



YEAR-END REPORT

July 19, 2011

GOAL 3: 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 including:

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

“LOOKS LIKES” AND STRATEGIES:

1. The District implements a proactive budget process that includes input from all stakeholders, is transparent and aligns revenues and expenditures.
 - ✓ Budget and proactive process is posted on website.
 - ✓ Input from stakeholders is gathered and considered in developing the recommended budget.
 - ✓ A communications plan is developed and shared and stakeholders are surveyed to assess effectiveness of communication and understanding
 - ✓ The District will strive to align revenues with expenditures.

- Three Board Budget Workshops were held with the board of Education to assist in understanding the complexities of the budget with as well as the changes occurring with the restatement of fund balance into

new categories to be in compliance with GASB #54. These workshops were held on December 14, 2010, March 29, 2011 and June 13, 2011.

- After the large reductions made in the budget for 2011, this year was the year to reassess and rebuild on the decisions made with the closing of the 4 elementary sites, the restructuring with the 5-6 levels as well as the staff moves that occurred to facilitate these changes.
 - The Board directed Administration to solicit request for proposals (RFP's) on a variety of non instructional services including transportation, custodial, maintenance, grounds, nutrition services and information technology. These RFP's were then used as a basis for discussions with our Associations in lieu of privatization of services.
 - One time funding for the Federal American Recovery and Reinvestment Act (ARRA) as well as EdJobs Funds were spent and tracked in accordance with State requirements.
 - Transparency reporting functionality was added to the District's website to provide information to the public about how the district spends its tax dollars.
 - An administrative reorganization plan was developed as a means of reducing administrative costs due to the retirement of several key positions
 - The Instructional Leaders developed a list of priorities to create a "success" budget toward our goal of student achievement.
 - Several updates are included on the website about the Budget and the Budget process. Various Podcasts have been developed on the shortfall in school funding.
 - Administration has spoken at various school sites and parent meetings on the nature of funding in Michigan.
2. District facilities are state of the art and maximize student performance.
- ✓ District facilities will continue to be well maintained.
 - ✓ Reusable building materials, such as casework, from closed schools will be relocated to remaining schools in need of such items.
 - ✓ Utilizing the Facility Study Report by TMP Architects, capital projects will be proposed for 2011/12 implementation and the list of deferred projects updated.
 - ✓ Strategic planning for continual update of facilities will begin.

- A list of capital projects, totaling about \$1.7 million, was developed by the district architect and supervisor of facilities maintenance, reviewed with the Board at their Board Building & Site Committee meeting in December 2010 and approved by the Board at their January 11, 2011 meeting. Bids were awarded in March and April 2011, some work has begun and the remainder will begin after school is out.
 - The relocation of casework was planned and bid for the upper elementary and middle schools and work began during Spring break and on the pm shift thereafter. A meeting with affected principals was undertaken by District, architect and construction management representatives. Staff seem pleased with the outcome after some initial concerns.
 - Relocation of 10 univents from Eagle and MTC were reused at Power and Warner Upper Elementary Schools.
 - Relocation of the glass basketball backboards from Eagle Elementary to Kenbrook gym occurred during February winter break.
 - Relocation of the chiller from Wooddale to Highmeadow Elementary is complete.
 - Other items from closed schools, such as but not limited to, fob readers, circulating pumps, clock systems, white boards, picnic tables, display cases, motor starters, gutters, downspouts, toilets, drinking fountains, lock cores, cylinders, gym lighting, energy management controls, AED units, boiler parts and water coolers are being reused in remaining schools.
 - Relocation/installation of all of the media center shelving from eagle to Kenbrook Elementary School.
 - A deferred capital projects list continues to be maintained with various projects throughout the District. The current list totals more than \$100+ million.
 - Due to the volume of work from the reconfiguration, planning has not begun.
3. The District will employ practices that sustain the environment, including recycling and energy management, for present and future generations.
- ✓ Recycling of lunch waste will occur in each school cafeteria.

- ✓ Utility usage will continue to decline throughout all schools and buildings.
- ✓ All operational departments will practice sustainable measures where appropriate.
- ✓ All schools participate in a student led “green” group.
- ✓ District participates in a recycling day with the community.
- Due to the leadership of Jim Pearse and his draft of recycling procedures, the Board reviewed these procedures and subsequently approved them. These provide guidance on recycling lunch waste in the school cafeterias as well as other recycling measures within the District.
- Mid-year update shows a cost avoidance of over \$6.8 million through December 2010 since May 2005. This represents a decrease of 37% in gas and electricity usage, an update will be provided in mid-summer as part of the Sustainability Report from Jim Pearse.
- All departments continue to practice such measures.
- All schools with the exception of Beechview, Lanigan, Wood Creek and Power have student led groups. This year paid club sponsors were provided by the District at six schools.
- At year-end, all schools, with the exception of Farmington Community School, Visions and Power, have student led Green Teams. Power’s team is forming. A \$200 grant will be offered next year to assist a student-led team.

4. Consolidating services and facilities

- ✓ Closed school playgrounds will be offered to the local municipality for upkeep rather than removal.
- ✓ Reorganization of the Facilities Management, Purchasing and Executive Director for Operational Services responsibilities due to retirements and needed cost savings will occur.
- ✓ Alternative options for possible consolidation of administrative facilities will be undertaken.
- ✓ District facilities will be modified to accommodate new grade configurations.
- ✓ Deploy educational materials and move excess furniture and equipment from closed schools to where it’s needed.
- ✓ A plan for the disposition of closed buildings/sites will be developed.
- ✓ A report to the State of Michigan on the progress toward cooperation, collaboration and consolidation of services will be prepared for February 2011.

- Both cities were offered the opportunity to maintain the playgrounds at the four recently closed schools. The City of Farmington has expressed interest and the City of Farmington Hills is not interested. The District's playground consultant has reviewed each of the closed school playgrounds and has provided a report to the Facilities Management (FM) Department. FM is in the process of implementing the necessary changes for assure safety compliance and will right size where appropriate. The goal is to keep the playgrounds for community use, but smaller in size to reduce maintenance costs.
- A comprehensive, detailed plan was developed by the executive directors of business and operational services for the reduction of two administrative positions and has been implemented.
- Working with the City of Farmington, TMP Architects and District legal counsel, the possibility of relocating the Shiawassee CO, transportation and 10 Mile staff was investigated by the executive director for operational services. In October the study ended due to a lack of funds to continue with a more detailed study. The District then proceeded with plans to remodel 10 Mile and move the MTC staff in June 2011.
- The study has begun again with the City of Farmington and the DDA committing funds for more detailed analysis of the site and office space needs for these staff and the transportation facility. Completion of this review is expected in early 2012.
- The following construction work was accomplished during the summer of 2010:
 - Reconfigure of the former tech space into 10 classrooms at Warner and Power Upper Elementary Schools (PUE/WUE)
 - Addition of student lockers to accommodate increased enrollment at PUE and WUE
 - Addition of age appropriate playgrounds at PUE and WUE
 - architectural review of required water closets and lavs vs existing was completed for WUE due to concerns. This resulted in 4 lavs being added.
 - Visitor only signs were added to the front parking at WUE
 - Remodel of the Lanigan LGI into a SXI classroom
 - Remodel of a general ed classroom to SXI classroom at East Middle School
 - Remodel of two former science center rooms for general classroom use at Wood Creek Elementary

- Paved areas and/or special striping were added where necessary to accommodate bus parking and loading and unloading areas at PUE, Wood Creek, Lanigan and East.
 - East Middle School parking lot was reconfigured to accommodate additional buses and new traffic pattern to conform to Middlebelt Road upgrades.
 - Estimate that approximately 8,000 boxes of teacher supplies and materials were moved to their new schools.
 - Rewired kitchen at Wood Creek for accommodate increased kitchen equipment needs.
 - Remodeled the Kenbrook media center
- The following work has been accomplished since the start of school in September:
 - Remodel of a general classroom into an ASD special education room at Dunckel Middle School
 - Modifications to a special education classroom at Gill Elementary School
 - Additional lockers were provided at Warner UE after the start of school due to greater than expected enrollment
 - Completion of the modifications to the CO warehouse by the Facilities Management Department for the science kit program occurred. All three moves for this program transition have been completed and science is operational.
 - Needed electrical work and upgrades for the new offices at 10 Mile that will serve the MTC instructional staff are almost complete.
 - Modifications to the auto shop at Farmington High School over the winter holiday break.
 - Stage lighting conversion from T12 to T8 at North Farmington High School stage.
 - New lighting and paint at Kenbrook gym.
 - Reused Dunckel partitions at Lanigan Elementary School.
 - Staff installed numerous interactive whiteboards in various schools.
 - Replaced ceiling at Warner art room and 2 Dunckel classrooms where they had been painted by staff
- Numerous desks, tables, chairs and other required furniture and equipment including interactive white boards, classroom sound amplification systems, PA systems, maps, white screens, shelving etc were relocated from the 4 closed schools to prek-12 schools. Principals and then staff were provided an opportunity to visit the closed schools to select available furniture.

- A media center review of Power, Warner, Beechview was completed by TMP Architects to determine if any of the media center furniture could be reappropriated from one of the closed schools. In December 2010 media center chairs at Beechview were supplemented with media center chairs from William Grace. In June 2011, media center shelving and furniture will be moved to PUE where it was determined that their shelving and furniture was substandard. Shelving from District media at MTC was relocated for use at Wood Creek, Power and Warner.
- Media shelving was dismantled and moved from Eagle to Kenbrook Elementary during summer 2010 and reinstalled by Facilities Management.
- The principal's office furniture system from Wooddale was relocated to the superintendent's office and office furniture from Wooddale relocated to Alameda.
- Remaining furniture and materials were sold in 4 distinct garage sales and several larger items were sold on public auction by the Purchasing Department generating more than \$38,000.
- Wm Miller School closed unexpectedly in June. Select furniture and equipment were offered to schools and remaining furniture and equipment was sold in a garage sale generating about \$1,300. This followed special education staff visiting the site and choosing items for their classrooms.
- A report recommending demolition of the closed schools was reviewed and approved by the Board in December 2010 following a community survey and a review of deed and zoning restrictions of the sites.
- Bid specifications for demolition have been completed and bids have been awarded. Asbestos abatement is underway and demolition is expected to begin July 2011. Specifications require that 75% of building materials be recycled by the successful bidder.
- Following Board action to demolish the closed schools, a bona fide offer to purchase Eagle Elementary from the Islamic Cultural Association (ICA) was received. An appraisal was conducted and a purchase agreement developed. The offer to purchase was approved by the Board on June 14, 2011.
- Report completed and submitted which details the progress made in this area which aligns with the Governor's best practices language in the budget adopted by the State of Michigan.

5. Staff are provided access to health and wellness so that they come to work physically and mentally well.
 - ✓ District health, dental and vision benefits will support staff/dependent health.
 - ✓ Employee Assistance Plan (EAP) access and utilization will be above industry standards.
 - The District continues to provide an Employee Assistance Program (EAP) which offers support to our employees and their families.
 - The District is investigating Guided Behavioral Care which will manage and reduce health care claim costs. It also reduces employee's co-insurance and out-of-pocket expenses.

GOAL 4: 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.

“LOOKS LIKES” AND STRATEGIES:

Human Resources:

1. District staff are recognized as representing a world class community. They are recognized for outstanding customer service and a reputation for serving all students.
 - ✓ Track, compile and post on the web site to recognize/report staff who represent “world class,” (i.e. Galileo leaders, NBPTS, State teacher of the year).

- ✓ A survey of the school community will be conducted annually.
 - ✓ Promote effective customer service practices.
 - We regularly featured staff who are awarded county, state and national awards on the website and at Board meetings, as well as on TV10 through the Supe's On program.
2. Culturally competent staff members have positive relationships with students, families, school and community. Staff is diverse, reflecting the community and student population.
- ✓ The executive director of instructional equity and support services will work with the assistant superintendent for human resources/legal services to continue 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.
 - A workshop was conducted with the Board of Education; the social Justice 4 part PD pilot ran and has resulted in a cohort of trainers that will development programs for the 2011-12 school year. Cultural competency was addressed in the Quality Instruction dialogues at all schools; a strategic planning committee for social awareness work has been created to drive training for all stakeholders beginning in the 2011-12 school year.
 - ✓ The director of instructional equity will ensure that all district and federal grant resources are distributed equitably to service all FPS students. Parent and staff surveys, as well as student need assessments, will be conducted throughout the year to attain input and monitor progress. Procedures for accurate implementation of Federal and State laws and guidelines will be communicated to district employees at all levels.
 - Title audits articulated the need to create and implement more consistent practices for professional development for all stakeholders. Changes to the Annual Report were also required, as well as the establishment of a formal complaint procedure for parents. Action plans for changes required have been submitted and approved by the state for implementation during the 2011-12 school year.
 - ✓ The director of instructional equity will collaborate with human resources to establish screening and interview committees that reflect the diverse needs of FPS. These committees will be trained to assess for cultural competence, non-biased instructional approaches, and highly-qualified skill sets of each candidate interviewed for a position in

FPS. These committees will be inclusive of both staff and community members that will be able to assess potential candidates regarding their educational practices and philosophies in order to ensure the most highly-qualified, diverse hiring possible to best serve our diverse student body.

- Equitable and diverse committees have been composed for the limited hiring we have conducted this year.
 - ✓ The Human Resources Department will strive to improve the recruitment, screening and hiring process to increase the alignment of new staff with the diversity reflected in the community.
 - No progress made in this area. Hiring has not occurred due to budget reductions.
 - ✓ 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 Assistant Superintendent 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.
 - Multiple Minority Staff Support groups have formed, inclusive of both teachers, support staff and administrators and will meet on a regular basis beginning in the 2011-12 school year.
 - ✓ The Human Resources Department will work to build stronger connections with the colleges and universities graduating professional staff with a goal of early identification of outstanding candidates.
 - A pool of teacher preparation programs have been identified but actual engagement with those universities will be based upon District need.
3. 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) prior to the start of bargaining the next contract. Work continues to reaffirm our collaborative culture with the Board, administration and labor organizations through the Three Pillars.

- Because of the outsourcing bidding process, no further meetings were scheduled.
 - ✓ The assistant superintendent of human resources will work to develop a collaborative process with the FEA to explore the benefits and challenges of a performance based compensation plan which could amend or replace the current compensation model which is a part of the FEA collective bargaining agreement. The focus of this collaborative effort would be to research and review existing performance based systems with an emphasis on those systems that reward components such as, but not limited to, PLC teaming, improved student achievement, and evidence of closing the achievement gap.
 - Stages Software, which will manage all the “standard” components of a teacher evaluation, the InFORMED Data Results Rubric, which will provide the student achievement calculations, has been evaluated and will go to CO Team for financial authorization. The FEA and district have tentatively agreed to form a joint task team to develop a “merit pay” plan for teachers.
4. 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.
- ✓ The Human Resources department will implement staff evaluation processes including, but not limited to, the FEA and FASA, that are meaningful, goal oriented and relationship strengthening. The FEA and FASA evaluation process and forms are being revised and will be finalized by a committee to align with Farmington Forward goals. In addition, the new administrator orientation, mentoring and induction process will be supported and refined. This will require collaboration with FASA, FEA leadership and the instructional services department.
 - For some time, and preceding the “Race To The Top” (RTTT) mandates, the district and the FEA leadership have been working to integrate the Charlotte Danielson framework for teaching into our teacher evaluation process. Her publication (2nd edition) was distributed to all of our school leaders in August 2008 as we reviewed the evaluation process with them. The purpose of using this framework is to provide a common language across schools, administrators and teachers. Through the evaluation process it is our goal to identify distinguished teaching and replicate it wherever possible, and to identify areas needing improvement through a

common understanding to foster a culture of committing resources to bring the performance up. Our process allows for and aligns nicely with the Danielson work so we are not spending time at this juncture rewriting the book.

- The requirement to incorporate student achievement data into the evaluation documentation is a new undertaking which fortunately aligns with work already being done within the instructional department and tied to the quality instruction work they are doing with staff. The data exists in many forms and there is room for additional forms of evidence, but getting it into a database accessible to administrators and staff is the work at hand. Finally, the STAGES software offers an added component (InFormed) which pulls data into the evaluation automatically, again facilitating the administrator's ability to reflect on the data as part of the teacher evaluation.
- Our discussions around the merit issue have been largely framed as doing the more critical work first in order to insure an objective and meaningful process before trying to tie a merit component to it. This is further supported by the lack of any funding for merit pay and the realization that we would have to take from somewhere else to create it.
- ✓ In addition to the improvements to the evaluation process, the Human Resources department will accurately track and report on the compliance of the district with the processes set forth in the Districts' collective bargaining agreements.
- The District and Associations closely monitored the staffing process for the 2011-12 school year with careful consideration for student learning while supporting the CBA. The process was strongly built and implemented using a goal of getting the best staff into the best seat for the coming year. Current evaluation models are being utilized with emphasis on meeting timelines. Reminders are sent when deadlines are near and confirmation of progress is required.
- We continue to monitor the certification and highly qualified status of staff.
- ✓ The human resources department will work with the appropriate Association leadership, building principals and instructional services department to improve the staffing processes to ensure that all staff are placed in positions that best utilize their talents and assure success for students.

- We are in the beginning stages of the staffing process for the 2011-12 school year and are working collaboratively with the Association to ensure that we get the best staff into the best seat for the coming year for ultimate student learning while supporting the CBA.

Technology:

5. Technology is infused throughout the organization. It supports curriculum and instruction, enhances learning, and extends beyond the school facility and school day. The District's Technology Plan will be implemented.
 - ✓ Additional mobile, wireless computer labs will be distributed to all schools. This allocation is supported by a school technology plan and will be evaluated on a school-by-school basis by EdTAC.
 - ✓ Providing Wiki and Moodle training for school faculty, with a focus on modeling these tools by administration and curriculum coordinators will be implemented this year.
 - ✓ Identification of District supported hardware and software which fulfills the technology plan, such as interactive white boards and classroom response systems, will be bid out and available for purchase by schools.
- Voice mail system was upgraded to an application that is fully integrated into our email system. This enables all of our users to listen to the voice mail message directly through their computers. Any message left by a user of our email system can respond to a voice mail message by replying directly back to the voice mail message.
- Installation of replacement file servers along with the migration to Microsoft under a new virtualization platform. The new virtualization software will allow us to reduce the number of servers required for our District, saving us money in support and electrical consumption. It will also allow us to provide better and more efficient support to our high school business labs. The desktop computers in the business labs often need updates based on the testing that is part of the curriculum. These updates will no longer require on-site re-imaging; a simple update to our servers is all that is necessary. This virtual desktop also allows us to extend the life of our desktop computers since the processing is performed on the server.
- Completed the installation of wireless throughout our District. This provides our students the "anywhere or anytime" learning. Students can now bring in their own laptops, iPads, smart phones, or other technology, and connect while in school.

- Purchased 60 more laptops for each of the elementary and upper elementary schools to fully take advantage of our wireless District.
- With the reduction of technical staff in the buildings, initiated a new help desk call center and work orders for our technicians. The new work order system allows staff to enter their own requests anytime through the on-line system. It enables our teachers and other staff to track the progress of their work orders and when they will be completed. With the new system, we created and initiated a new Service Level Agreement (SLA) between the IT department and our staff.