs for intergroup dialogues during the summer.

**DIVERSITY STRATEGIC PLAN** – a goal of the Farmington Forward Initiative to build upon and sustain a culturally diverse staff.

**DOWNTOWN DEVELOPMENT AUTHORITY (DDA)** – a section of the tax base that has been established for rehabilitation, redevelopment and revitalization.

**DP** – see Diploma Programme

**DURANT** – a lawsuit filed by Michigan school districts against the State for funding of educational expenditures. With the decision of this lawsuit, the State is prohibited from reducing the state financed proportion of the necessary costs of any existing activity or service required of units of Local Government by state law. A new activity or service or an increase in the level of any activity or service beyond that required by existing law shall not be required by the legislature or any state agency or units of Local Government, unless a state appropriation is made and disbursed to pay the unit of Local Government for any necessary increased costs

**DYNAMIC PLANNING** – is an approach to leverage positive change in planning efforts.

**E2020** – an online learning tool to aid in credit recovery of classes.

**EAP** – see Employee Assistance Program

**ECDD** – a special education classroom service for students with early childhood developmental delay.

**EdTAC** – Technology Advisory committee; consists primarily of District staff that provides study, guidance and recommendations about District technology.

**EI** – see Emotional Impaired

**ERATE** – dollars available to governmental agencies as a refund on the costs of telecommunications services.

**EARLY CHILDHOOD SPECIAL EDUCATION** – see ECSE

**EARLY RETIREMENT INCENTIVES** – a voluntary separation payment that is used to aid a public entity to manage its future financial resources. These are used when you reduce your head count overall when there is a differential in compensation amounts from the more senior workforce to the junior. The plans are also used to help reduce the cost of unemployment. In Michigan public school districts are reimbursing employers and during a period of workforce reduction, these costs can be prohibitive.

**EARNINGS ON INVESTMENTS** – revenue received from the investment of District monies not needed at the time to meet current expenditures.

**ECSE** – see Early Childhood Special Education

**EDUCARE** – optional, tuition based one-half day enrichment program for kindergartners offered through community education.

**EDUCATION FOUNDATION** – see Farmington/Farmington Hills Education Foundation.

**EDUCATION YES!** – A Yardstick for Excellent Schools – Michigan’s comprehensive State accreditation system that assigns grades to all Michigan schools.

**EGLCS** – see Extended Grade Level Content Standards

**ELA** – see Elementary Language Arts; a part of the curriculum where English is taught at the elementary level.

**ELEMENTARY AND SECONDARY (EDUCATION) ACT (ESEA)** - The act is an extensive statute that funds primary and secondary education, while explicitly forbidding the establishment of a national curriculum. It also emphasizes equal access to education and establishes high standards and accountability. In addition, the bill aims to shorten the achievement gaps between students by providing each child with fair and equal opportunities to achieve an exceptional education. As mandated in the act, the funds are authorized for professional development, instructional materials, for resources to support educational programs and for parental involvement promotion. The act was originally authorized through 1970; however, the government has reauthorized the act every five years since its enactment. The current reauthorization of ESEA is the No Child Left Behind Act of 2001, named and proposed by President George W. Bush. The ESEA also allows military recruiters access to 11th and 12th grade students' names, addresses and telephone listings when requested.

**ELEMENTARY COHORTS** – elementary principals working together to achieve District objectives.

**ELEMENTARY INSTRUCTION EXPENDITURES** – kindergarten through grade six costs for direct classroom expenses including teacher and paraprofessional salaries, benefits, services, purchased services, classroom equipment repair and rentals, supplies, textbooks and capital outlay.

**ELEMENTARY LANGUAGE ARTS (ELA)** – a part of the curriculum where English is taught at the elementary level.

**ELEMIDDLE** – the IB level which includes elementary as well as middle school years K-8.

**ELL** – students who have limited English proficiency.

**ELPA** – acronym for English Language Proficiency Assessment.

**EMOTIONAL IMPAIRED (EI)** – the manifestation of behavioral problems primarily in the affective (emotional) domain over an extended period of time that adversely affects education to the extent that the student needs special education support.

**EMPLOYEE ASSISTANCE PROGRAM (PLAN) (EAP)** - employee benefit programs offered by many employers, typically in conjunction with a health insurance plan. EAPs are intended to help employees deal with personal problems that might adversely impact their work performance, health and well-being. EAPs generally include assessment, short-term counseling and referral services for employees and their household members.

**EMPLOYEE BENEFITS** – may include health, dental, optical, life and long-term disability insurance as well as FICA and retirement payments to the Michigan Public School Employees Retirement System and workers' compensation insurance.

**ENCUMBRANCES** – purchase orders, contracts for salary or other commitments, which are chargeable to an appropriation and to which part of the appropriation is reserved. They cease to be encumbrances when paid or when the actual goods or services are delivered to the District.

**ENERGY MANAGEMENT PROGRAM** – the review and promotion of energy efficiencies.

**ENGLISH AS A SECOND LANGUAGE (ESL)** – a program for learners where English is not the primary language spoken in the household.

**ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA)** – the test administered for English language learners.

**EQUAL OPPORTUNITY SCHOOLS** – an organization that is dedicated to supporting high school students in meeting their academic potential by identifying, enrolling and supporting otherwise overlooked candidates in challenging college preparatory classes. Recognizing that increased academic rigor is an entry point to college and career success, Equal Opportunity Schools aims to assure that all students have a fair chance at meeting their full potential by having access to upper level course work.

**ESEA** – see Elementary and Secondary (Education) Act.

**ESL** – see English as a Second Language.

**ESP** – the acronym for the bargaining unit of Education Support Personnel that represents the office clerical and paraprofessional staff of the District.

**EXPANDED INSTRUCTIONAL LEADERS** – a group of individuals that meets monthly and includes four teachers from each school and administrators at all levels in addition to the Instructional Leaders. The members work together to assess, monitor, and revise the Instructional Plan throughout the year.

**EXPENDITURES BY FUNCTION** – includes expenditures by program type including, but not limited to, basic instruction by level, added needs, adult education, general administration and transportation.

**EXPENDITURES BY OBJECT** – includes expenditures for certain types of costs such as salaries, fringe benefits, supplies, purchased services and capital outlay.

**EXTENDED GRADE LEVEL CONTENT STANDARDS** - guidance and support for creating individualized programs for children with significant disabilities.

**FAAPN** – see Farmington African American Parent Network

**FACEBOOK** – a social networking tool that the District uses to provide information access to users that “like” this page of the application.

**(FACILITIES FORWARD) CORE PLANNING TEAM (FFCPT)** – the group of individuals working on providing data to the FFSC.

**FACILITIES FORWARD STEERING COMMITTEE (FFSC)** – the group of individuals representing students, staff and community that came together to help define the vision or the future of FPS’ facilities.

**FACILITIES MANAGEMENT** – the District department which operates the Maintenance and Operations of the District.

**FACILITIES STUDY TEAM (FST)** - a committee composed of the Farmington community and district leaders who will review the viability and efficient use of the district’s facilities and present a series of recommendations to the Board of Education.

**FACILITY AUDIT** – an evaluation by the District architect of sitework, the building envelope, doors, finishes, classrooms, utilities and lockers, gym equipment, heating/cooling/ventilating, indoor air quality and safety, plumbing, swimming pool replacement, electrical and kitchen components of each District building necessary to maintain the physical plant in a safe and operational condition, prolong their useful life and reduce necessity for new facilities.

**FAHS** – the Farmington Alternative High School is the bargaining unit of the alternative high school teachers.

**FAPE** – acronym for Free Appropriate Public Education. Non-discrimination on the basis of handicap in programs and activities receiving or benefiting from federal financial assistance; and assistance to states for education of handicapped children.

**FARMINGTON AFRICAN AMERICAN PARENT NETWORK (FAAPN)** – a group of parents committed to encouraging and supporting increased parental involvement in activities that enhance and support high academic achievement of students.

**FARMINGTON ASSOCIATION OF SCHOOL ADMINISTRATORS (FASA)** – the bargaining unit for instructional related administrative staff

**FARMINGTON/FARMINGTON HILLS EDUCATION FOUNDATION** – a non-profit foundation established to accept donations for the betterment of education in the community.

**FARMINGTON/FARMINGTON HILLS FOUNDATION FOR YOUTH AND FAMILIES** – a non-profit foundation established to accept donations for the betterment of youth in the community.

**FARMINGTON FORWARD (FF)** – a dynamic planning process that started in 2007 as a plan for continuous improvement for the District’s future.

**FARMINGTON HILLS POLICE ADVISORY BOARD** – a group of interested individuals across the community to advise on safety practices. The District is represented by the Assistant Superintendent for Instructional Support Services.

**FARMINGTON YOUTH ASSISTANCE** – a community-based program whose mission is to strengthen youth and families and to prevent and reduce delinquency, neglect and abuse through community involvement.

**FASA** – see the Farmington Association of School Administrators.

**FCC** – see Federal Communications Commission

**FEDERAL COMMUNICATIONS COMMISSION (FCC)** – a U.S. government agency for telecommunication regulations.

**FEDERAL REVENUE** – funds received from the federal government for federally funded programs.

**FEDERAL STIMULUS FUNDS** – dollars made available by the federal government to provide for funding during the current economic downturn.

**FEA** – the Farmington Education Association; the bargaining unit that represents teachers.

**FF** – see Farmington Forward

**FFCPT** – see (Facilities Forward) Core Planning Team

**FFSC** – the Facilities Forward Steering Committee

**FICA** – also known as Federal Insurance Contributions Act. It is a tax required by the federal government on all wages paid by the District.

**FID** – see Financial Information Database

**FIDUCIARY FUND** – is used to account for assets held by the District in a trustee capacity or as an agent for student groups. This fund is custodial in nature and does not involve the measurement of results of operations.

**FINANCE COMMITTEE** – three members of the Board of Education who meet to discuss issues concerning the District’s budget.

**FINANCIAL INFORMATION DATABASE (FID)** – upon completion of the annual audit every Michigan school district uploads all their financial records into the state data portal for comparison purposes. This system is used because of the lack of a statewide financial software system.

**FIRST EDITION** – a newscast produced by our TV10 television crew which is made up of high school students.

**FISCAL YEAR** – for schools in Michigan is July 1 through June 30. It is also the period for which the District determines its financial position and the result of its operations.

**FOCUS ON RESULTS** – the monthly board report featuring the ongoing work of the instructional department’s goals.

**FOCUS SCHOOLS** - schools with the largest achievement gaps, defined as the difference between the average scale score for the top 30% of students and the bottom 30% of students.

These schools are derived from the achievement gap component within the Top-to-Bottom ranking.

**FORMATIVE** – is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. It typically involves qualitative feedback (rather than scores) for both student and teacher that focus on the details of content and performance. It is commonly contrasted with summative assessment, which seeks to monitor educational outcomes, often for purposes of external accountability.

**FOUNDATION** – a non-profit organization that individuals donate cash or property.

**FOUNDATION ALLOWANCE** – also known as per pupil amount or per pupil membership; the amount determined by the State that a district can generate per pupil from a total of local taxes and State Aid, not including categorical aid.

**FOUNTAS & PINNELL** – an assessment tool to determine literacy achievement in students.

**FPS** – Farmington Public School District

**FRAMEWORKS** – the attributes we envision for our graduates as a profile of the students that graduate from the District.

**FRIDAY FOLDERS** – folders that contain information from teachers, principals, parent groups and District administration that are sent home with students on Fridays.

**FST** – see Facilities Study Team

**FTA** – the Farmington Transportation Association is the bargaining unit that represents bus drivers.

**FTE** – see Full Time Equivalent Students

**FULL TIME EQUIVALENT STUDENTS (FTE)** – the sum of full time and part time students counted by the District for pupil accounting purposes.

**FUNCTION** – a group of related activities aimed at accomplishing a major service or regulatory program for which a government is responsible.

**FUND** – a means to account for resources set aside for specific activities of the District. All of the financial transactions for a fund are recorded within the fund.

**FUND BALANCE** – the excess of assets of a fund over its liabilities and reserves. During the fiscal year prior to closing, it represents the excess of the fund's assets and estimated revenue for the period over its liabilities, reserves and appropriations for the period.

**GALILEO** – individuals who are tagged as leaders in the District to direct initiatives and seek advice and council on initiatives.



**GASB No. 34** – Governmental model for financial statement presentation whereby the District prepares district-wide full accrual financial statements which focus on major funds rather than fund types and include fixed assets and long-term debt.

**GASB No. 40** – investment disclosure requirements for financial statement presentation.

**GASB No. 54** - will permit a deeper and more consistent understanding of accessible reserves across various local governments. This pronouncement also provides guidance on the categorization of funds and is the reason the Athletic Fund is combined with the General Fund for fiscal 2010/11.

**GEMS** – see Girls Education Mentoring Service; a program working with high school students to get elementary girls interested in math and science curriculum.

**GENERAL ADMINISTRATION EXPENDITURES** – includes annual audit, legal fees, election costs, Board member stipends and the cost of District executive administration including related salaries, benefits, purchased services, supplies and capital outlay.

**GENERAL FUND** – is used to record the general operations of the District pertaining to education and those operations not provided for in other funds.

**GENERALLY ACCEPTED ACCOUNTING PRINCIPLES (GAAP)** – accounting principles promulgated by the Accounting Standards Board for use in preparation of District budgets or financial statements.

**GIFTED & TALENTED** - means elementary and/or secondary school students who may be considered to be (1) intellectually gifted, (2) outstanding in school achievement, and/or (3) those who have outstanding abilities in particular areas of human endeavor, including the arts and humanities.

**GIGABIT EQUIPMENT** – the equipment providing 1000 Megabits per second speed for the Local Area Network connectivity between all District buildings.

**GIRLS EDUCATION MENTORING SERVICE (GEMS)** – a program working with high school students to get elementary girls interested in math and science curriculum.

**GLCE** – see Grade Level Content Expectation

**GOODFELLOWS** - a community service organization that focuses on providing happy, fulfilling December holidays for needy community residents. Goodfellows is also active throughout the year with projects such as Senior Shopping Trips, household products for low-income families and clothes and shoes for school children.

**GOVERNMENTAL FUNDS** - those through which most District functions typically are financed. The acquisition, use and balances of the District's expendable financial resources and the related current liabilities are accounted for through governmental funds. The governmental funds include the general, debt, special revenue and capital projects funds.

**GRADE LEVEL CONTENT EXPECTATION (GLCE)** – State standards and benchmarks for content knowledge which students learn at each grade level.

**GREEN TEAM** – the District committee that is investigating sustainability of resources as well as reduce, reuse and recycle as its main target.

**GUIDED BEHAVIORAL CARE** – a supplement to out-patient mental health care which adds an additional layer to pay up to 100% of the costs.

**HANDWRITING WITHOUT TEARS (HWWOT)** - is a proven success in making legible and fluent handwriting an easy and automatic skill for students. The program's curriculum uses hands-on, educationally sound instructional methods to teach handwriting. Lessons require minimal preparation time.

**HEADLEE AMENDMENT** – Formally a State constitutional amendment, this amendment requires a calculation be performed annually to ascertain a millage rollback fraction (MRF).

The formula is as follows:

$$\frac{(2003 \text{ taxable value (TV) less TV losses) times } (1 + \text{CPI})}{(2004 \text{ taxable value (TV) less TV adds})} = \text{MRF}$$

If the MRF is less than one, the MRF must be multiplied by the authorized millage rate resulting in the amount that can be levied.

**HEALTH REIMBURSEMENT ACCOUNT (HRA)** – a tax-advantaged health reimbursement account established by an employer for the benefit of an individual or family covered by a high-deductible health plan.

**HEALTH CARE REFORM** - is a general rubric used for discussing major health policy creation or changes—for the most part, governmental policy that affects health care delivery in a given place. Health care reform typically attempts to: broaden the population that receives health care coverage through either public sector insurance programs or private sector insurance companies, expand the array of health care providers consumers may choose among, improve the access to health care specialists, improve the quality of health care, give more care to citizens and decrease the cost of health care.

**HIGH SCHOOL INSTRUCTION EXPENDITURES** – same types of costs as elementary instruction expenditures except for grades 9 through 12.

**HIGH SCHOOL PROFICIENCY TEST** – a test formulated by the State of Michigan given to high school juniors to measure competencies the passing of which determines whether a student receives a State endorsed graduation diploma.

**HIGH SCHOOL STRUCTURE COMMITTEE** – the group assigned the responsibility of investigating high school options. This committee was established to review our current trimester schedule and determine what other schedules may be available.

**HIGHLY QUALIFIED (HQ)** – national requirement for staff to be certified and qualified in the areas in which they teach based on a definition within No Child Left Behind.

**HIPPY**– see Home Instructional Program for Preschool Youth

**HMCC** – acronym for one of the District’s elementary schools Highmeadow Common Campus.

**HOLD HARMLESS MILLAGE** – the number of mills levied on homesteads and qualified agricultural property for operations in order for the District to receive its full foundation allowance.

**HOLD ONTO PUBLIC EDUCATION (HOPE)** – a parent advocacy group for issues affecting public education.

**HOME INSTRUCTIONAL PROGRAM FOR PRESCHOOL YOUTH (HIPPY)** – A program that targets at-risk, English as a Second Language (ESL), low-income, homebound families. Its purpose is to bring child development information and activities to at-risk families to improve school readiness.

**HOMESTEAD PROPERTY** – includes property occupied as a homestead by the owner of the property as well as qualified agricultural property.

**HOPE** – see Hold Onto Public Education.

**HQ** - see Highly Qualified

**HRA** – see Health Reimbursement Account

**HVAC** – the acronym for heating, ventilating and air conditioning systems

**HWWOT** – see Handwriting Without Tears

**IB** – see International Baccalaureate or International Baccalaureate Organization

**IBO** – see International Baccalaureate Organization

**IC** – see Instructional Consultation Teams

**ICT** – see Instructional Consultation Teams

**IDEA** - Individuals with Disabilities Education Act, formerly known as the Education for all Handicapped Act, which guarantees a free and appropriate education to children with disabilities.

**IEP** – see Individualized Education Program

**INDICATORS OF SUCCESS** – a set of goals used to determine whether a student is performing to their potential and whether the District is meeting the needs of all students.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)** – a plan for students with disabilities that designates the support mechanisms available to meet instructional needs.

**INDUSTRIAL PERSONAL PROPERTY** – includes all machinery and equipment, furniture and fixtures, and dies on industrial parcels, and inventories not exempt by law as well as personal property of mining companies valued by the state geologist.

**INFORMED DATA RESULTS RUBRIC** - the online tool designed to allow for the inclusion of student growth data and student achievement data in an educator's evaluation.

**INFRASTRUCTURE** – the basic underlying framework or component of school district facilities.

**INITIATIVES** – programs or services of the District proposed for inclusion in the budget, which was not contained in the previous year's budget and which have significant dollar cost or savings and/or ramifications for additional school buildings in the future.

**INSTRUCTION** - all costs associated with the direct and indirect education of pupils.

**INTERNATIONAL ACADEMY** – a choice school program of which FPS was a member prior to providing our own International Baccalaureate Program.

**INSTRUCTIONAL COACHING** – trained professionals interact with teaching professionals to provide them with needed guidance to improve instruction, while supporting administrators in their curricular initiatives.

**INSTRUCTIONAL CONSULTATION TEAMS (ICT OR IC)** - a model of team functioning to link people and resources at all levels whereby general, special education, and pupil service personnel share the responsibility for the education of ALL students through the improved quality of service.

**INSTRUCTIONAL EQUITY** – the district department charged with providing options and services across diverse populations.

**INSTRUCTIONAL LEADERS** – the group of Associate/Assistant Superintendents, Executive Director of Curriculum and the Directors of the various instructional areas that meet to discuss instructional initiatives.

**INSTRUCTIONAL PLAN** – the District initiative spelling out our goals over the next several years for what will occur in the classroom. It is a roadmap of what initiatives we will undertake and when.

**INSTRUCTIONAL ROUNDS** – a process modeled after the medical profession, small teams of teachers and administrators visit classrooms to observe and discuss instructional practices to deepen teacher understanding and effectiveness.

**INSTRUCTIONAL STAFF SERVICES EXPENDITURES** – includes staff development and curriculum coordinators, media specialists, audiovisual services and supervision of staff including related salaries, benefits, purchased services, supplies and capital outlay.

**INSTRUCTIONAL SUPPORT** – all costs associated that are not considered part of instruction such as human resources, business, information technology, facilities management, transportation and nutrition services.

**INSTRUCTIONAL TECHNOLOGY PLAN** – the District initiative detailing out the goals of incorporating and expanding technology use into the classroom.

**INTERACTIVE PROJECTION TOOLS** – similar to an interactive white board without the board. You can turn any surface into a collaborative projector.

**INTERACTIVE WHITE BOARD** - a large interactive display that connects to a computer and projector. A projector projects the computer's desktop onto the board's surface where users control the computer using a pen, finger, stylus or other device. The board is typically mounted to a wall or floor stand.

**INTERDISTRICT REVENUE** – revenue received from Oakland Intermediate School District as grants and as a pass-through from the federal government for Medicaid reimbursement for services rendered to students.

**INTERGOVERNMENTAL PAYMENTS** – payments to other school districts for tuition charges for resident students attending their school district.

**INTERIM EVALUATION MODEL** – the article in the collective bargaining agreement that addresses the review process for teachers. It is currently interim as it is in the process of being revised to reflect current law.

**INTERMEDIATE SCHOOL DISTRICT (ISD)** – a legal school district entity in Michigan that exists to serve, enhance and support the local districts in its area. It provides such services as data processing, printing, tax collections, special education supervision and programming, fiscal agent for State and/or federal funds, staff development or pupil accounting.

**INTERNATIONAL ACADEMY** – a high school of choice IB program ran by Bloomfield Hills Public Schools which is a neighboring district. The District maintains a certain number of openings for District students to attend by grade level. The District is billed a portion of the foundation allowance to educate these pupils.

**INTERNATIONAL BACCALAUREATE (IB)** – prepares students to reach their maximum potential in a rapidly changing and increasingly complex world.

**INTERNATIONAL BACCALAUREATE ORGANIZATION (IBO)** – a profit making venture which has facilitated IB diploma programs all over the world for several decades to high acclaim. The broad goals are to provide students with a balanced education, to facilitate geographic and cultural mobility and to promote international understanding through a shared academic experience.

**INTERVENTIONIST** – teaching professionals who work with individuals or small groups to promote literacy.

**INTRA-DISTRICT SCHOOL OF CHOICE** – an option to parents to select a school within the District's boundaries for their child's education.

**IOBSERVE** – the software used to facilitate the evaluation of teaching staff.

**IOWA TEST OF BASIC SKILLS** - also known as the Iowa Tests, are standardized tests provided as a service to schools by the College of Education of the University of Iowa. The tests are administered to students in kindergarten through eighth grade as part of the Iowa Statewide Testing Programs, a division of the Iowa Testing Programs (ITP). Developers E. F. Lindquist, Harry Greene, Ernest Horn, Maude McBroom and Herbert Spitzer first designed and administered the tests, originally named the Iowa Every Pupil Test of Basic Skills, in 1935 as a tool to improve instruction. Over decades, participation expanded and currently nearly all school districts in Iowa participate annually in the program, as do many other school districts across the United States. In a cooperative relationship, participating schools receive ITBS test materials, scoring and reporting services and consultation in the use of ITBS for instructional purposes and ITP utilizes participation by schools in research and test development.

**IPAD** – is a line of tablet computers designed and marketed by Apple Inc., primarily as a platform for audio-visual media including books, periodicals, movies, music, games, apps and web content. Its size and weight fall between those of contemporary smartphones and laptop computers.

**IPOD** - is a line of portable media players created and marketed by Apple Inc. The product line-up consists of the hard drive-based iPod classic, the touchscreen iPod Touch, the compact iPod Nano and the ultra-compact iPod Shuffle. iPod classic models store media on an internal hard drive, while all other models use flash memory to enable their smaller size (the discontinued mini used a Micro drive miniature hard drive). As with many other digital music players, iPods can serve as external data storage devices

**ISD** - see Intermediate School District

**IT** – also known as Information Technology. Those individuals that work and troubleshoot computer and computer applications and are an information source for District employees.

**ITOUCH** - is a portable music and video player, handheld game console, and email-capable personal digital assistant, designed and marketed by Apple Inc.

**JUNIOR GREAT BOOKS** - a professional development program designed to help teachers develop inquiry-based instructional strategies in reading, literary analysis and critical thinking.

**L-4029** – the form submitted to municipalities in Michigan for specifying the millage rates to be levied.

**LAB CLASSROOMS** – classrooms where teachers observe each other to share and discuss their practice.

**LABOR/MANAGEMENT COMMITTEE** – regular meetings established throughout the year for management and the various union officers to meet to discuss issues of importance.

**LAC-O** – see Learning Achievement Coalition - Oakland

**LAPTOP** – is a personal computer for mobile use.

**LD** – see Learning Disability

**LEADERSHIP TEAM (LT)** –all District administrators and association presidents.

**LEARNER PROFILE** – the traits that all Farmington Public School District’s students will exhibit.

**LEARNING ACHIEVEMENT COALITION - OAKLAND (LAC-O)** – a group of Oakland County school districts interested in collaborative efforts regarding MSAN.

**LEARNING DISABILITY (LD)** - a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations.

**LEARNING SPECIALISTS** – individuals who test students and who work with classroom teachers to determine whether or not they need additional assistance to overcome deficits.

**LEAST RESTRICTIVE ENVIRONMENT (LRE)** – federal legislation that speaks to special needs children being placed in an educational setting that broadens their learning to their individual needs.

**LEVELED LITERACY INTERVENTION (LLI)** - is a small-group, supplementary intervention program designed for young children who struggle with reading and writing. LLI is a short-term program designed to bring children up to grade-level performance in as little as 18–24 weeks.



**LEVY** – see Tax Levy

**LINK ORIENTATION AND TRANSITION PROGRAM** – links freshmen students to Upper Classmen who are trained to provide academic and social mentoring.

**LISTSERVS** - has been used to refer to a few early electronic mailing list software applications, allowing a sender to send one email to the list, and then transparently sending it on to the addresses of the subscribers to the list.

**LIVE@55** – a production show that the student-run from North Farmington High School that simulates a news show on television.

**LLI** – see Leveled Literacy Intervention

**LOCAL AREA NETWORK** -is a computer network that interconnects computers in a limited area such as a home, school, computer laboratory, or office building using network media.

**LOTTERY** – a method of random drawing of names for placing students where limited numbers of slots are available.

**LRE** – see Least Restrictive Environment

**LT** – see Leadership Team

**MAINTENANCE AND OPERATIONS EXPENDITURES** – includes costs associated with maintenance of all District buildings including custodians, maintenance personnel and supervision including related salaries, benefits, purchased services, supplies and capital outlay.

**MAPPING** – a tool used in instructional courses that begins with the end in mind and the steps needed to get to that end to meet the necessary grade level content expectation.

**MARZANO** – a teaching methodology developed by Robert Marzano.

**MARZANO DESIGN QUESTIONS** – the instructional strategies which focus on nine key points of Robert Marzano’s instructional practices.

**MASA** – see Michigan Association of School Administrators

**MATH PENTATHALON** - is a program of interactive problem-solving games, supportive curricular and instructional activities, and assessment tools for students in grades K-7. This motivational program strengthens basic math concepts and skills, aligns with National and State Mathematics Standards, and stimulates creative thinking while developing problem-solving skills.

**MAXFIELD TRAINING CENTER (MTC)** – District building that housed many District offices as well as conference rooms for in-service opportunities.

**MCKINNEY-VENTO HOMELESS ASSISTANCE ACT** - is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness in U.S. public schools.

**MDE** – see Michigan Department of Education

**MEA** – see Michigan Education Association

**MEAP** – the acronym for Michigan Education Assessment Program, the State assessment testing done in grades 3-8 and 11.

**MEDIA** – the libraries that are housed within each of the school buildings.

**MEDICAID** – federal dollars administered through the State as reimbursement for covered services provided to children with disabilities as part of their individual education plan.

**MERIT PAY** - a term describing performance-related pay, most frequently in the context of educational reform. It provides bonuses for workers who perform their jobs effectively, according to measurable criteria. In the United States, policy makers are divided on whether merit pay should be offered to public school teachers, as is commonly the case in the United Kingdom.

**MERITORIOUS BUDGET AWARD** – the annual recognition program given by the Association of School Business Officials International for those Districts submitting their annual budget based upon a high level of criteria for excellence in the preparation and issuance of the school system's budget.

**METRO BUREAU** - a consortium of educational institutions dedicated to serving and improving school management through unique support services and cooperative information exchange. The Bureau is a connecting link for practicing public school administrators with the leadership and professional resources of the member universities' colleges of education and community colleges.

**MI ACCESS** - is Michigan's alternate assessment system, designed for students with cognitive impairments who's IEP (Individualized Educational Program) Team has determined that MEAP assessments, even with accommodations, are not appropriate.

**MICHIGAN ASSOCIATION OF SCHOOL ADMINISTRATORS (MASA)** - is the professional association serving superintendents and their first line of assistants, who serve as CEOs for their community's public schools. MASA serves as an information-rich source of advice and support in areas critical to over 700 public school superintendents and first-line assistants in 584 school districts and 57 intermediate school districts.

**MICHIGAN BLUE RIBBON EXEMPLARY SCHOOLS** - the program was established in 1982. Its purpose is threefold: 1. Identify and give public recognition to outstanding public and private schools that achieve high academic standards or have shown significant academic improvement over five years; 2. Make available a comprehensive framework of key criteria for school effectiveness that can serve as a basis for participatory self-assessment and planning in schools; and 3. Facilitate communication and sharing of best practices within and among schools based on a common understanding of criteria related to success.

**MICHIGAN DEPARTMENT OF EDUCATION (MDE)** – the rule governing body over education in the State of Michigan.

**MICHIGAN DISTRICT AND SCHOOL ACCOUNTABILITY SCORECARDS** - In the summer of 2012, Michigan was approved for flexibility from certain requirements of the No Child Left Behind Act of 2001 (NCLB). The approved flexibility waiver from the United States Department of Education has created a new and exciting method for looking at school accountability in the State of Michigan. Michigan will be implementing a new, rigorous and comprehensive system designed to improve the educational outcomes for all students. The new system will work to close achievement gaps, increase equity, and improve the quality of instruction in our public districts and schools across the state. Beginning with the 2012-2013 school year, the Michigan Department of Education will release Michigan School Accountability Scorecards as an indicator of school and district compliance, assessment participation and assessment performance requirements.

**MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)** – is a statewide testing program initiated by the State Board of Education, supported by the Governor and funded by the Legislature. The MEAP tests for reading and mathematics are administered in the fall to all 4th, 7th and 10th grade students. The MEAP science test is given in the fall to 5th, 8th and 11th grade students.

**MICHIGAN EDUCATION ASSOCIATION (MEA)** – is a self-governing education association, representing teachers, faculty and education support staff throughout the state.

**MICHIGAN GREEN SCHOOLS** - is a non-profit 501(c)3 agency dedicated to assisting all Michigan schools – public and private – achieve environmental goals which include protecting the air, land, water and animals of our state along with world outreach through good ecological practices and the teaching of educational stewardship of students pre-kindergarten through senior high school. Michigan Green Schools began as an idea from students and teachers of Hartland Consolidated School District in the fall of 2005. It was determined that the best way to help Michigan achieve environmental goals through its schools was to formulate 20 points of educational environmental activities. It was further decided that if any school in Michigan achieved ten of these points within an academic year, it could achieve official Michigan Green School status.

**MICHIGAN LIQUID ASSET FUND (MILAF)** – a comprehensive cash management program that was created in 1987 by the Michigan School Board Association.

**MICHIGAN MERIT EXAM (MME)** - assesses students in grade 11 and eligible students in grade 12 based on Michigan high school standards. It is administered each spring.

**MICHIGAN PUBLIC SCHOOL EMPLOYEES RETIREMENT SYSTEM (MPSERS)** a cost sharing, multiple public employer retirement system managed and required by State of Michigan statute.

**MICHIGAN SCHOOL ACCOUNTABILITY SCORECARD** - a five-color coded system to indicate the performance of schools and districts and combine traditional accountability metrics with Top-to-Bottom, Priority and Focus school designations and other state/federal requirements. Colors are determined by points accumulated for goals met, or by demonstrating improvement. The color green is highest, and indicates most of the goals were met. The color red is lowest and indicates few objectives were achieved, and is an area that requires attention.

**MICHIGAN SCHOOL BUSINESS OFFICIALS (MSBO)** – the group’s intent is to serve all of our members to the best of our ability, to provide a forum for the exchange of ideas, and to provide opportunities for our members to expand their professional horizons in the public education sector in the area of school district business management.

**MICHIGAN VIRTUAL** – an online class option for students to aid in credit recovery.

**MiCI** – a special education classroom service for students with a mild cognitive impairment.

**MIDDLE SCHOOL INSTRUCTION EXPENDITURES** – same types of costs as elementary instruction expenditures except for grades 7 through 8.

**MIDDLE YEARS PROGRAMME (MYP)** – Middle school curriculum developed by the International Baccalaureate.

**MiDEAL** – an extended purchasing program which allows Michigan local units of government to use state contracts to buy goods and services.

**MILKEN NATIONAL EDUCATOR TEACHER AWARD** - the Milken Family Foundation National Educator Award is the largest teacher recognition program in the United States. The award was created in 1982 to reward, retain and attract the highest quality K-12 educators to the profession. Award winners receive public recognition and an unrestricted financial award of \$25,000.

**MILAF** – see Michigan Liquid Asset Fund

**MILL** – as used in this report represents one dollar of tax per one thousand dollars of taxable value.

**MILLAGE RATE** – the number of mills levied by the District for operations on homesteads and non-homesteads as well as on all properties for repayment of debt.

**MINORITY STUDENT ACHIEVEMENT NETWORK (MSAN)** - the national group of districts that share best practice and successful initiatives to close achievement gaps among groups of students.

**MISSION 2007** – the name for the District's strategic planning initiative including its mission statement, goals, beliefs and student profile developed during the 1994/95 school year.

**MISTAR** – a student software application used by school districts in Michigan. Formerly known as Zangle.

**MITN** – the Michigan Intergovernmental Trade Network purchasing cooperative.

**MME** – see Michigan Merit Exam

**MoCI** – a special education classroom service for students with a moderate cognitive impairment.

**MODEL CORE CURRICULUM** – state based learning standards in literacy, math, science and social studies

**MOODLE** – an online learning tool that provides staff with information on District direction and initiatives.

**MOR** – the Macomb County, Oakland County Michigan regional cooperative purchasing group.

**MPERS** – see Michigan Public School Employees Retirement System

**MSAN** – see Minority Student Achievement Network

**MSBO** – see Michigan School Business Officials

**MTC** – see Maxfield Training Center

**MUNICIPAL FINANCE QUALIFYING STATEMENTS** – an annual reporting requirement updating specific financial statistics that were provided during a bond sale. This requirement is ongoing through the life of the of the bonds. This reporting is to through a web portal for purchasers of the bonds to review the status of the qualification.

**MYP** – see Middle Years Programme

**NASB** – see National Association of School Boards

**NATIONAL ASSOCIATION OF SCHOOL BOARDS (NASB)** – a not for profit federation of state associations of school boards across the United States that aids in the development of school board members in better understanding their roles and responsibilities.

**NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN** – an organization that is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8.

**NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS (NBPTS)** – a non-partisan, non-profit organization dedicated to promoting excellence in education.

**NATIONAL EDUCATION ASSOCIATION (NEA)** – the largest professional employee organization committed to advancing the cause of public education. NEA's members work at every level of education—from pre-school to university graduate programs. NEA has affiliate organizations in every state and in more than 14,000 communities across the United States.

**NATIONAL HEALTH CARE REFORM** – the legislation that imposes rules and requirements for accessibility and affordability to health care for all Americans. Also, see Health Care Reform.

**NATIONAL MERIT** - is a United States academic scholarship competition for recognition and university scholarships administered by the National Merit Scholarship Corporation (NMSC), a privately funded, not-for-profit organization. The program began in 1955. NMSC conducts two annual competitions for recognition and scholarships: the National Merit Scholarship Program, which is open to all students who meet entry requirements, and the National Achievement Scholarship Program (est. 1964) in which only African American students participate. The highest achieving students in the National Merit Scholarship Program are designated as National Merit Scholars, representing less than 1% of the initial pool of entrants.

**NATIONAL MULTICULTURAL CONFERENCE** – convenes students, scientists, practitioners and educators in psychology and related fields to inform and inspire multicultural theory, research and practice.

**NBPTS** – see National Board of Professional Teaching Standards

**NCA** – see North Central Association

**NCLB** – see No Child Left Behind

**NCT** – see New Career Teacher

**NEA** – see National Education Association

**NEIGHBORHOOD HOUSE** – a local non-profit organization that helps low income people become self sufficient.

**NEWCOMER** – several schools have been designated as the sites for individuals who have never been in the United States or who do not speak English can become accustomed to the educational practices and expectations. We have staff trained to work with limited English students for their educational success.

**NET PRESENT VALUE (NPV)** – the value of a time series of cash flows, both incoming and outgoing.

**NEXT GENERATION SCIENCE STANDARDS (NGSS)** – focus on student achievement with a conceptual shift to reflect the interconnected nature of science, student performance expectations, not curriculum, coherently from K-12, focus on understanding of content as well as application of content, integration of science and engineering, designed to prepare students for college, career and citizenship, as well as aligned with the common core standards for English language arts and mathematics.

**NGSS** – see Next Generation Science Standards

**NoBLE** – a No Bullying Live Empowered initiative with Beaumont Hospital and FPS to determine if there are any collaborative opportunities to benefit our students to fight bullying.

**NO CHILD LEFT BEHIND (NCLB)** – federal education act of 2001 which focuses on proficiency in reading and mathematics by the school year 2013/14 for all students. The components include accountability, teacher quality, parent involvement, instructional methods, flexibility, and safe and drug free schools.

**NON-HOMESTEAD PROPERTY** – all remaining properties that are not homesteads or qualified agricultural properties.

**NON INSTRUCTION** – the parts of our district that are not tied directly to the instruction of the students, but support the ongoing operations including business, information technology, facilities management, transportation and nutrition services.

**NORTH CENTRAL ASSOCIATION (NCA)** – a non-governmental, voluntary Commission on Accreditation and School Improvement that accredits more than 9,000 public and private schools in 19 states. For over 100 years, their focus has been to advance the quality of education.



**NORTHWEST EVALUATION ASSOCIATION (NWEA)** - helping to identify which data are most helpful, which programs are most effective for particular students, and which instructional resources and strategies are best suited for each student. This includes not only greater information on reports generated by NWEA assessments, but program evaluation and professional development for teachers, administrators and parents.

**NPV** – see Net Present Value

**NUTRITION SERVICES FUND** – used to record revenues, almost wholly funded by student and adult purchased meals, as well as expenditures of the school breakfast and lunch program as required by State law.

**NWEA** – see Northwest Evaluation Association

**OAKLAND COUNTY RESEARCH EVALUATION ASSESSMENT COUNCIL (OCREAC)** – the group of individuals in the 28 local school districts in Oakland County that are involved in assessment.

**OAKLAND COUNTY SCHOOL BOARDS ASSOCIATION (OCSBA)** – the county group of Board members who share ideas, concerns, and professional development.

**OAKLAND COUNTY SCHOOL BUSINESS OFFICIALS (OCSBO)** – the county group of business management professionals who share ideas, concerns, and professional development.

**OAKLAND COUNTY SUPERINTENDENT’S ASSOCIATION (OCSA)** – the county group of superintendents who share ideas, concerns and professional development.

**OAKLAND COUNTY TEACHING AND LEARNING COUNCIL (OCTLIC)** – the group of individuals in the 28 local school districts in Oakland County that are involved in curriculum design and application.

**OAKLAND COUNTY TRANSPORTATION STUDY** – an analysis performed by the 28 local school districts located within Oakland County regarding efficiencies that can be built into the transportation model.

**OAKLAND COUNTY-WIDE TRANSPORTATION STUDY COMMITTEE** – a group of county business officials, superintendents and transportation officials who examined efficiencies, county-wide.

**OAKLAND OPPORTUNITY ACAD(EMY) (OOA)** - offers students an alternative way to complete credits for their high school diploma. Built for the needs of students, OOA runs afternoon and evening hours, accommodates individual learning styles and pace, and fulfills the requirements for their district diploma. Student learning at OOA is a unique combination of online, direct instruction, and career focused opportunities. Each student has the opportunity to earn their credits in a variety of ways, learning in the style that works for them. Certified teachers and staff work closely to ensure all students find success.

**OAKLAND SCHOOLS (OS)** – the intermediate school district of which FPS is a member district along with the other 27 school districts in the county

**OAKLAND STUDENT ACHIEVEMENT NETWORK (OSAN)** – the county group of districts that share best practice and successful initiatives to close achievement gaps among groups of students.

**OBJECT** – see Expenditures by Object

**OCREAC** – see Oakland County Research Evaluation Assessment Council

**OCSA** – see Oakland County Superintendent’s Association

**OCSBA** – see Oakland County School Board Association

**OCSBO** – see Oakland County School Business Officials

**OCTLC** – see Oakland County Teaching and Learning Council

**OFFICE OF RETIREMENT SERVICES (ORS)** – the state agency charged with managing the MPSERS pension system as well as other pension systems within the state.

**ONE** – the county network to share video technology. Acronym of the Oakland Network for Education.

**OOA** – see Oakland Opportunity Academy

**OPERATIONAL LEADERS** – District administrators who are not involved in the instructional process on a daily basis, such as Nutrition Service, Business, Human Resources, Information Technology, Transportation and Facilities Management.

**ORS** – see Office of Retirement Services

**OS** – see Oakland Schools

**OSAN** – see Oakland Student Achievement Network and LACO

**OSE-EIS** – at the Michigan Department of Education the Office of Special Education – Early Intervening Services.

**OTHER BASIC PROGRAMS** – direct costs of the school readiness grant program and drivers education including salaries, fringe benefits, purchased services and supplies.

**OTHER LOCAL REVENUE** – includes revenue collected locally other than taxes such as building use fees, parking lot and field trip fees and other miscellaneous receipts.

**OUTSOURCING** – the act of hiring an outside company to provide services previously performed by employees.

**OVERLAPPING DEBT** – the total amount of debt owed in dollars by District residents that has been incurred by all taxing units including the township, cities, county, community college, intermediate school district and the District.

**PA 227** – see Public Act 227

**P.A. 18 FUNDS** – see Public Act 18

**PAF** – a Personnel Action Form that delineates a person’s job role within the District. This form is used as communication tool between departments.

**PARENT AND STUDENT CONNECT** – the software that allows parents and students access to the student database in MISTAR.

**PARENT EDUCATION ADVISORY COMMITTEE (PEAC)** – a District committee brought together to provide meaningful parent education programs.

**PARENT LEGISLATIVE ADVISORY NETWORK (PLAN)** – a Network used to inform parents and educators regarding issues facing public schools and provide an opportunity to work together to lobby for students. Letters and phone calls to legislators from a broad base of constituents is a very effective tool in getting concerned voices heard.

**PAY CARDS** – see Purchasing Cards

**PAYSCHOOLS** – a software system that allows parents to pay for school related fees using credit cards or their checking account via the internet.

**PBIS** – see Positive Behavior Support, also known as Positive Behavior Intervention Support

**PD** – see Professional Development

**PDF** – see Portable Document File

**PEAC** – see Parent Education Advisory Committee

**PEARSON INFORM** – a desktop data analysis tool purchased and supported through Oakland Schools for local schools and teachers to use to provide student achievement information in a quick, easy snapshot. This software will allow teachers and principals to organize, manage and use achievement information in a visual manner that allows them to make better instructional decisions for each student.

**PEDAGOGY** – the correct use of instructional strategies.

**PEER-2-PEER** - people work together to learn a particular topic by completing tasks, assessing individual and group work, and providing constructive feedback.

**PERFORMANCE REVIEW TEAM (PRT)** – a group of administrators who examine how to assist struggling educators to meet improvement targets.

**PER PUPIL FOUNDATION** – the total amount of dollars allowed by the State that a district may receive per pupil to be generated by State revenue and local taxes.

**PER PUPIL MEMBERSHIP** – see Per Pupil Foundation.

**PESG** – see Professional Education Services Group

**PLAN** – see Parent Legislative Advisory Network

**PLANTE MORAN CRESA** – the real estate division of a local CPA firm that provides technical assistance in the real estate area including forecasting and consulting services.

**PLC** – see Professional Learning Communities

**PLT** – see Professional Learning Teams

**PLEDGE FOR SUCCESS** – a group formed to increase awareness of and information about the importance and affordability of education for all persons at any stage of life.

**PODCASTS** - is a type of digital media consisting of an episodic series of audio radio, video, PDF, or ePub files subscribed to and downloaded through web syndication or streamed online to a computer or mobile device.

**POLICE LIASON OFFICERS** – police from the local municipalities who investigate incidents involving students that occur on school property, serve as resources to school administration, staff and students and provide a link between the students and the policy department. These individuals are housed at the high schools, but provide services across all grade levels.

**PORTABLE DOCUMENT FILE (PDF)** – File format developed by Adobe Systems. PDF captures formatting information from a variety of desktop publishing applications, making it possible to send formatted documents and have them appear on the recipient's monitor or printer as they were intended. To view a file in PDF format, you need Adobe Reader, a free application by Adobe Systems.

**POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS)** - emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

**PRIMARY YEARS PROGRAMME(S) (PYP)** - Elementary school curriculum developed by the International Baccalaureate.

**PRE-K** – grades of education from preschool prior to kindergarten.

**PRIME TIME** – the before and after school child care program which is operated by the local YMCA and is operated at all of our elementary schools.

**PROFESSIONAL DEVELOPMENT (PD)** – a plan across the District focusing on early release and delayed starts which uses data to make teaching and learning decisions for all students.

**PROFESSIONAL LEARNING COMMUNITIES (PLC)** – an instructional initiative with the guiding principle to ensure high levels of learning for all students.

**PROFESSIONAL LEARNING TEAMS (PLT)** – an extension of a PLC where groups of individuals work together to collaborate on learning initiatives.

**PROFESSIONAL EDUCATION SERVICES GROUP (PESG)** – an educational contracting service.

**PROJECT LEAD THE WAY (PLTW)** - an engaging and thought-provoking place, where students develop critical thinking skills through hands-on project-based learning, preparing them to take on real-world challenges? Students will have the opportunity to create, design and build things like robots and cars, applying what they are learning in math and science to the world’s grand challenges.

**PROPORTIONATE SHARE** – a calculation used to determine the amount allocated to both public and non-public students within a school district to allocate special education federal funding.

**PROPOSAL A** – a ballot proposal approved by Michigan voters in March, 1994. This proposal changed how schools are financed by shifting funding responsibility from the local to the State level as well as a shifting from the property tax as the major revenue source to various other taxes including the sales tax.

**PROPRIETARY FUNDS** – used to account for activities similar to private business activities such as commercial type funds.

**PRORATION** – a dollar based method used by the State of Michigan to scale back a portion of the foundation allowance to local school districts on a per pupil basis upon shortfalls in the funding to the State Aid Fund.

**PRT** – see Performance Review Team

**PTA COUNCIL** – the group of representatives of all the parent teacher advisory groups for the District that work in an advocacy/information role for the community. Their mission is to be advocates for the children by focusing the strengths of local parent groups, by impacting decisions on relevant issues at the local, state and national level, and by providing a forum for leadership development, information exchange, discussion and action on issues affecting youth and children.

**PTA REFLECTIONS** – a national contest that was started by the PTA Council. Students in preschool through 12th grade are invited to submit entries in the four categories (literature, music, photography and visual arts) that follow each year's theme. The theme is chosen from ideas submitted by students.

**PUBLIC ACT 2** – a Michigan public law which defines uniform budgeting and accounting for public school districts.

**PUBLIC ACT 18** – a Michigan public law permitting intermediate school districts to levy a voted millage to be used for county special education funding.

**PUBLIC ACT 132** – a Michigan public law which gives school districts the authority on how they invest their funds.

**PUBLIC ACT 227** – a Michigan public law that allows districts to accept employees' children without a release from the child's resident district.

**PUBLIC ACT 451** – a Michigan public law which defines the role of a school board.

**PUBLIC HEARING** – an open, usually advertised meeting of the Board whereby citizens of the community are encouraged to comment and/or voice their concerns about the topic for which the hearing is being held.

**PUPIL SERVICES EXPENDITURES** – direct services provided to students in support of their classroom instruction including school counselors, occupational and physical therapists, nurses, psychologists, speech and audiological therapists, social workers, teacher consultants and playground/lunchroom supervisors including salaries, benefits, purchased services, supplies and capital outlay.

**PURCHASED SERVICES** – includes such items as conference fees, mileage paid, consultant fees, fees of subcontractors, utilities including electricity, telephone, water, refuse and gas, liability, property and fleet insurance.

**PURCHASING CARDS** – credit cards that are issued in the District's name for employees to use to pay for goods and services in lieu of personally paying and being reimbursed.

**PYP** – see Primary Years Programme

**QAR** – see Quality Assurance Review

**QI** – see Quality Instruction

**QUALITY ASSURANCE REVIEW (QAR)** – an outside organization such as AdvancED provides a toolkit and a team reviews our processes to verify that the school district is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

**QUALITY INSTRUCTION (QI)** – is defined as the art of teaching which includes positive and effective relationships with students and staff.

**QUALITY INSTRUCTION TASK TEAM** – a group of individuals working to define quality instruction in our District to promote those practices that work well across the varied disciplines.

**READERS AND WRITERS WORKSHOP** - is a method of writing instruction developed by Lucy Calkins and educators involved in the Reading and Writing Project at Columbia University in New York City, New York. (Calkins, L (2006). A Guide to The Writing Workshop, Grades 3-5. Portsmouth, NH: First Hand). This method of instruction focuses on the goal of fostering lifelong writers. It is based upon four principles; students will write about their own lives, they will use a consistent writing process, they will work in authentic ways and it will foster independence.

**READERS APPRENTICESHIP CAPACITY** - is a student-centered and inquiry-based approach that promotes the kind of teaching and learning required for advancing Common Core and Next Generation Science Standards.

**READING RECOVERY** - is a program to dramatically reduce the number of first-grade students who have extreme difficulty learning to read and write and to reduce the cost of these learners to educational systems.

**PTA REFLECTIONS** – a national contest that was started by the PTA Council. Students in preschool through 12th grade are invited to submit entries in the four categories (literature, music, photography and visual arts) that follow each year's theme. The theme is chosen from ideas submitted by students.

**REFUNDING** – to pay back (a debt) with new borrowing, especially to replace (a bond issue) with a new issue.

**REMC** – a non-profit organization whose members are the 28 regional educational media centers operated through the intermediate school district structure providing collaborative programs and services statewide.



**RENEWABLE ENERGY RESOURCES** – components of energy that can be replenished in a short period of time.

**REQUEST FOR PROPOSAL (RFP)** – a process where vendors who market a particular product or service are contacted to determine the price to be paid for that particular product or service.

**RESA** – acronym for Regional Educational Service Agency; St. Clair Regional Educational Service Agency provides support for our finance and payroll software.

**RESIDENCY PROCESS** – the intake of new students into the District which includes the required paperwork and documentation of where the pupils reside.

**RESPONSE TO INTERVENTION (RTI)** – is a method of academic intervention used in the United States designed to provide early, effective assistance to children who are having difficulty learning.

**RETIREMENT** – the amount required by law that is to be remitted to the Michigan Public School Employees Retirement System based upon wages paid by the District in order to provide funds for the employees retirement.

**REVENUE** – the various sources of income for the District.

**RFP** – see Request For Proposal

**ROTARY** – is an international service club whose stated purpose is to bring together business and professional leaders in order to provide humanitarian services, encourage high ethical standards in all vocations, and help build goodwill and peace in the world.

**RTI** – see Response to Intervention

**SAFE SCHOOLS ADVISORY COMMITTEE** – a group of individuals including the police departments of Farmington and Farmington Hills who work together on issues of concern within the community.

**SAPC** – see Student Assistance Program Coordinators

**SCHOLASTIC ASSESSMENT TEST (SAT)** – formerly Scholastic Aptitude Test; is a test of academic aptitude in the area of math and verbal skills that purports to measure a student's ability to learn. It is designed to provide information that is independent as possible from the high school curricula.

**SCHOOL ADMINISTRATION (EXPENDITURES)** – includes all of the costs of school building administration including principals, assistant principals and school clerical staff including related salary, benefits, purchased services, supplies and capital outlay.

**SCHOOL/COMMUNITY FORUM** – schools in the District that have advisory committees that meet throughout the school year. A representative from each middle school and high school serves on the School/Community Forum whose goal is to facilitate communication between the District and parents, and among buildings. It is also a vehicle to bring parents' concerns to the attention of District personnel.

**SCHOOL IMPROVEMENT PROCESS (SIP)** – to support, focus and provide professional development which enhances learning at every level across the District resulting in increased student achievement for all students.

**SCHOOL LIFE** – an online subscription service used to promote the school district.

**SCHOOL LUNCH ADVISORY COMMITTEE** – a group of individuals formed to examine healthy choices in the school lunch program.

**SCHOOL RESOURCE OFFICER (SRO)** – a District individual responsible to understand the unique K-12 educational climate, culture, politics and school-community relations dynamics involved in K-12 school safety, school security and school emergency planning.

**SCI** – a special education service for students with a severe cognitive impairment.

**SE** – see Special Education

**SECONDARY OUTDOOR FACILITIES** – the surrounding grounds areas of our high school and middle school instructional buildings.

**SECONDARY OUTDOOR FACILITIES MASTER PLAN** – a document that was the culmination of months of work on reviewing the condition of our secondary outdoor areas for community, physical education and athletic use.

**SECTION 105 OUT OF DISTRICT SCHOOL OF CHOICE** – section of the State law governing schools defining inter-district school of choice. Parents can elect to send pupils to another district within a county where space allows.

**SENIOR EXTRAORDINAIRE** – recognition for a deserving senior citizen who gives of their time and talent to the District.

**SEQUESTRATION** - is a procedure in United States law that limits the size of the federal budget. Sequestration involves setting a hard cap on the amount of government spending within broadly-defined categories; if Congress enacts annual appropriations legislation that exceeds these caps, an across-the-board spending cut is automatically imposed on these categories, affecting all departments and programs by an equal percentage. The amount exceeding the budget limit is held back by the Treasury and not transferred to the agencies specified in the appropriation bills. The word sequestration was derived from a legal term referring to the seizing of property by an agent of the court, to prevent destruction or harm, while any dispute over said property is resolved in court

**SET** – see Student Enrichment Time (Block Scheduling Term)

**SHELTERED INSTRUCTION OBSERVATIONAL PROTOCOL (SIOP)** - a researched-based and validated instructional model that addresses the needs of all learners with a focus on English Language Learners.

**SINKING FUND** – assessment of a millage on taxpayers for a particular purpose over a set number of years.

**SIOP** – see Sheltered Instruction Observational Protocol

**SIP** – see School Improvement Process

**SMART** – Student Managed Academic Resource Time; twice weekly time is reserved during the block schedule for students to work with specific teachers on a project or work on individual assignments where additional help may be needed.

**SOCIAL JUSTICE** - justice exercised within a society, particularly as it is applied to and among the various social classes of a society. A socially just society is one based upon the principles of equality and solidarity; which pedagogy also maintains that a socially just society both understands and values human rights, as well as recognizing the dignity of every human being.

**SOCIAL JUSTICE(/)AWARENESS** - refers to the idea of creating a society or institution that is based on the principles of equality and solidarity, that understands and values human rights, and that recognizes the dignity of every human being.

**SPECIAL EDUCATION (SE)** - the education of students with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education.

**SPECIAL EDUCATION ADVISORY COMMITTEE** – a group of interested individuals including parents who come together to support opportunities for all students in Michigan and especially those with disabilities by gathering, sharing and disseminating information with the public.

**SPECIAL EDUCATION CENTER FUND** – used to record costs associated with the operation of the special education program for the Oakland Intermediate School District of which the District is a program operator.

**SPP** – see State Performance Plan

**SRO** – see School Resource Officer

**STATE AID** – the amount of money provided by the State School Aid Fund to defray the cost of education in the District.

**STATE CATEGORICAL REVENUE** – revenue received from the State for special education, vocational education, transportation, bilingual education, adult education and gifted programs.

**STATE EDUCATION TAX** – the six mills levied (five mills for 2003/04) on homesteads and non-homesteads on behalf of the State that are deposited into the School Aid Fund and distributed to districts as part of State Aid.

**STATE EQUALIZED VALUE** – is one-half of the market value determined by the local municipal assessor.

**STATE PERFORMANCE PLAN (SPP)** -the reauthorized *Individuals with Disabilities Education Act* (IDEA), Section 616(b), requires State Departments of Education to develop a Special Education State Performance Plan (SPP). The SPP includes 20 indicators for Part B (special education) and 14 indicators for Part C (early years).

**STATE STABILIZATION FUNDS** – dollars appropriated by the federal government to assist state’s in meeting the educational needs during the current economic downturn. These funds are part of the Federal Stimulus Funds available to be appropriated.

**STATE MEMBERSHIP REVENUE** – revenue from the State based on a per pupil amount times the number of blended pupils less the tax levy for operations.

**ST CLAIR RESA** – the service agency collaborative that supports the finance system applications that are used within the District.

**STEAM** – is an acronym for the fields of study in the categories of Science, Technology, Engineering, Arts and Mathematics.

**STEM** - is an acronym for the fields of study in the categories of Science, Technology, Engineering and Mathematics.

**STEPS** – the increase received by employees from year-to-year based upon years of service/experience over and above the negotiated overall wage increase. The steps differ between union groups.

**STORM WATER MANAGEMENT** – effective means of planning, constructing, maintaining, and regulating storm water infrastructure and related resources.

**STRATEGIC PLANNING** – the process employed by the District to chart a course for the future including preparation of a mission statement, District beliefs, goal setting, learner outcomes and student profile.

**STRENGTHS, OPPORTUNITIES, WEAKNESSES OR THREATS (SWOT)** - is a structured planning method used to evaluate the strengths, weaknesses, opportunities, and threats involved in a project or in a business venture. A SWOT analysis can be carried out for a product, place, industry or person. It involves specifying the objective of the business venture or project and identifying the internal and external factors that are favorable and unfavorable to achieve that objective.

**STUDENT ASSISTANCE PROGRAM COORDINATOR(S) (SAPC)** – employees who provide support services to students and families to promote effective education and peaceful healthy living.

**STUDENT CODE OF CONDUCT** – guidebook of acceptable behavior in schools. The Student Code of Conduct has been designed to set forth student responsibilities. Upon the violation of the Student Code of Conduct, appropriate action is taken. When determining the appropriate action, school officials may use intervention strategies and/or disciplinary actions dependent upon the severity or repetition of the misconduct; age or grade level of the student; circumstances surrounding the misconduct; the degree upon which the health and safety of students and the learning environment has been disrupted and any other relevant factors.

**STUDENT ENRICHMENT TIME (SET)** – twice weekly time is reserved during the block schedule for students to work with specific teachers on a project or work on individual assignments where additional help may be needed.

**STUDENT ROUND TABLE** – a group of students that meet with the Superintendent monthly to get things done within the district. We focus on improvements within our own schools as well as bringing the high schools together through community service projects and other unique opportunities.

**STUDENT SUPPORT SERVICES AND ORGANIZATIONAL LEADERSHIP** – the department in the District responsible for supporting student activities as well as the development of leaders.

**STUDY SESSION** – the first regularly scheduled meeting of the Board of Education of the month. This meeting is used for discussion purpose and open to the public. Action on items discussed is normally not taken until the second meeting of the month.

**SUMMATIVE** - refers to the assessment of the learning and summarizes the development of learners at a particular time. After a period of work, e.g. a unit for two weeks, the learner sits for a test and then the teacher marks the test and assigns a score. The test aims to summarize learning up to that point. The test may also be used for diagnostic assessment to identify any weaknesses and then build on that using formative assessment.

**SUPERINTENDENT’S ADMINISTRATIVE TEAM** – the group of members of the Central Office Team that lead District decision making.

**SUPERINTENDENT’S GROWTH & EVALUATION MODEL** - due to changes in State law, the District has undertaken a three year implementation process which includes several work groups evaluating the various parts of a model. The task teams have been divided into: student growth and assessment, quality instructional practices, teacher and administrator responsibilities, relevant training and contributions, teacher and administrator support and growth as well as student, parent and peer to teacher feedback.

**SUPE’S ON** – a television program produced in-house that features our Superintendent and guests discussing various issues and topics of timely importance in running a public school district.

**SUPPLIES** – classroom and office supplies as well as supplies used by maintenance and transportation for repairs.

**SUSTAINABILITY** - is the ability to maintain balance of a certain process or state in any system. It is most frequently used in connection with biological and human systems.

**SWOT** – see Strengths, Weaknesses, Opportunities or Threats

**SXI** – a special education classroom service for students with severe multiple impairments.

**TAC** – see Technology Advisory Committee or EdTAC

**TAL** – see Together for Accelerated Learners

**TALENT DEVELOPMENT MODEL** - encompasses a variety of components such as training, career development, career management, and organizational development, and training and development.

**TAX-INCREMENT FINANCING (AUTHORITY) (T.I.F.A.)** – an authority established by a local unit with a specific geographic district which captures the operating taxes on the increase in value of the property from the base year.

**TAX LEVY** – the product of multiplying the taxable value for homesteads times the number of hold harmless mills plus the product of multiplying the taxable value of non-homesteads times the number of non-homestead mills for operations and the product of multiplying the total taxable value of property in the District by the number of mills levied for debt. These amounts in total signify a total amount of taxes in dollars to be collected.

**TAX SHELTERED ANNUITY (TSA)** – a supplemental retirement savings program authorized by section 403(b) of the Internal Revenue Code.

**TAXABLE VALUE** – is the lower of the 2004 State Equalized Value (SEV), or capped value (the 2003 taxable value times the rate of inflation, or 5 percent whichever is less).

**TAX TRIBUNAL** – has authority over assessment disputes relating to both property and non-property tax matters. To resolve those disputes, the Tribunal conducts hearings and renders written decisions based on the evidence submitted by all parties.

**TEACHER/ADMINISTRATOR EVALUATION LAW** - state mandates that require value-added models of student “growth” to make up a majority of a teacher’s effectiveness rating.

**TEACHER (AND ADMINISTRATOR) PROFESSIONAL GROWTH AND EVALUATION MODEL** – due to changes in State law, the District has undertaken a three year implementation process which includes several work groups evaluating the various parts of a model. We have received funding from the University of Wisconsin and we are a pilot for the State of Michigan in this model. The task teams have been divided into: student growth and assessment, quality instructional practices, teacher and administrator responsibilities, relevant training and contributions, teacher and administrator support and growth as well as student, parent and peer to teacher feedback.

**TECHNOLOGY ADVISORY COMMITTEE (EdTAC or TAC)** – consists primarily of District staff that provides study, guidance and recommendations about District technology.

**TECHNOLOGY PLAN** –the formal document that describes how technology will be utilized in the district and integrated into the curriculum. Also, see Instructional Technology Plan.

**TENURE** - refers to life tenure in a job and specifically to a senior academic's contractual right not to have his or her position terminated without just cause.

**3 PILLARS** – a group of individuals made up of Board, administration and union representatives that come together several times a year to discuss what is happening in and around the District and provide an opportunity to do some forward thinking. If you consider a stool with three legs, if one of the legs were to disappear or break, how would you use the stool?



**TIES** – see Transitioning in Every Student

**TMP ARCHITECTURE (ARCHITECTS)** – the District’s architects that worked on the facilities master plan.

**TOGETHER FOR ACCELERATED LEARNERS (TAL)** – a group of interested parents who work with administration to look at programs that will enhance their children’s educational experience.

**TOP-TO-BOTTOM** - is part of Michigan's school accountability system which ranks schools on their student performance in mathematics, reading, writing, science and social studies and graduation rate data (for high schools). School performance components include student achievement, improvement and achievement gaps between the highest and lowest scoring 30 percent of students in each school. This list provides valuable information on the performance of Michigan’s public schools and identifies areas of both strength and challenge. It is also used to determine: Reward Schools, based on the top 5% of schools in the ranking as well as the schools with the highest improvement values from this list. Beating the Odds schools, which are those schools either outperforming their expected ranking or outperforming other similarly-situated schools, are also Reward Schools. Focus Schools, based on the achievement gap component of this list. Priority (formerly Persistently Lowest Achieving), Schools based on the bottom 5% of this list. All schools are included in the ranking if they have two years of assessment data for 30 or more full academic year students in two or more tested subjects. These measurements were developed in conjunction with a diverse set of education stakeholders throughout the 2010-2011 school year as part of Michigan's approved federal No Child Left Behind (NCLB) flexibility waiver.

**TRANSFERS & (AND) OTHER TRANSACTIONS** – an incoming transfer is an amount from one fund into another fund shown in the revenue section, or an outgoing transfer is an amount from one fund to another fund and shown in the expenditure section. Other Transactions include issuance of bonds, payments to other districts for tuition, and proceeds on the sale of District property.

**TRANSITIONING IN EVERY STUDENT (TIES)** – a program for elementary students to feel welcome in their new learning environment.

**TRANSITIONS** – a program that is being used to minimize the level of frustration by bringing familiarity to a student or their family in a new learning environment.

**TRANSPARENCY** – specific data that the State of Michigan requires to be posted upon the District’s website affording us the opportunity to communicate with our community how we utilize the resources that are provided to us. The required elements include: the annual operating budget and subsequent revisions, summaries of expenditures expressed in pie charts for both personnel and operating expenditures, listing of the collective bargaining agreements, health care plans and audit reports, salary and benefit descriptions for the Superintendent and any employee with salary exceeding \$100,000, association dues paid with District funds, lobbying costs paid with District funds, insurance bidding compliance and a link to the Department of Education website for test scores and other data maintained on that site.

**TRANSPORTATION EXPENDITURES** – costs associated with transporting resident pupils to and from school and field trips including related salaries, benefits, purchased services, supplies and capital outlay.

**TRI-COUNTY ALLIANCE FOR PUBLIC EDUCATION** – a group of districts in Wayne, Oakland and Macomb Counties who talk about issues in education that are unique to our counties in the State.

**TRIMESTER** – a student scheduling model which separates the school year into three equal parts.

**TRIPOD SURVEY** – allows the District to document attitudes, perceptions, experiences and practices of students and teachers. Like many other Minority Student Achievement Network (MSAN) schools, the District participated in this survey to pinpoint ways for the District to improve, raise achievement and narrow gaps.

**TSA** – see Tax Sheltered Annuity

**TUITION** – the amount paid by resident and non-resident students for instruction in a District program. Amounts of tuition will vary by program and length of instruction.

**TURN AROUND** – a program designed to recognize students in grades 7-12 who have demonstrated significant change in their lives for the better.

**TV10 (TV-10)** – the District’s cable television channel and/or studio.

**TWITTER** - an internet based social communication tool.

**UAAL** – see Unfunded Accrued Actuarial Liability

**UNFUNDED ACCRUED ACTUARIAL LIABILITY (UAAL)** - is commonly referred to as the unfunded pension liability. An unfunded accrued liability is the difference between accrued liabilities and the value of assets accumulated to finance an obligation. While similar to the funded ratio, an unfunded accrued liability is commonly expressed in dollar amounts. However, only looking at the dollar amount can be misleading, and another way to examine an unfunded pension liability is to calculate the ratio of the UAAL to active employee payroll.

**UDL** – see Universal Design for Learning

**UNIVERSAL DESIGN FOR LEARNING (UDL)** - provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

**UE** – see Upper Elementary

**UM** – University of Michigan

**UNIVERSAL SERVICE FUND** – federal program providing K-12 schools with discounts on many telecommunications services including local telephone service, leased telecommunications connections, Internet access, and other wide area network costs. Also eligible are classroom wiring, certain network hubs, routers and servers as well as private branch exchange, other switching devices and even wireless networks for voice, video, and data. To be eligible, districts must apply and meet specific criteria. The program is administered by the Schools and Libraries division of the Universal Service Administrative Company

**UPDATE** – Farmington Public Schools’ quarterly newsletter.

**UPPER ELEMENTARY (UE)** – grades 5-6 versus the traditional elementary schools which house K-4.

**VIDEO ON DEMAND** - systems which allow users to select and watch/listen to video or audio content on demand to televisions or personal computers.

**VIRTUAL LEARNING ACADEMY (CONSORTIUM) (VLAC)** – an online learning opportunity for students in Oakland County to learn at their own pace, using a curriculum from the world renowned Calvert School. The program is flexible, customized for each child, self-paced, with support from Michigan certified teachers, step by step lesson plans and all supplies and equipment is provided

**VLAC** – see Virtual Learning Academy Consortium

**W-2** – a United States federal tax form issued by employers that states how much was paid and withheld for filing state and federal tax returns for individuals in a year.

**WAY** – see Widening Achievement(s) for Youth

**WEB** – see Where Everyone Belongs

**WebEx** - is a Cisco company that provides on-demand collaboration, online meeting, web conferencing and videoconferencing applications.

**WELLNESS PROGRAM** – provided by an outside entity to aid staff in the physical and mental demands of work, personal and family life.

**WHERE EVERYONE BELONGS (WEB)** - is a middle school transition program that welcomes 6th/7th graders and makes them feel comfortable throughout the first year of their middle school experience.

**WIDE AREA NETWORK** – computer connections covering a large geographical area.

**WIDENING ACHIEVEMENT(S) FOR YOUTH (WAY)** – online high school county consortium for instruction.

**WIKI** – an online collaboration tool that enables authorized users to view and modify its web pages.

**WORDMASTERS** - encourages growth in vocabulary and verbal reasoning. Students are exposed to new words which they will then use in an analogy-based test three times a year. This activity addresses higher-level word-comprehension and helps students learn to think both analytically and metaphorically.

**XEMPLAR CLUB** - public charity, committed to serving families, seniors and youth in Farmington and Farmington Hills, particularly those who are considered at-risk.

**YELLOW** - The Michigan School Accountability Scorecard uses a five-color coded system to indicate the performance of schools and districts and combine traditional accountability metrics with Top-to-Bottom, Priority and Focus school designations and other state/federal requirements. Colors are determined by points accumulated for goals met, or by demonstrating improvement. The color green is highest, and indicates most of the goals were met. The color red is lowest and indicates few objectives were achieved, and is an area that requires attention. The color yellow falls in the middle of the measure.

**ZANGLE** – database used to account for students with their demographic and school data; now MiStar.