

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
SPECIAL MEETING
PORTAGE PUBLIC SCHOOLS' ADMINISTRATION BUILDING, CONF. RM. #1, 8701 MUSTANG DRIVE,
PORTAGE, MI 49002
DECEMBER 9, 2019, 4:30 PM
AGENDA**

VISION STATEMENT

An exceptional, continuously improving learning culture with high expectations, committed to all!

MISSION STATEMENT

Portage Public Schools will educate all students to achieve their potential.

I. CALL TO ORDER	
II. REVISIONS/APPROVAL OF AGENDA	2
III. COMMENTS OR COMMUNICATIONS	3
IV. REPORTS	4
1. HEAR ELEMENTARY FEASIBILITY STUDY UPDATE	5
V. ADJOURNMENT	

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – SPECIAL MEETING
ADMINISTRATION BUILDING – LEARNING LAB
DECEMBER 9, 2019, 4:30 P.M.**

Note Page

II. Revisions/Approval of Agenda

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education approve the Agenda as printed (or as amended).

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – SPECIAL MEETING
ADMINISTRATION BUILDING – LEARNING LAB
DECEMBER 9, 2019, 4:30 P.M.**

Note Page

IV. Reports

1. Elementary Feasibility Study Update

PPS ELEMENTARY SCHOOLS

Site Feasibility Study

BOARD UPDATE
December 9, 2019

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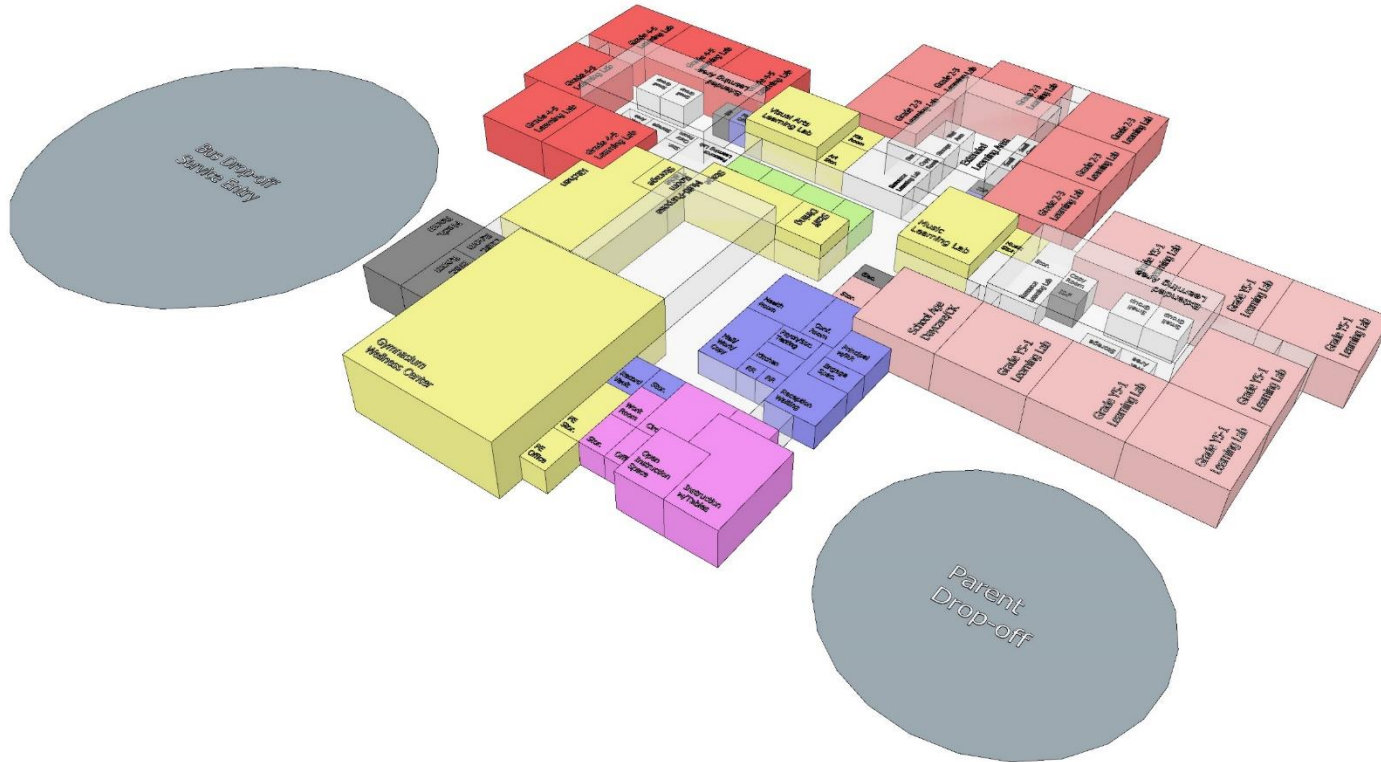


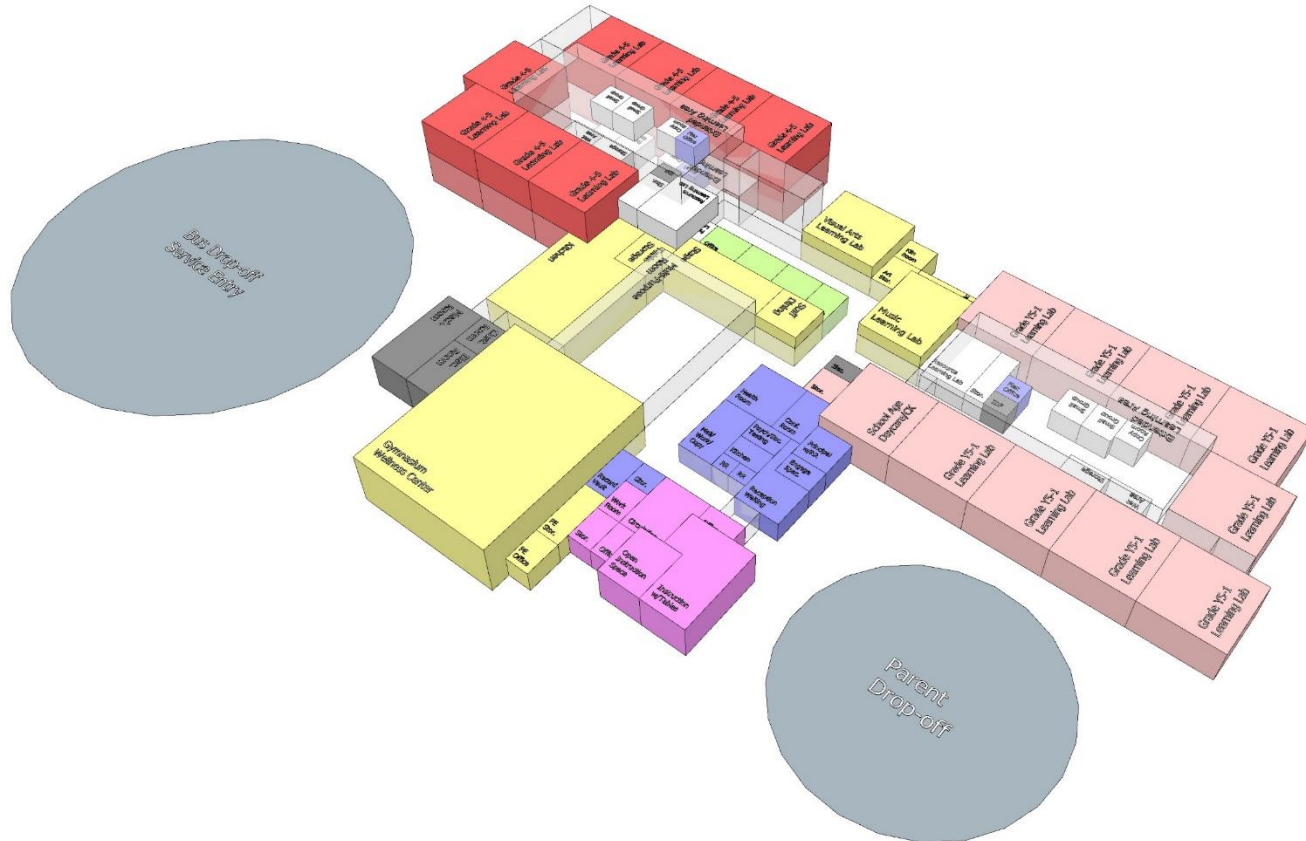
We will:

- Create 21st Century Learning Centers to serve all learners in all areas.
- Make thoughtful and sustainable use of community resources to provide the highest quality educational outcomes within the established budget and timelines.
- Stay true to the foundational premises of “Building the Future of Learning.”
- Provide safe and secure campus environments.

We will:

- Create facilities that support and develop student leadership, achievement, and citizenship.
- Develop plans for facilities that promote equitable educational opportunities that are respectful of their neighborhood context. 7
- Keep a focus on long-term solutions that honor prior stakeholder investment.
- Work to minimize disruption while maintaining a long-term perspective.

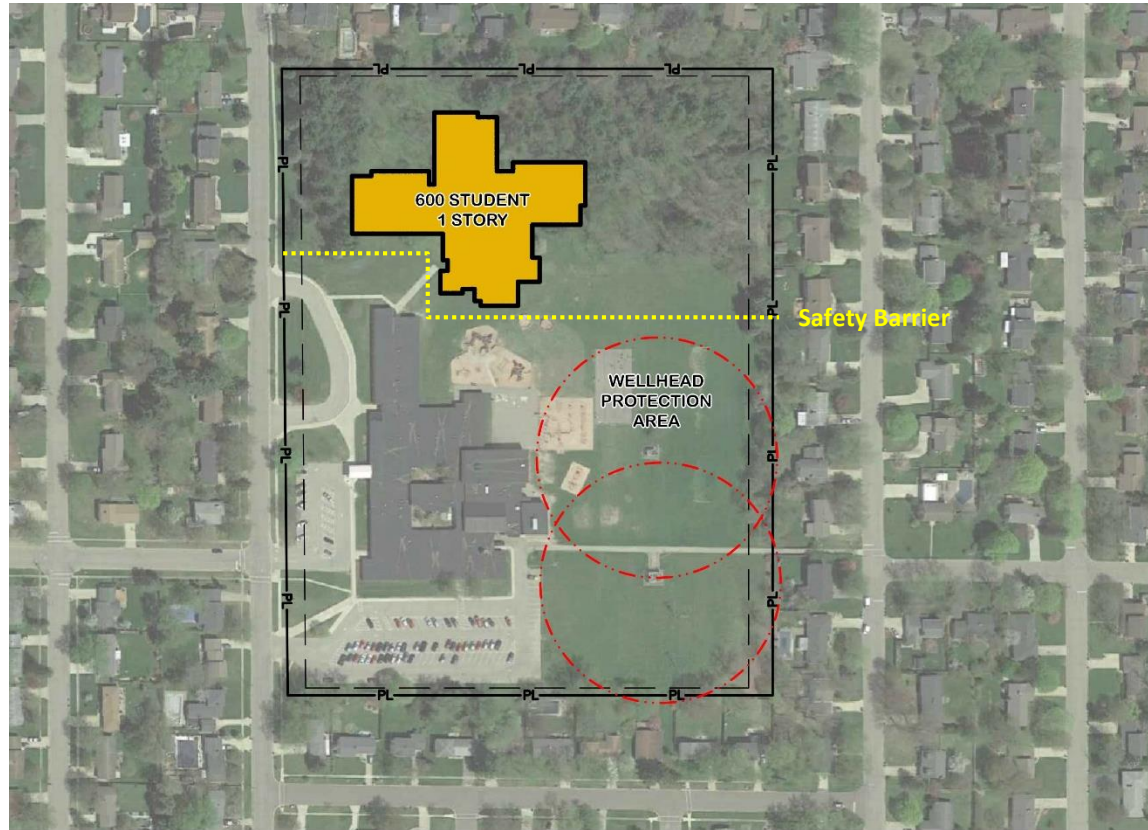




Can a new replacement school that meets the Ed Specs be constructed on each of the 5 elementary sites while keeping the existing schools operational?

- Consistent with the recommendations of the Master Planning Committee and the Guiding Principles
- Maximizes flexibility of construction sequence & matching revenue flow

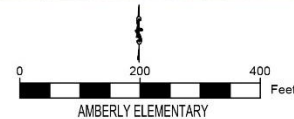
AMBERLY ELEMENTARY CONCEPT

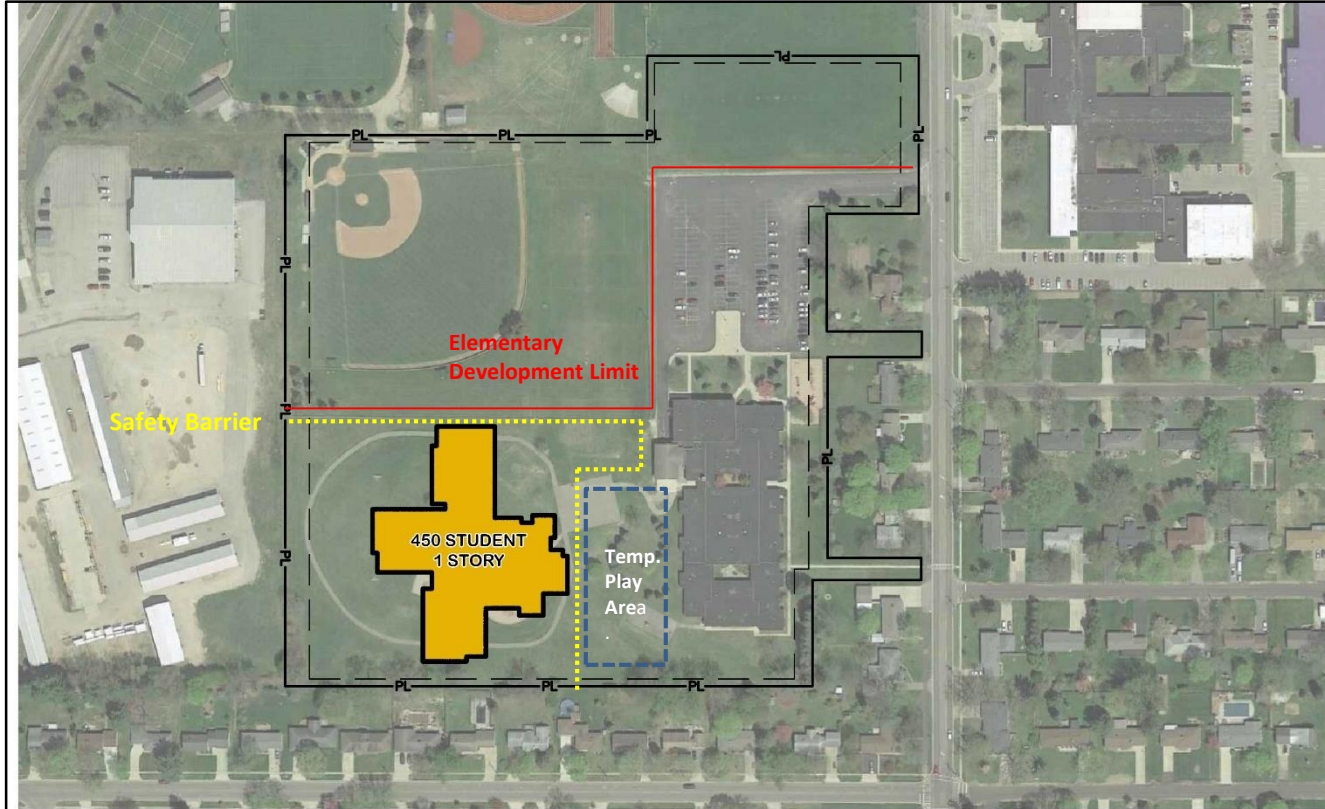


Yes Feasible

- Will impact the wooded area at the north end of the property
- Construction traffic can be separated

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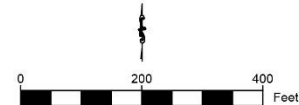


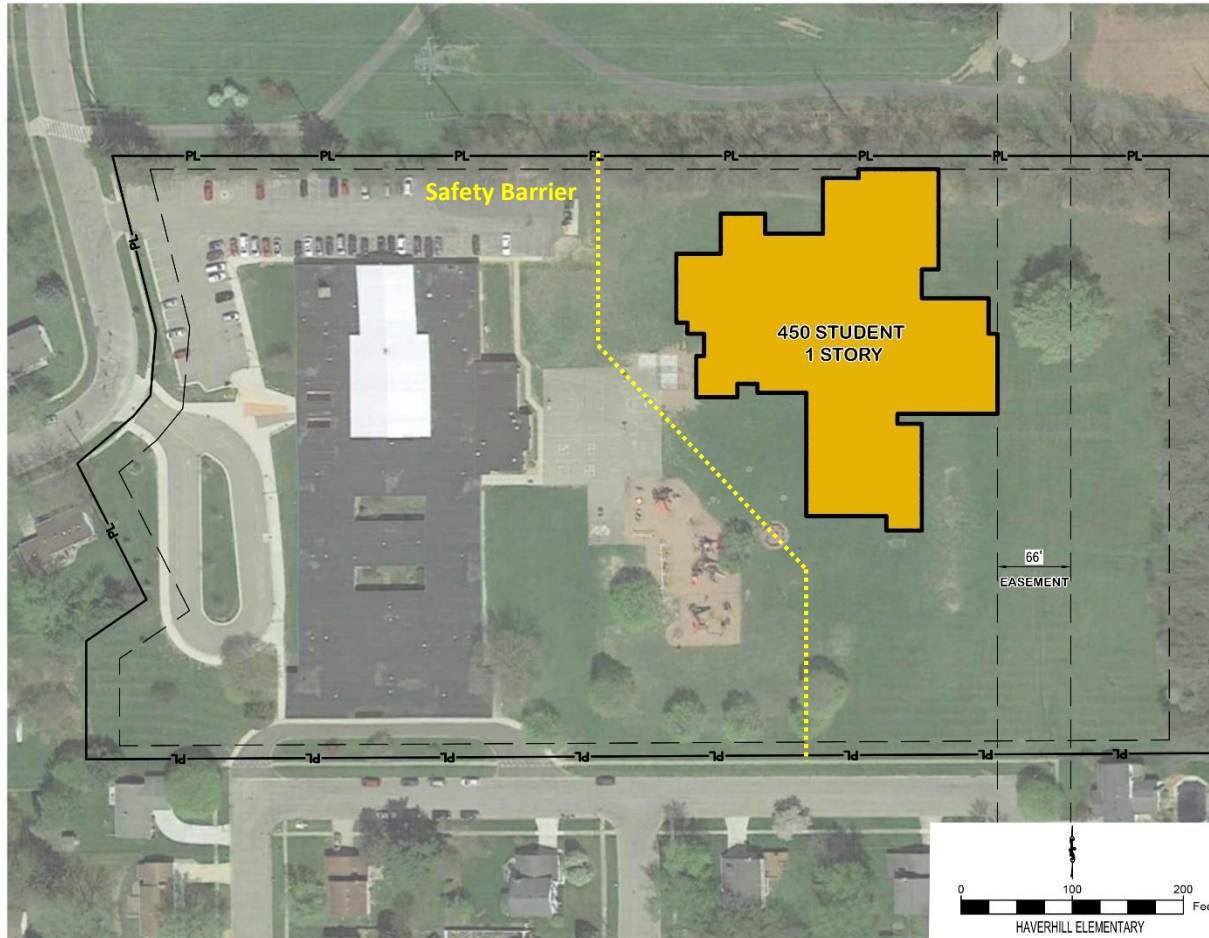


Yes Feasible

- Requires creating a temporary play area during construction
- Construction traffic will need to be coordinated with school operations

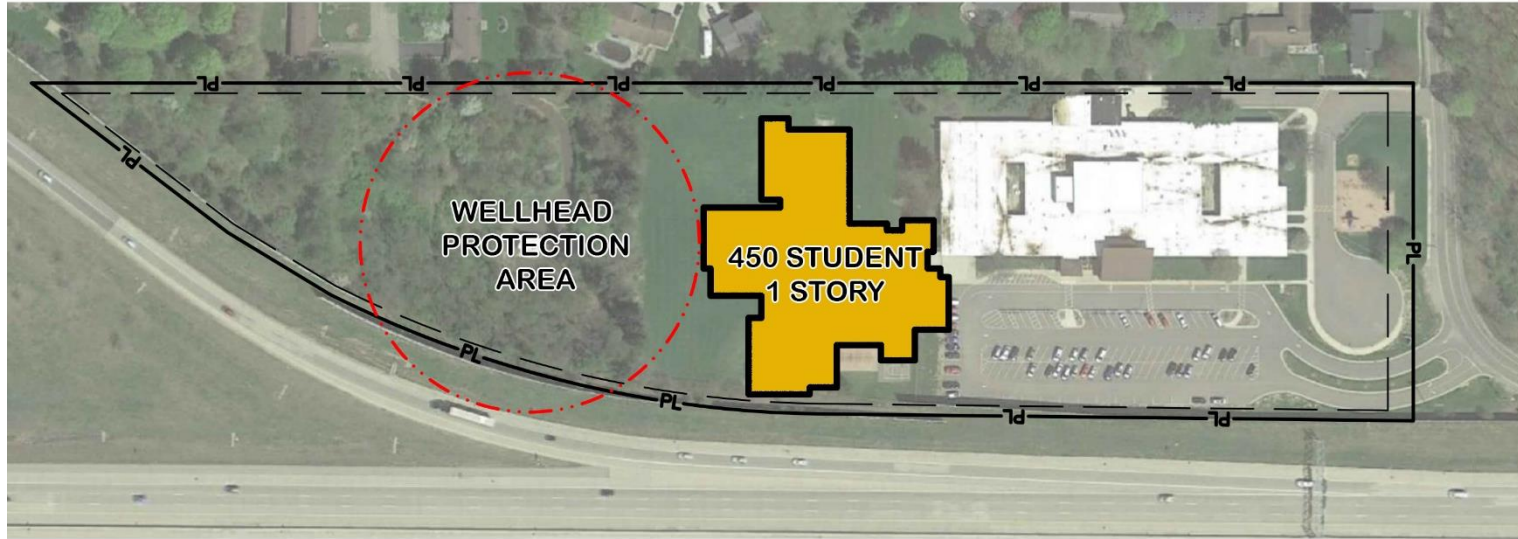
14





Yes Feasible

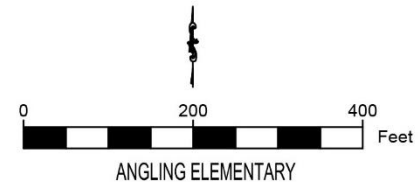
- Requires some modification to the playground
- Construction traffic will need to be coordinated with school operations

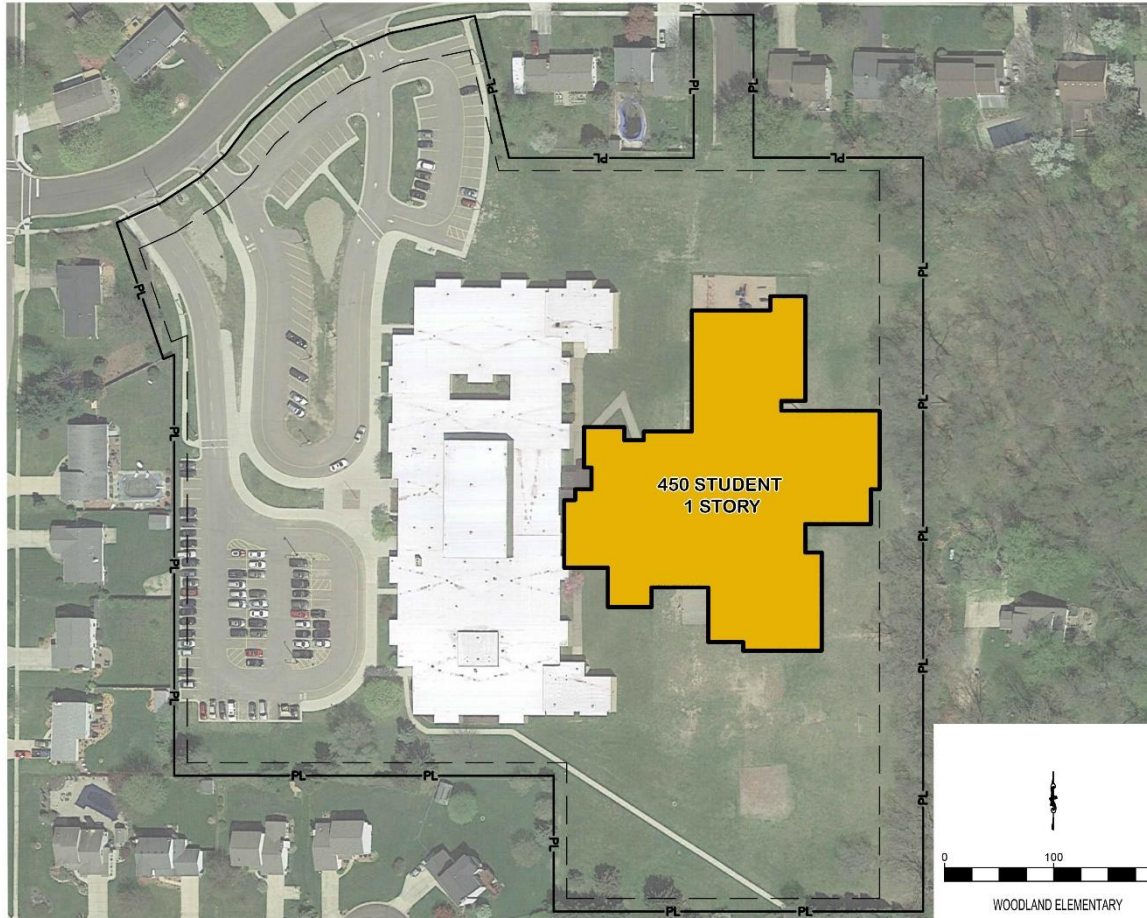


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Not Feasible

- Not enough space between the existing school and the well protection area to safely build
- No space for play area during construction
- Construction traffic will need to be coordinated with school operations

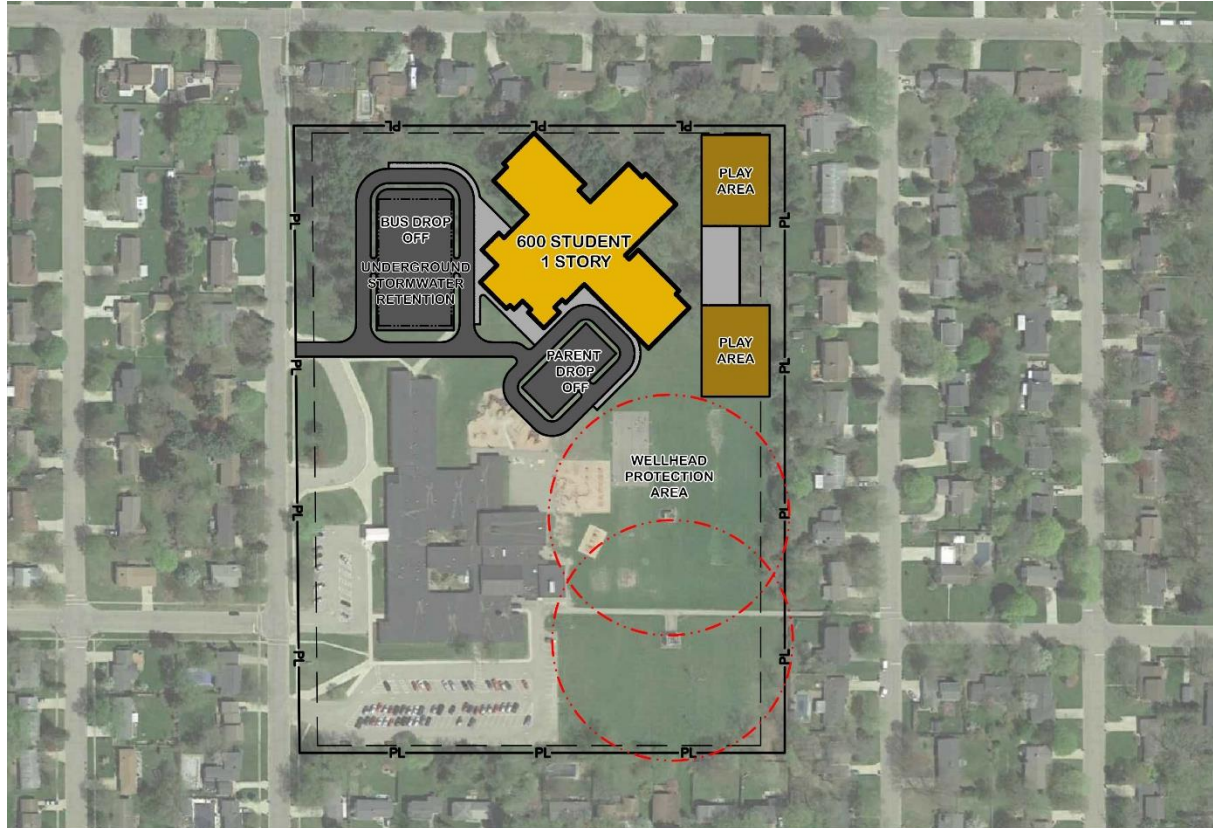




Not Feasible

- Not enough space between the existing school and the property line to safely build
- Limited space for play area during construction¹⁷
- Construction traffic will need to be coordinated with school operations

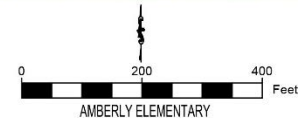
A “swing” school is needed to build replacement schools at Angling and Woodland – can Amberly be used as a “swing” school site?



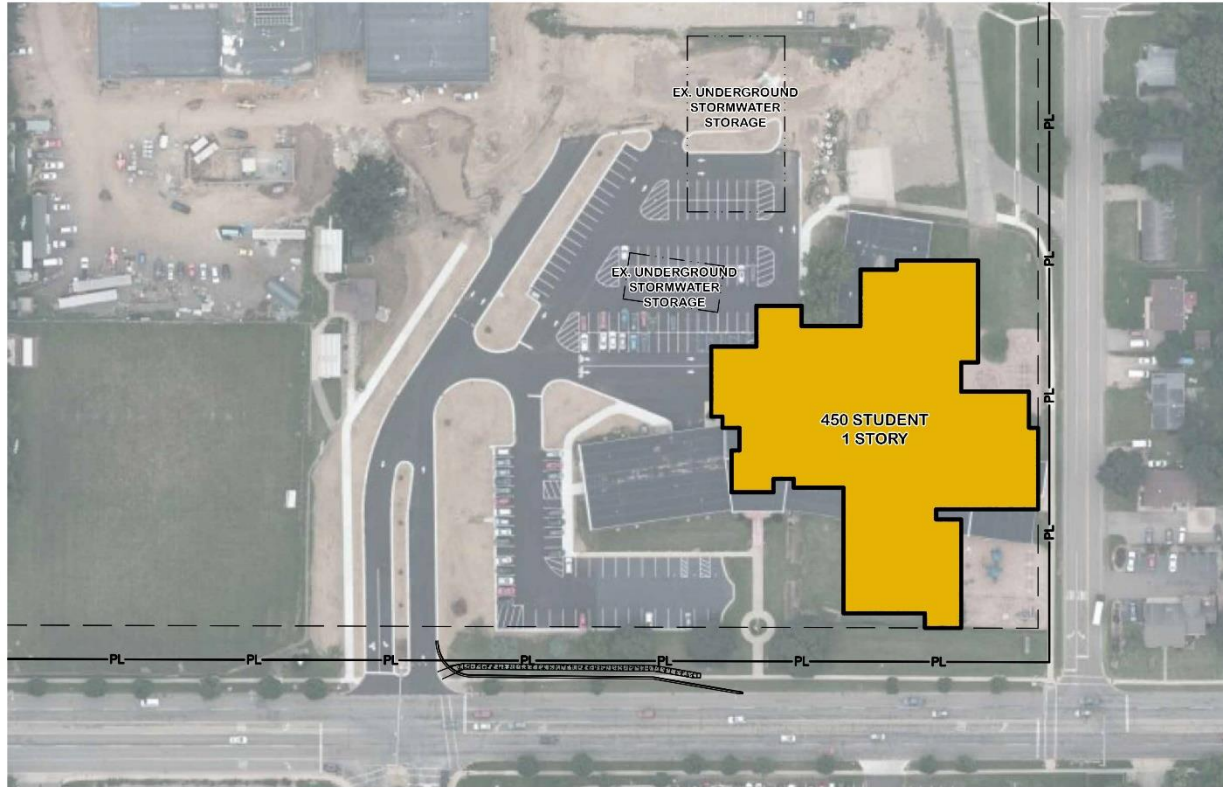
Possible

- Very Congested
- Impacts Existing Wooded Area and Play area
- Requires underground storm water retention

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Can other sites be used as a “swing” school site?

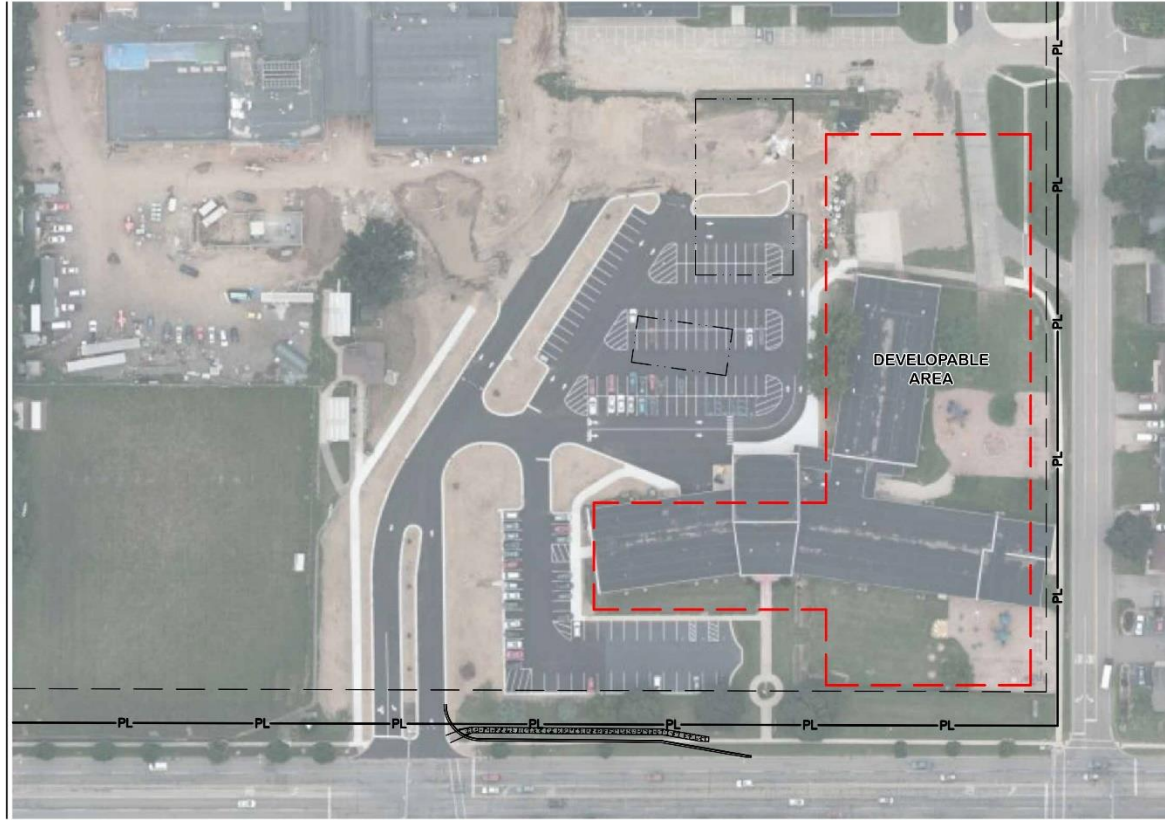


Not Feasible

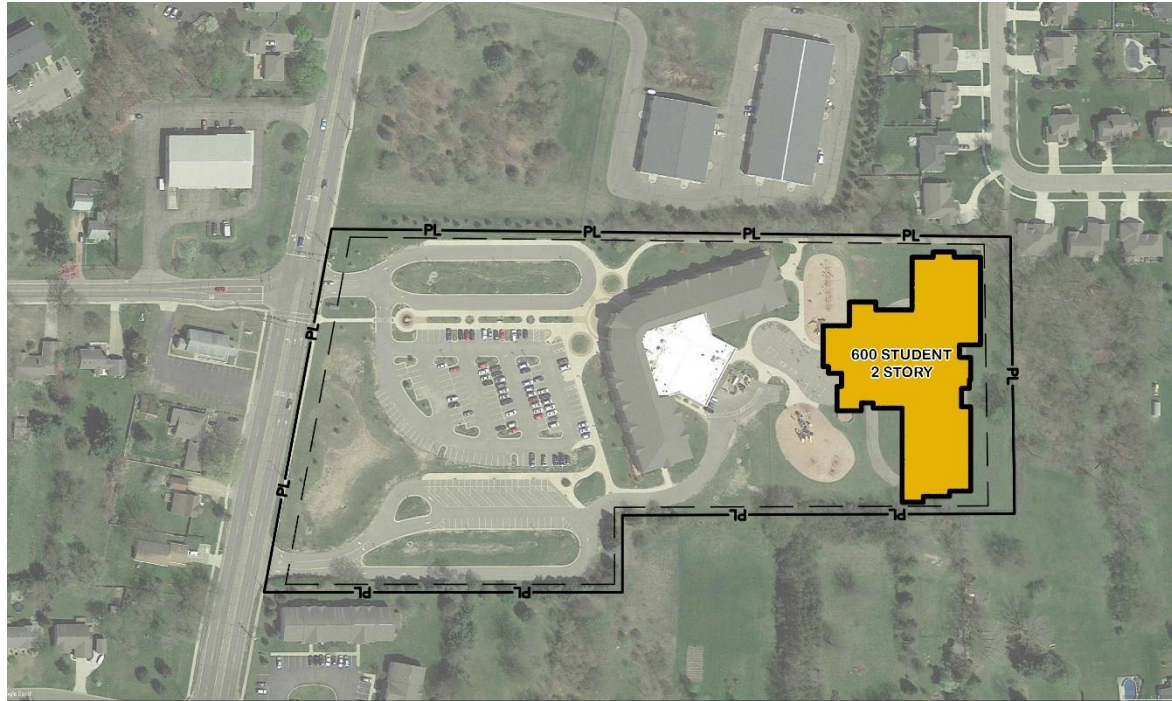
- Impacts recent significant infrastructure investment
- Very Congested
- No space for Play Area

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0 100 200 Feet

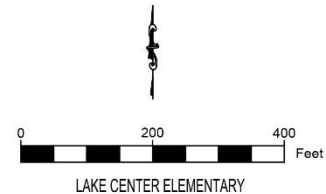


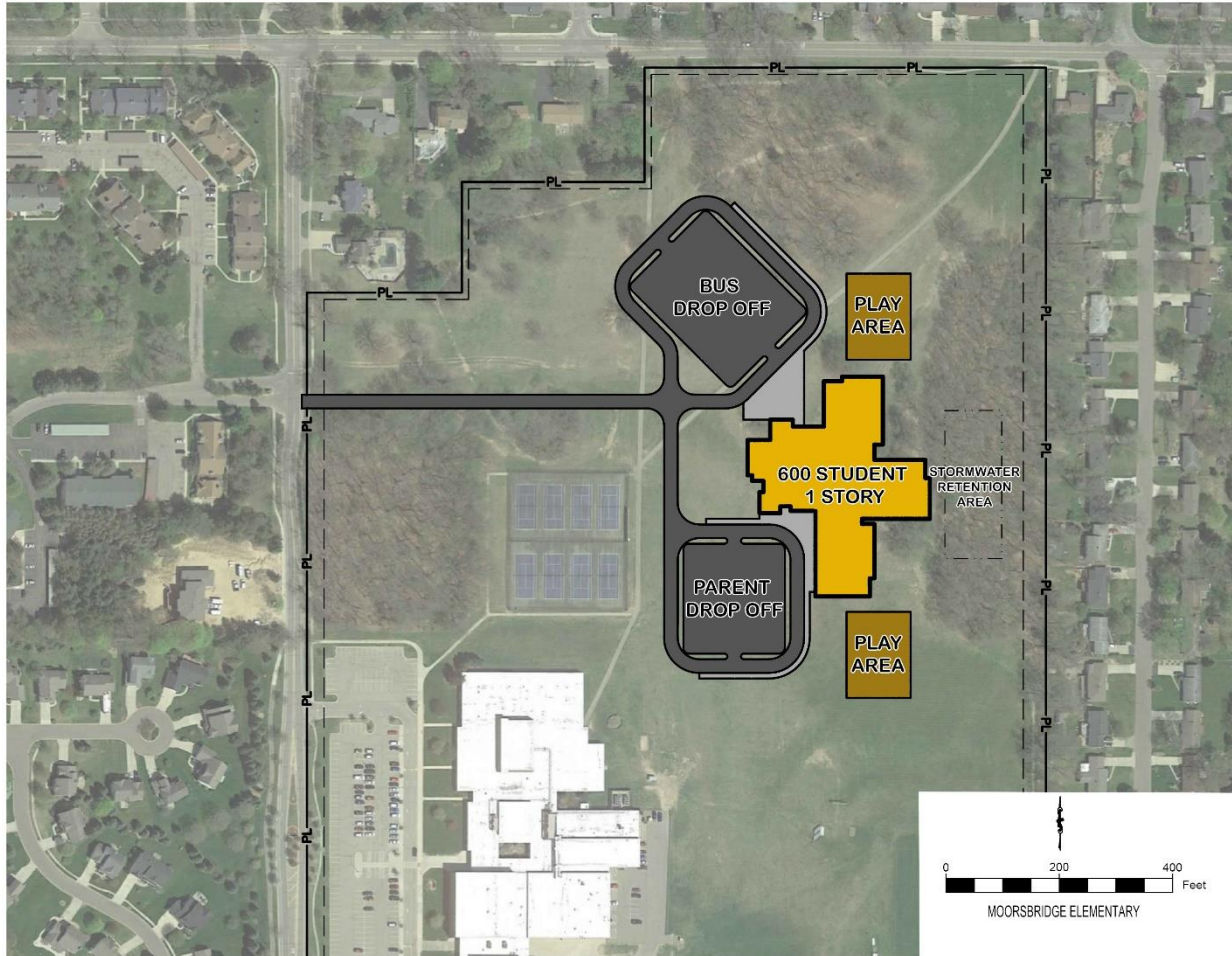
Best for Other Programs utilizing a similar or smaller footprint



Not Feasible

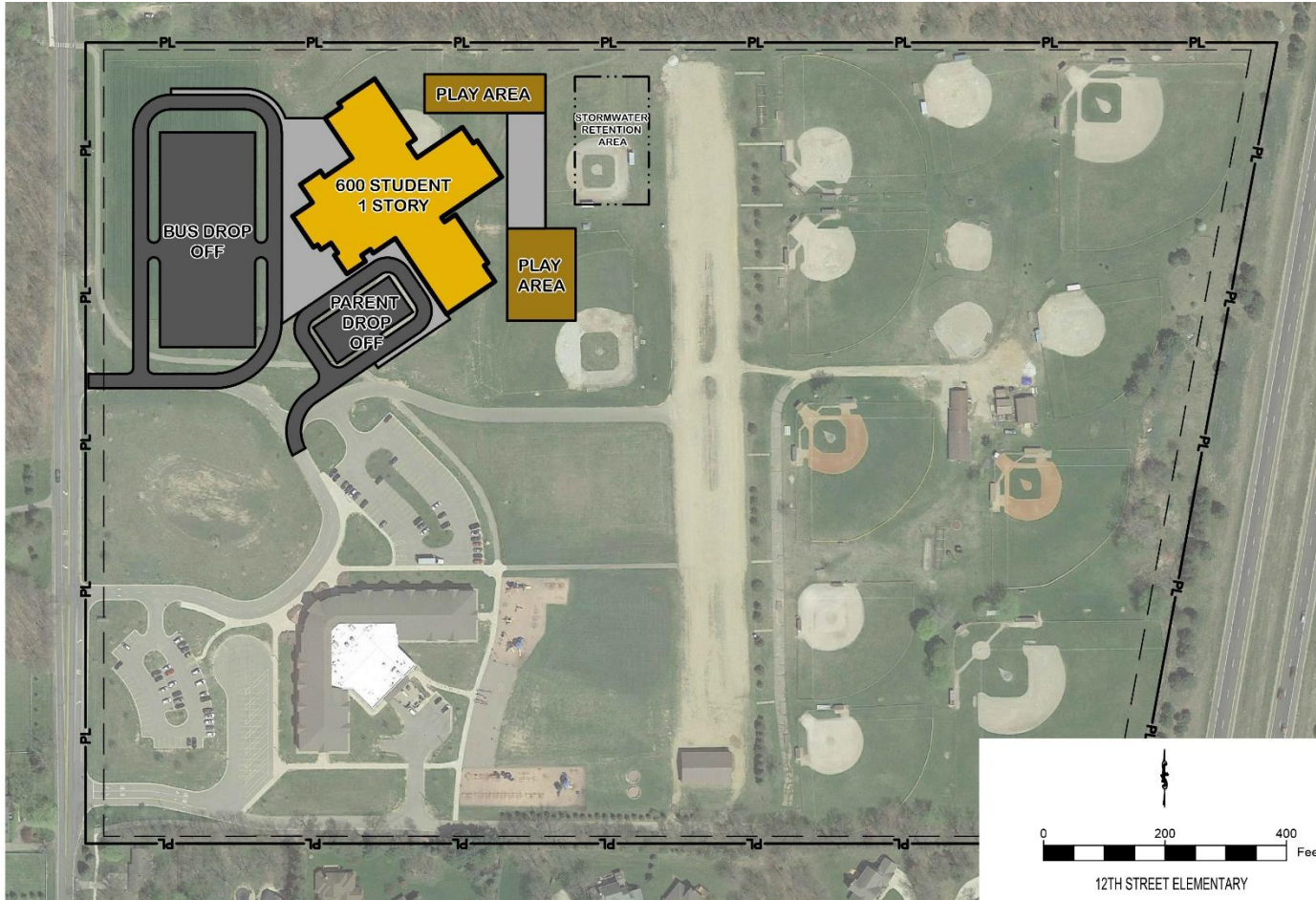
- Impacts Existing Play Areas
- No space for:
 - Driv²³
 - Drop-offs
 - Parking
 - Play Areas
 - Storm retention



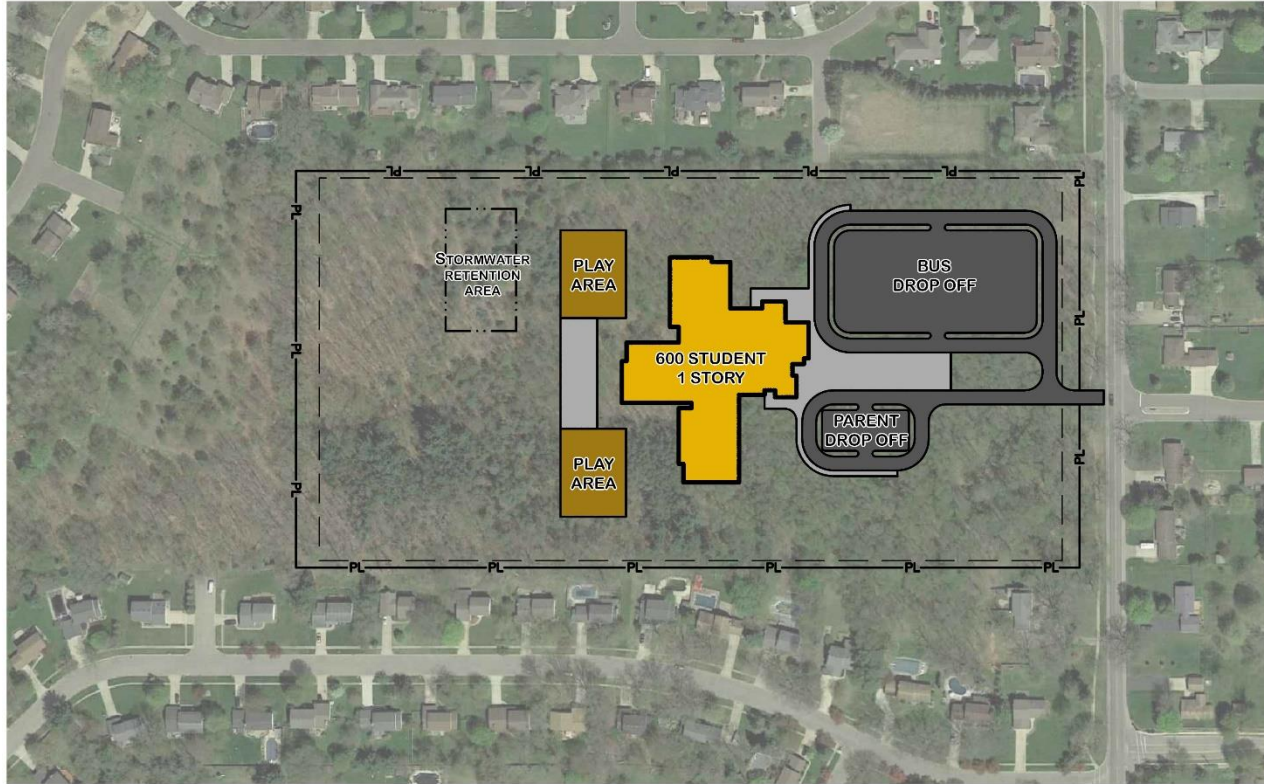


Yes Feasible

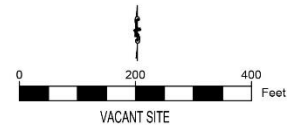
- Requires adjustment to the cross country course²⁴



Yes Feasible



Yes Feasible



Can 2 sites be used as “swing” school sites to speed construction?

Yes, 3 locations best suited:

- West MS
- Vacant Property on S. Westnedge
- 12th Street

Can 4 600-student schools be built to replace the current 5 schools?

Yes, with 7 possible locations:

- Amberly
- Central (likely requires demo of the existing school)
- Haverhill
- West MS
- Woodland (requires demo of the existing school)
- 12th Street
- Vacant Property on S. Westnedge

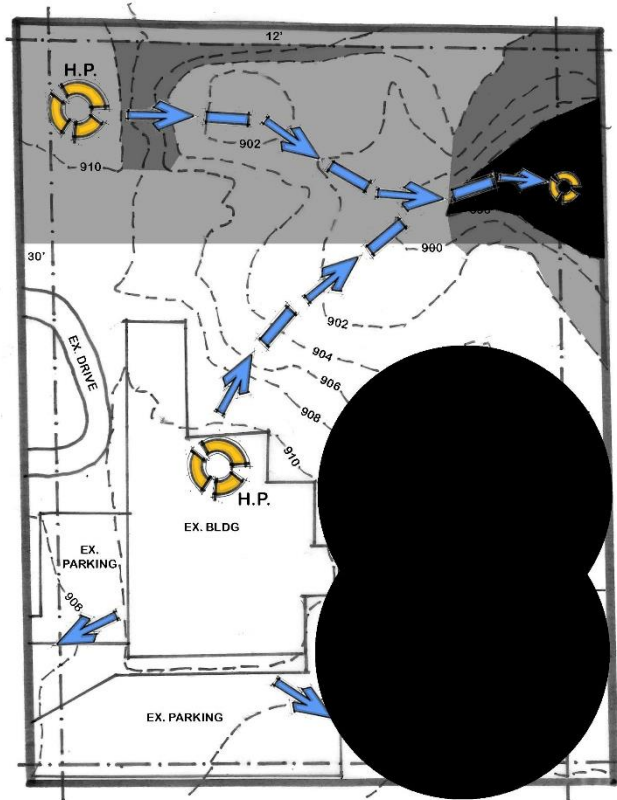
Our Next Steps

- Developing Options

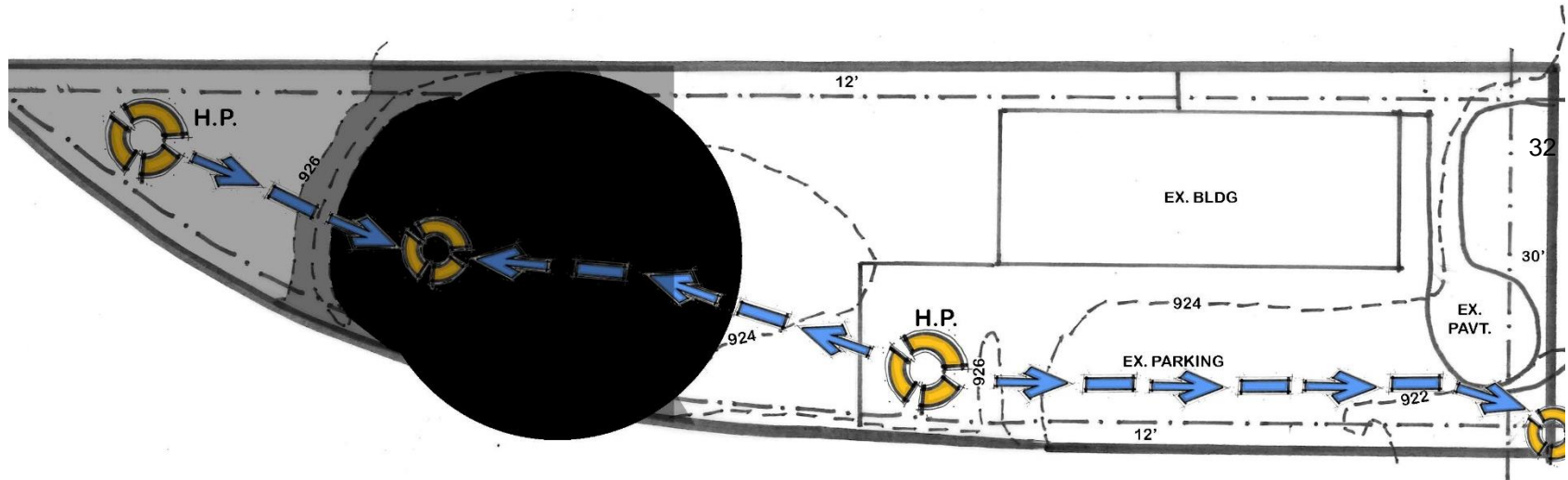
Is there anything else you want us to investigate, or eliminate from further exploration, at this point in the process?

Questions / Discussion

SOILS SLOPES HYDROLOGY VEGETATION WELLS



SOILS



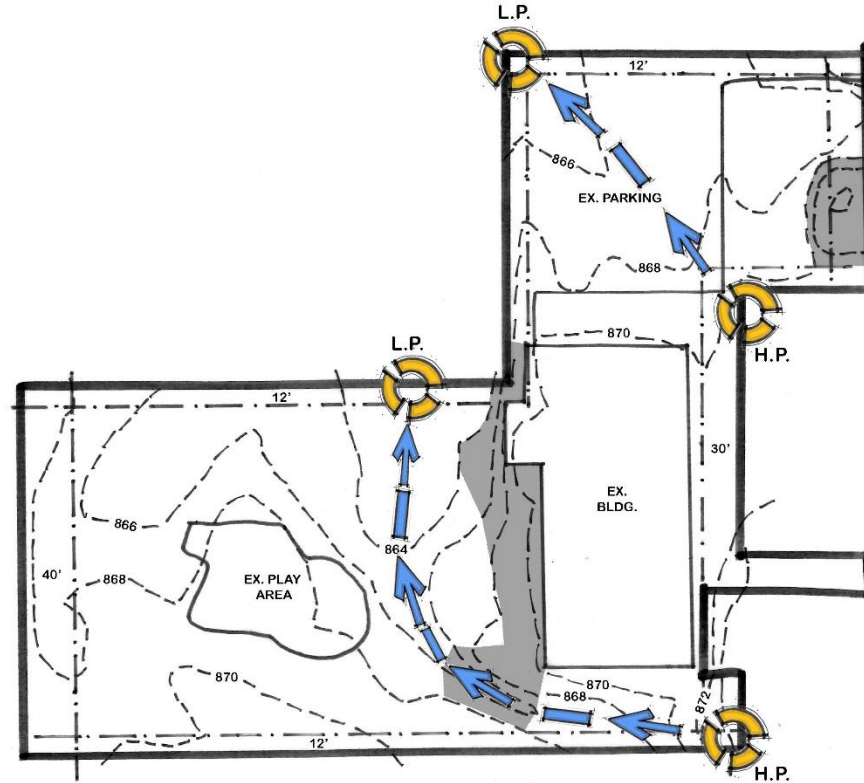
CENTRAL ELEMENTARY SITE SUITABILITY

SOILS

SLOPES

HYDROLOGY

VEGETATION

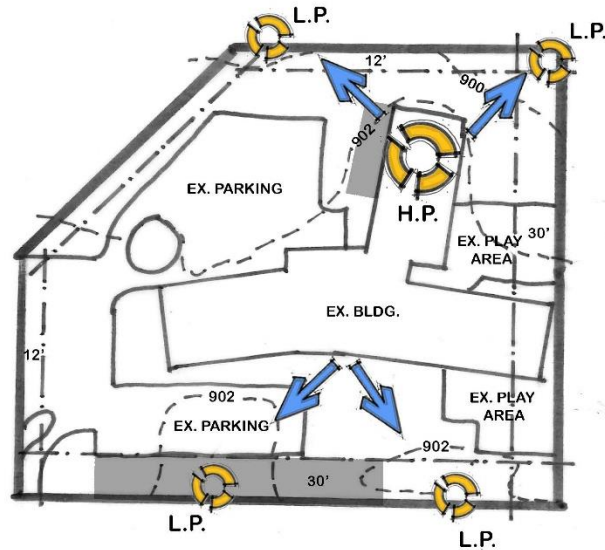


SOILS

SLOPES

HYDROLOGY

VEGETATION

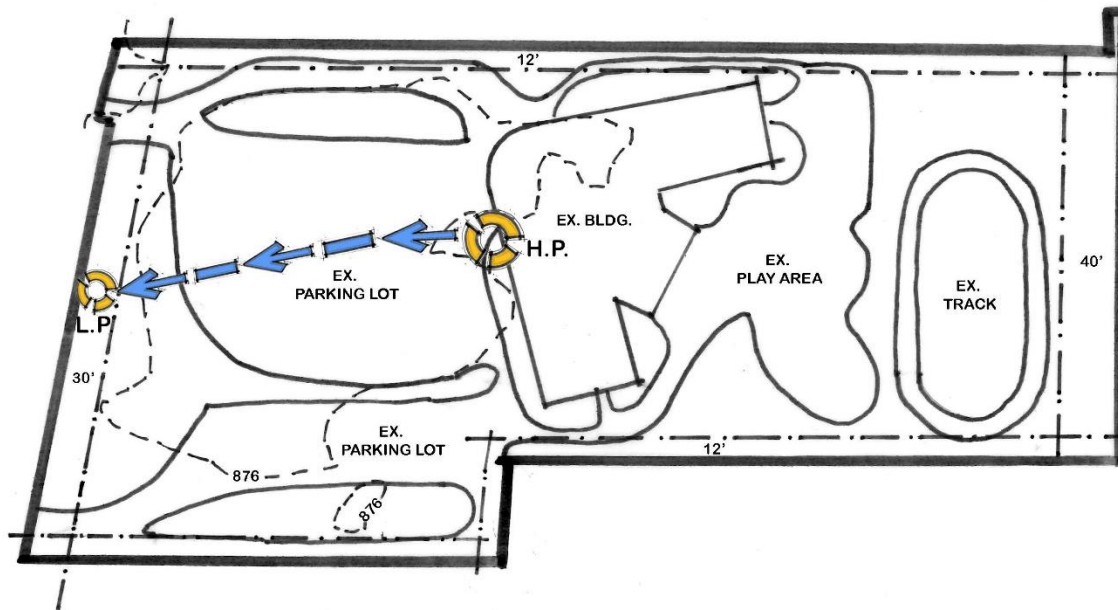


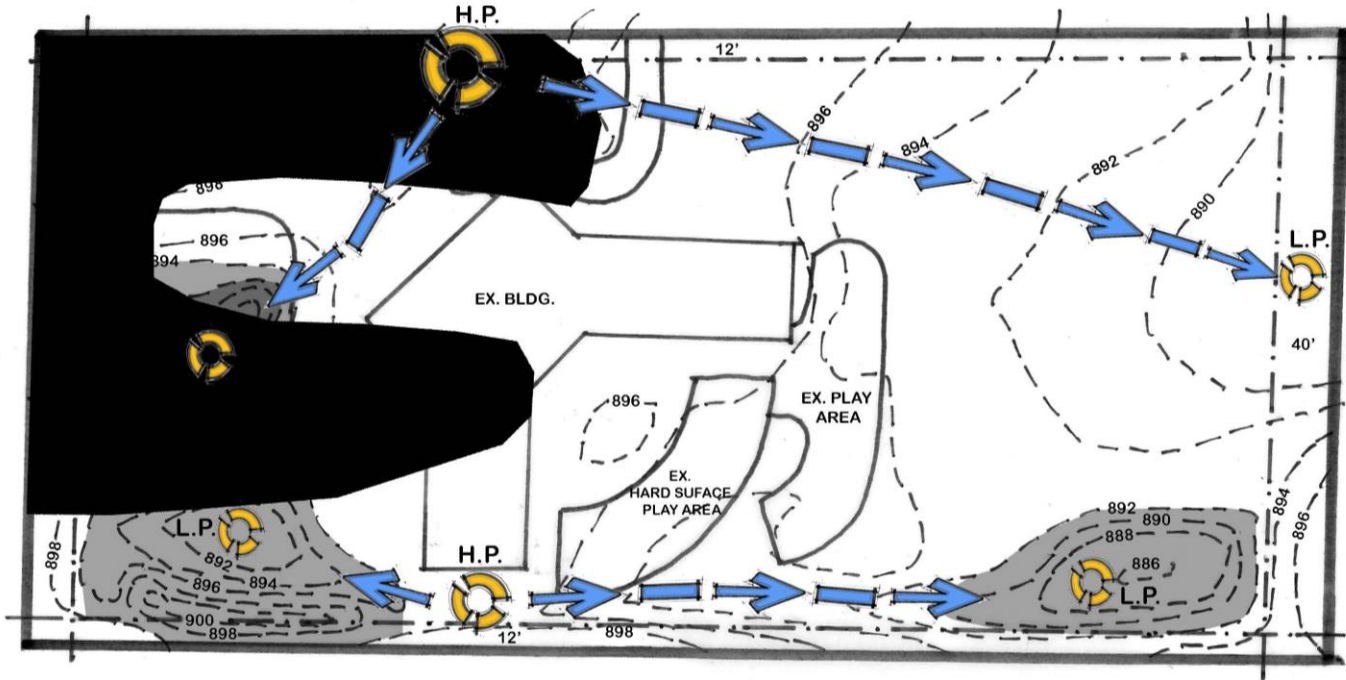
SOILS

SLOPES

HYDROLOGY

VEGETATION





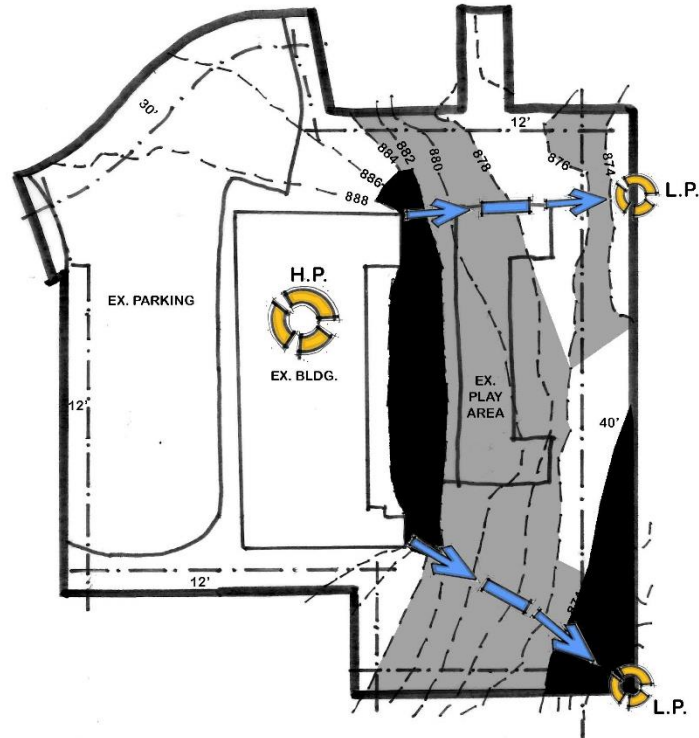
WOODLAND ELEMENTARY SITE SUITABILITY

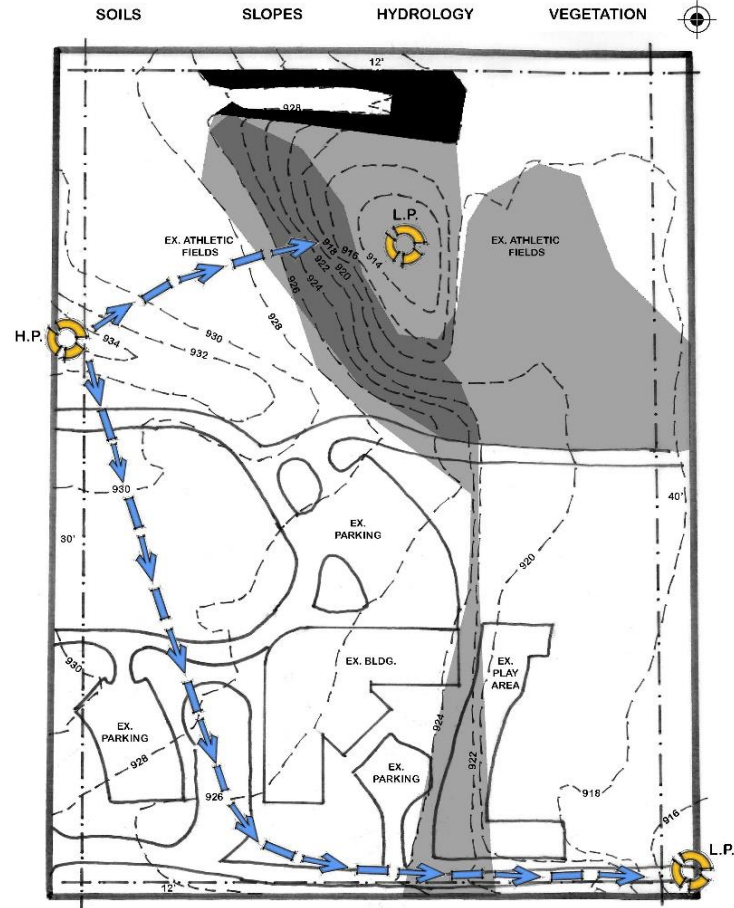
SOILS

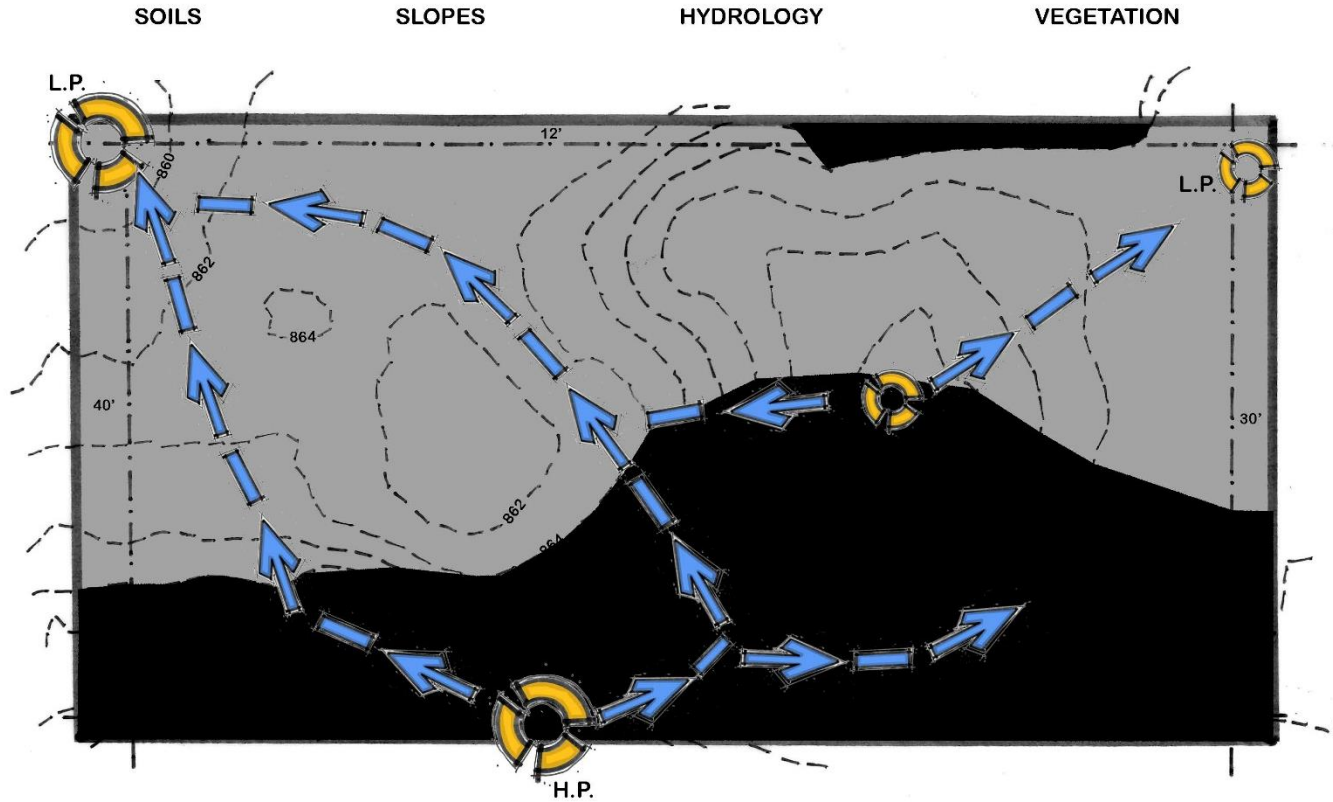
SLOPES

HYDROLOGY

VEGETATION

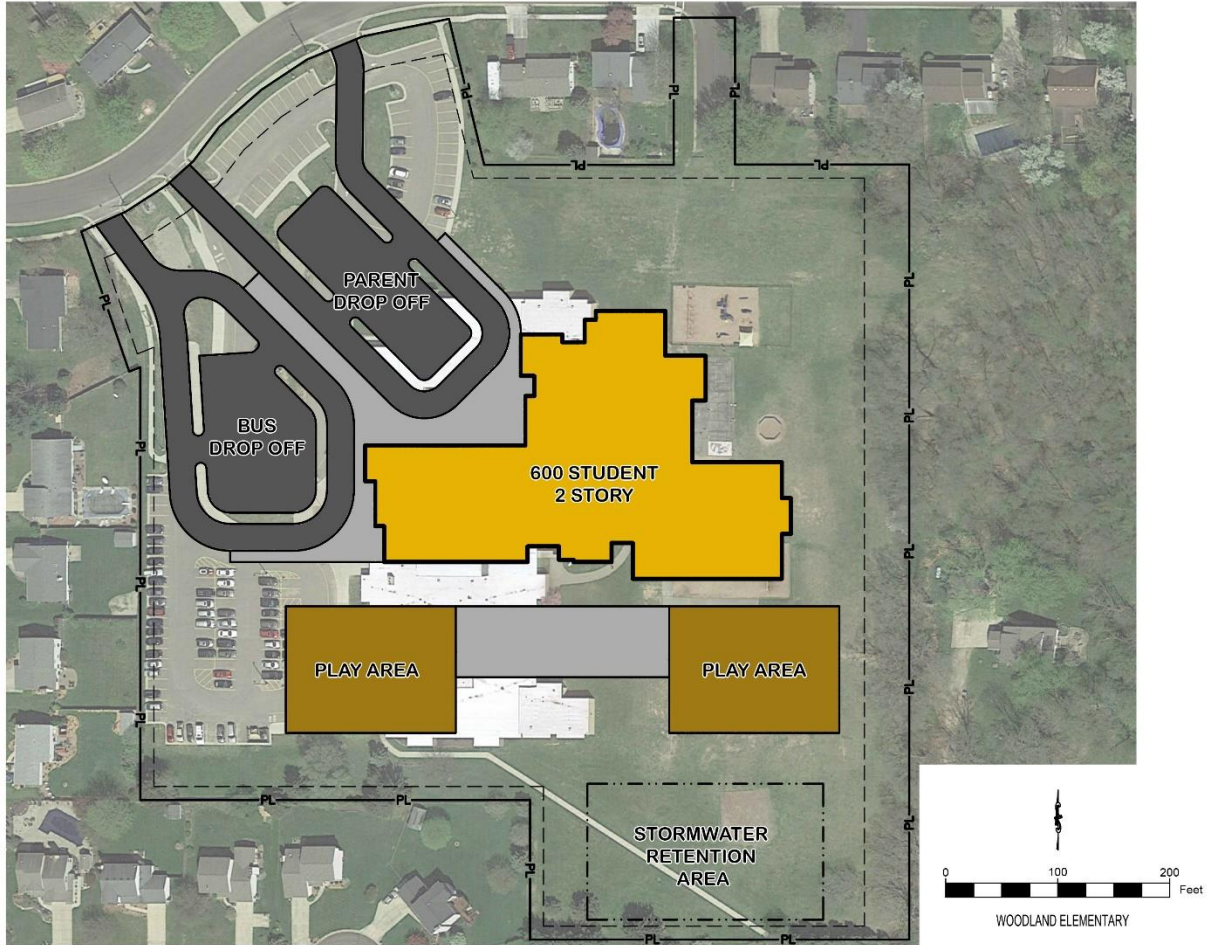






Other possibilities at Woodland

- 600 Student 2-story school
- 450 Student School + Curious Kids



Elementary Schools of about 450 students

- 3 sections of every grade level + 1 Y5
- 19 total general education classrooms
- 19 sections x 5 specials = 95 sections of specials
- Staffing/Schedule: due to shared staff in some cases a class may have a day with no Special and another day with two Special classes (Challenge for smaller schools)

Pro's/Benefits:

- Able to provide community building opportunities between grade levels.
- Individual interactions with staff and students happen more due to the small sized buildings.
- Neighborhood school vs. bussing to larger schools
- Smaller staff to supervise/evaluate makes it easier to schedule time and build relationships for effective supervision

Con's/Challenges:

- Difficult to balance classes
 - Years with 2 sections make this very challenging
 - "Bubble Sections" are created when we are not consistent with 3 sections, which makes it difficult for staffing, scheduling and teachers mastering a grade level
- Scheduling difficulties
 - Shared special teachers - several buildings share with up to 4-5 buildings, which makes it difficult to schedule 1 special each day for teachers, as well as create
- In buildings that share staff, traveling is difficult for Specials Teachers - difficult to make connections with staff and build relationships with students.
- Smaller school and attendance area can create a less heterogeneous school population

Respectfully Submitted Monday, December 9, 2019, Beth Hartman, Director of Elementary Ed.

A review of current research on school size and student achievement outcomes does not give clear guidance on any significant variance between 3 section or 4 section elementary schools. Research conclusions align with the Elementary Principal feedback shared here:

Elementary Schools of about 600 students

- 4 sections of every grade level + 1 Y5
- 25 total general education classrooms
- 25 sections x 5 specials - 125 specials
- Staffing/Schedule lends itself to one Special per day per class

Pro's/Benefits:

- 4 sections - more collaboration between grade level teachers
- Less sharing of specials teachers between buildings
- Higher numbers for grade level PLC creates more diverse conversations and planning together
- More likelihood for diverse populations when a larger school pulls from more areas
- More options for when student placements may not be ideal and/or staff want to team or swap subjects as a grade level
- Can consolidate resources with larger student/staff numbers in one spot
- Ease of planning for events with multiple sources of support available (PTA, Community Organizations, etc.)

Con's/Challenges:

- Supervision of larger groups for lunch and recess can be a challenge if unable to hire full teams for those positions
- Classrooms need to be larger. (important consideration at MBE, or any building being renovated rather than replaced)
- Two story buildings add a level of challenge with what grade levels can be on the second floor. Makes it difficult to move people around if we add/take away a section
- Arrival/Dismissal can be challenging due to the number of cars, busses, people coming and going
- Larger staff to supervise and evaluate for the principal - this can create time challenges, and inequities in job responsibilities