

- **Student IDEA (Inclusion, Diversity, Equity, Acceptance)** – A community of learners who have different views, experiences, stories and/or identities who regard their diversity as a strength and strive to incorporate social justice into their educational experience and relationships. They foster a culture of acceptance and understanding of marginalized groups and work toward their advancement.



- **Parent IDEA (Inclusion, Diversity, Equity, Acceptance) Committee** – Work is being done on the construction and Implementation of a Parent IDEA Committee.
- **Comprehensive Staff Training** – Developing K-12 training frameworks to address a range of critical topics, including but not limited to: implicit bias, restorative practices, and culturally responsive teaching. This year alone training has been conducted at East Middle School, North Farmington High School, Hillside Elementary School, and Warner Middle School. Leadership Training in this area has been ongoing throughout the year at Leadership Team meetings.
- **Course Expansion** – Research, investigate, and coordinate the expansion of course offerings related to representation, student interest, academic advancement and innovation.
- **Professional Conduct Expectations for Staff** – the Human Resources Department has created a plan for staff (administrators, educators, support staff, and athletic coaches) to be sure that staff understand two critical aspects of our professional conduct expectations: zero tolerance for the use of racial slurs, derogatory remarks, or discriminatory language in the vicinity of any staff or students; and the importance of maintaining safe and responsible social media interactions with students.

- **Equitable Hiring Practices and Procedures** – Work is being done to analyze existing policies, practices, and procedures in order to stay aligned with Attract, Recruit, Keep (ARK) framework and increase BIPOC (Black, Indigenous, and other people of color) staff in the district.
 - The District is actively looking at ways of increasing the diversity of the District’s staff. Work is currently being done in the area of researching marketing ideas/opportunities with Historically Black Colleges and Universities (HBCUs).
- **Establish School Equity Teams** – Establish equity teams in all elementary buildings (some secondary) aimed at promoting an inclusive culture and advancing equitable practices in the building.
- **Districtwide Equity Audit** – In 2020, the District underwent an Equity Audit. The District and schools reviewed the Report and created plans to address the findings for improvement. The District’s DEI Director helps manage the building level Equity Action Plans in partnership with the school principals.
- **Community Partners** – We work with our community partners including the Farmington/Farmington Hills Multicultural/Multiracial Community Council (MCMR), Farmington Area Interfaith Association (FAIA), and the City of Farmington Hills Director of DEI.
- **Equal Opportunities Schools** – This long standing partnership is to increase the representation of minority students in Advanced Placement (AP) and International Baccalaureate (IB) classes.
- **Minority Student Achievement Network (MSAN)** – Since 2004, Farmington Public Schools has networked with districts around the country to support the academic achievement of minority students. Our membership in MSAN provides us with relevant research and promising practices to keep our instructional strategies aligned with the needs of our students.

Note: These are just some of the highlights of the work we are doing related to Diversity, Equity, and Inclusion.

Diversity, Equity, and Inclusion Department



Gregory Smith,
Director of Diversity,
Equity, and Inclusion

Our work is focused on implementing our District mission of EVERY student being successful by ensuring that:

- Gaps and barriers between our vision and the policies, practices, and structures that may perpetuate systemic inequities are eliminated.
- The predictability of success and failure that currently correlates with any social or cultural factor is removed from teaching and learning practices.

- All learners have access to rigorous content at or above grade level.
- All stakeholders are engaged in sustainable partnerships to support academic achievement for all learners.
- Knowledge, attitudes, skills, and practices are developed to create learning environments and opportunities that expect and support achievement for all learners.

Strategic Initiatives

Below are the strategic initiatives and the district's focus areas for each initiative statement:

Collaborative Professional Learning that Supports Equity and Innovation

We will become a system that works collaboratively, is constantly learning and adapting, is inclusive of all learners and voices through needs-driven professional learning that builds the capacity of ALL staff in supporting innovative and equitable practices.

Culture of Equity and Innovation

We will create sustainable, intentional systems to support equity and innovation through active engagement in creating a culture that expects and allows for equity and innovation without barriers.



Health & Wellness through Social and Emotional Learning

We will focus on the physical and emotional well-being of students, staff and families, recognizing the importance of staff caring for themselves as well as expanding their awareness of individual student needs infused into daily practices.

Innovation for Teaching and Learning

We will partner with our community to create unique learning experiences within and beyond the classroom; embracing emerging technology, designing authentic, meaningful, and inclusive learning experiences while cultivating a community of continuous growth and improvement.

District's Mission Statement

We are all safe in this environment as we Investigate, Grow, Express, Reflect, and Innovate

District's Vision Statement

Together with our diverse community, Farmington Public Schools is committed to provide each and every learner equitable experiences to explore and develop their passions and interests in order to prepare for their future.

Farmington Public Schools' Profile of a Lifelong Learner



Compassionate Community Member

FPS learners are compassionate community members who welcome the unique contribution of each individual, value the strength and power of community, and participate to create a positive and authentic impact in the community—personal, local, and global.



Resilient Problem Solver

FPS learners are resilient problem solvers who are empowered to persevere in their quest for solutions to problems and/or questions. Learners consider multiple perspectives, solicit and respond to feedback, identify the best solution for the situation, and navigate their own problem-solving pathway.



Empowered Collaborator

FPS learners give their best efforts while engaging in a productive exchange of ideas in working toward a common goal. Learners provide and receive respectful feedback, contribute their talents, thoughts, and opinions while respecting those of others, and develop effective ways of working together.



Strategic Communicator

FPS learners are able to use communication as a way to build understanding and form relationships. Learners are active listeners, consider the needs of their audience, and use a variety of methods to express ideas effectively. Learners are open to others' perspectives and ideas as they engage in civil discourse.



Self-Actualizer

FPS learners are in control of their educational pathway and their future. Learners set and strive toward goals based on self-awareness of strengths, interests, talents, and opportunities for growth. Using a growth mindset, they demonstrate self-compassion and self-acceptance as they become lifelong learners.

