

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION  
REGULAR MEETING  
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM, 1000 IDAHO, PORTAGE, MI 49024  
DECEMBER 13, 2021, 6:30 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.

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**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).**



**Future Enhancement List  
December 13, 2021**

Remaining Unallocated Contingency	\$2,615,534
ADM -Technology Budget	(407,529)
C-AEF Softball Dugouts	(274,834)
WMS Sound Equipment	(8,132)
Auditorium Video Equipment	<u>(11,650)</u>
<b>Less Current Added Projects</b>	<b>\$1,913,389</b>
Anticipated Interest Funds	<u>2,408,569</u>
<b>Approximate Set Aside</b>	<b>\$4,321,958</b>

**Remaining Enhancements:**

- 1. ADM - Technology Budget (Switches, Storage, and cameras)**
- 2. NHS - Upgrade Commons Technology**
- 3. ZMT - Additional Buses (6)**
- 4. NHS - Auditorium Refresh**
- 5. CHS - Auditorium Refresh**
- 6. CHS - C-AEF Softball Dugouts**
- 7. NHS - Academic Wing - curtain wall window replacement**
8. WMS - Bus/parent drop-off design
9. NHS - N-AEF East parking lot installed and softball Idaho parking lot enhanced
- 10. CHS - FFE replacement of student desks/chairs and teacher chairs**
- 11. NHS - FFE replacement of student desks/chairs and teacher chairs**
- 12. WMS - Little Theatre Refresh/seating**
- 13. CHS - Stable Divider Curtain System**
- 14. NHS - Doghouse Divider Curtain System**
15. NHS - Restrooms at Tennis Courts
16. ADM - AFE Additional Turf Maintenance Equipment

**Note:** The highlighted items are the projects we are actively pursuing or in progress.

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**IV. Board Education**

1. Presentation of Monitoring Report 1.1 (Elementary)



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**VI. Consent Agenda**

1. Approval of Minutes
  - a. November 8, 2021 Committee of the Whole Work Session

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION  
COMMITTEE OF THE WHOLE WORK SESSION**

**NOVEMBER 8, 2021**

The Committee of the Whole Work Session of the Board of Education of Portage Public Schools held on Monday, November 8, 2021, was called to order at 6:30 p.m. by President Van Antwerp. The meeting was held in the Auditorium of Portage Central High School. The Pledge of Allegiance was recited.

Board Trustees Present: Keith Crowell, Kurt Droppers, Terri Novaria, Rusty Rathburn, Bo Snyder, Celeste Shelton-Harris, Randy Van Antwerp

Board Trustees Absent: None

**REVISIONS/APPROVAL OF AGENDA**

**Motion offered by Mr. Crowell, seconded by Dr. Shelton-Harris, that the Board of Education approve the agenda as printed.**

**The motion carried unanimously.**

**REPORTS**

**Superintendent's Report**

**2020-21 Audit Presentation**

Mr. Kim Lindsay of Rehmann provided an overview of Rehmann's audit of the District's books for the period ending June 30, 2021. Per Mr. Lindsay, a clean audit opinion was given, which is the highest form of audit opinion. There were no findings or reportable conditions. Mr. Lindsay's presentation covered a summary of balance sheets, revenues and expenditures, general fund expenditures, corona-virus relief funds and more. Mr. Lindsay congratulated the Finance Department. It was a very smooth audit, a great team to work with, and great stewards of the District's finances.

Trustees thanked Mr. Lindsay for the report and Ms. Paul Johnson and her team for a successful audit and for their financial stewardship.

**Bond Project Update**

Mr. Johnny Edwards, Assistant Superintendent of Operations provided a brief update on bond construction work.

At Central Middle School, commissioning work is complete. We are waiting on the final report.

At Central Athletic Event Facility work on the softball dugouts continues. There is a delay in wall blocks, which will delay completion of the project into early December.

At the Northern campus, five benches have been installed around the retention basin.

For the Elementary Bond Project, the Request for Proposal (RFP) was made available for the construction manager on November 3, 2021, and earlier today, we held a mandatory pre-proposal meeting with the invited firms. A recommendation for award of architectural/engineering work is on tonight's agenda for action.

President Van Antwerp thanked Mr. Edwards for the update.

### **Diversity, Equity, and Inclusion (DEI) Update**

Superintendent Bielang provided introductory remarks. Dr. Jeanine Mattson-Gearhart and Mr. Mike Huber, Director of Curriculum and Professional Development, provided the update.

Per Dr. Mattson-Gearhart, the District's Mission and Vision statements and policy are considered in all DEI work. She shared the purpose of Portage's DEI: intentionally expose our students to diversity; explore, honor and champion all of our students; build connections with families; ensure students have equal access to resources and opportunities in the District. Highlights of DEI work in the District were shared from the onset of work from approximately 2017 to present. We began our DEI work by partnering with the Great Lakes Equity Center, getting involved in the African American Student Initiative (through the Michigan Department of Education), and EMU leadership development. From 2018-2021, Central office administration team meetings were held; we developed the position of a DEI coordinator and filled that position, and began curriculum equity work. We now have DEI building teams that meet regularly and student DEI groups. We intend to have a community collaborative. For the next two years, we intend to review policies, practices and procedures in each department in the District, provide professional learning opportunities for staff, and connect with the greater community in a formal manner.

Dr. Mattson-Gearhart also shared the work of the past DEI Coordinator, Mr. Chris Harris, who moved out of state last spring. During his tenure, Mr. Harris initiated community introductions and communicated the District's DEI commitment, collaborated with building administrators and DEI teams, worked with external partners, continued to build connections, identify needs and determine resources needed.

The District's DEI focus was reviewed: improve the culture and climate in the District, provide professional learning opportunities for all staff, connect with the greater community, continue connections with students and continue curriculum equity work.

Mr. Mike Huber discussed curriculum equity capacity. This past year we worked with a consultant in 8<sup>th</sup> grade Social Studies to identify content areas where attention is needed, adjust lessons to eliminate role-playing when teaching sensitive topics, and review curriculum with the 8<sup>th</sup> grade social studies team. We are identifying resources to support a more global middle school social studies curriculum.

Dr. Mattson-Gearhart announced the hiring of a new DEI Coordinator, Dr. Erika Driver, who will begin her work on November 15, 2021. Dr. Driver will help us guide our DEI work.

Dr. Mattson-Gearhart and Mr. Huber addressed questions from Trustees. Board members applauded the update, DEI work and welcomed Dr. Driver.

## **BOARD EDUCATION**

### **Presentation on Monitoring Report 1.1**

Mr. Mike Huber, shared highlights of the report, which focused on middle school assessment.

The presentation covered: implications of COVID on our middle school data, overview of the assessments utilized, data highlights, and next steps.

Student learning is always impacted by change. Testing was suspended during the spring of 2020. This past spring testing was done statewide but it was not a mandatory assessment. Mr. Huber reviewed 2021 testing data – percent of students tested, the assessments used, percent proficient data versus comparable districts in reading/writing and math. The data in these subject areas was also reviewed by all students tested, economically disadvantaged, and race/ethnicity. Historical data from 2018-2021 was also covered. The results show the impact of COVID on the data. The next steps include evaluating data with the middle school continuous improvement teams, continue preparations for instructional strategies support, secondary English curriculum review, and math intervention and support modeling.

Mr. Huber addressed questions from Trustees. Board members expressed their appreciation for the report.

## **COMMENTS OR COMMUNICATIONS**

President Van Antwerp opened the floor to public comment. Dr. Shelton-Harris read the guidelines for public participation.

Dr. Ryan Freeland addressed the Board regarding honoring Coach Bob Knight.

James Asher apologized to the Board for his behavior at the last board meeting during which he made public comment. Mr. Asher also commented on masking policy inconsistencies and expressed his excitement about serving on the Superintendent’s Student Advisory Board.

President Van Antwerp thanked the public for their comments and opened the floor to board member comments.

Per Mr. Droppers, the Audit Committee met with Ms. Johnson and Mr. Lindsay, the auditor, earlier today. It was a good meeting.

Mrs. Novaria provided a reminder of the upcoming student production “Little Shop of Horrors” to open this Friday at Northern High.

President Van Antwerp attended Bob Knight’s memorial service last weekend. There were many speakers, many with connections to Portage Public Schools.

President Van Antwerp shared a committee report. The Policy Committee met last week. We reviewed NEOLA's recommended updates to the public participation policy, and we reviewed our policy on commemoration and naming of school facilities. Details are provided under the discussion portion of the agenda for Commemoration and Naming of School Facilities.

## **CONSENT AGENDA**

**President Van Antwerp presented the following Consent Agenda items for approval by the Board of Education: approve meeting minutes from the October 25, 2021, Regular Business Meeting; and approve the addition of our Virtual Elementary Program and select courses for our Middle School Virtual Program to our Elementary and Middle School Programs of Study.**

**There being no objections, the motion carried unanimously.**

## **ASSURANCE OF DISTRICT PERFORMANCE**

### **Monitoring Report 2.2, Treatment of Staff**

**Motion offered by Mr. Droppers, seconded by Dr. Shelton-Harris, that the Board of Education accept Monitoring Report 2.2, Treatment of Staff, as a reasonable interpretation and evidence of compliance with policy.**

Superintendent Bielang briefly highlighted the pulse surveys discussed in his report.

**The motion carried unanimously.**

### **Monitoring Report 2.3, Compensation and Benefits**

**Motion offered by Mrs. Novaria, seconded by Mr. Snyder, that the Board of Education accept Monitoring Report 2.3, Compensation and Benefits, as a reasonable interpretation and evidence of compliance with policy.**

Per Superintendent Bielang, the information in the report is routine, adding there are seven individuals still in the pay for performance plan that is being phased out.

**The motion carried unanimously.**

### **Monitoring Report 2.5, Financial Condition/Activities**

**Motion offered by Mr. Droppers, seconded by Mr. Crowell, that the Board of Education accept the 2020/21 Financial Report, Single Audit Act Compliance Report, and Management Letter, as presented.**

**The motion carried unanimously.**

## **REQUIRED ACTION ITEMS**

### **Amend L4029**

**Motion offered by Mr. Droppers, seconded by Dr. Shelton-Harris, that the Board of Education amend the L4029 as presented to reflect the debt millage change associated with the issuance of the School District's 2021 School Building and Site Bonds.**

Per Ms. Paula Johnson, because we are issuing new debt associated with the 2021 bond issue the L4029 needs to be amended to reflect the debt millage change.

**The motion carried unanimously.**

## **ACTION ITEMS**

### **Approve Special Education Parent Advisory Committee Member**

**Motion offered by Mrs. Novaria, seconded by Mr. Snyder, that the Board of Education approve Ann Kossick as a member of the Kalamazoo RESA Special Education Parent Advisory Board.**

**The motion carried unanimously.**

### **Approve Architectural/Engineering Services**

**Motion offered by Mr. Droppers, seconded by Mr. Snyder, that the Board of Education award the Architectural/Engineering services to TowerPinkster, including the services of Fielding International, and authorize the administration to negotiate contract terms and conditions under the guidance of the District's legal counsel.**

Mr. Johnny Edwards and Mr. Doug Phillips, Senior Vice President at Plante Moran Cresa, detailed the architectural/engineering selection process that led to the recommendation before the Board. Superintendent Bielang stated that Mr. Phillips was introduced to the Board in September as the District owner's representative to assist in this selection process. Mr. Phillips had not vote in the selection.

Trustees expressed their support for the selection process.

**The motion carried unanimously.**

## **DISCUSSION ITEMS**

### **Summer Tax Resolution**

Ms. Paula Johnson reviewed the resolution to authorize summer tax collections in 2022. Notice of our intent to levy summer taxes is required by December 31, 2021 to taxing jurisdictions. Action on the resolution will occur at the next board meeting.

### **Approve Van Purchase**

Mr. Johnny Edwards reviewed background information and the recommendation to purchase three passenger vans to replace vans that are in a state of disrepair and do not meet Michigan safety standards. Mr. Edwards addressed questions from Trustees.

The Board opted to move this discussion item to action.

**Motion by Mr. Snyder, seconded by Mrs. Novaria, that the Board of Education move the van purchase discussion item to action.**

**The motion carried unanimously.**

**Motion by Mr. Snyder, seconded by Dr. Shelton-Harris, that the Board of Education approve the purchase of three 2022 Ford Transit all-wheel drive 10-passenger vans from Seelye Ford in the amount of \$103,577.00, the funds for which will come from the 2021-22 General Fund via ESSER.**

**The motion carried unanimously.**

President Van Antwerp commented the Board would not be holding its November 22, 2021 regular meeting so he hoped action on the van purchase now would help expedite the vehicle order.

### **Commemoration and Naming of School Facilities**

Per President Van Antwerp, as mentioned earlier in the meeting, the Policy Committee spent time last week reviewing Policy 7250. Per the policy, the Board has complete authority and responsibility for naming of school facilities. Our customary practice is to name a facility after a section of the city or street where it is built, but we have the option to name a facility after an individual who has made exceptional contributions to the District. The policy does not restrict the number of suggestions for naming so we feel we need to broaden what that would be. We considered a number of ways to do that in the policy. The committee proposed adding language to incorporate the concept of monuments or other physical representation of a person(s). The goal of the Policy Committee is to present language changes to the policy in December. Trustees were asked to share suggestions with the committee.

Per Superintendent Bielang, during the committee meeting it was discussed that Central High Principal Eric Alburtus had already started looking at ways to honor Coach Knight before the idea was brought to the Board. Mr. Alburtus will continue that work to gather ideas via a committee. That work will run parallel to what the Board is doing. We want to see what ideas emerge at the school level in order to broaden the scope of ideas for an appropriate way to honor Coach Knight. Board discussion followed.

With no further business to come before the Board, the meeting was adjourned at 8:18 p.m.

Respectfully submitted,  
Barb Atkinson, Recording Secretary

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**VII Assurance of District Performance**

1. Monitoring Report 1.1 (Elementary), Global Ends (GP 4.4)

Monitoring Report 1.1 will be presented in three segments – high school (October 11), middle school (November 8), elementary (December 13) and an overall report on January 10. **Action to accept Monitoring Report 1.1 will take place at the January 10 meeting.**

**Portage Public Schools  
Monitoring Report**

Policy Type: Ends  
Policy Title: (1.1) Global Ends

As requested by the Board during the 2016/2017 school year, the Monitoring Report on Ends Policy 1.1 continues to be divided into smaller segments so that adequate time can be spent presenting and discussing this key Ends Statement.

As we indicated in the fall of 2019, this year we are dividing the report into three segments and reporting on them as follows:

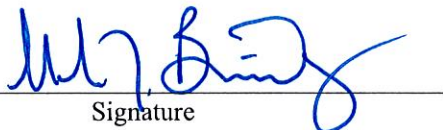
- High School Measures – October
- Middle School Measures – November
- Elementary School Measures – December

Monitoring information will be presented during the “Board Education” portion of the Board meeting. There will be time to discuss and ask questions during and after the presentation.

After all three reports have been presented the Board will be asked to accept Monitoring Report 1.1.

**Certification**

I hereby present my Monitoring Report on Ends Policy 1.1 (Elementary) in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of December 8, 2021.

  
\_\_\_\_\_  
Signature

December 8, 2021  
Date

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

**Table of Contents in Monitoring Report 1.1**

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The SAT and PSAT Assessment Suite

PSAT Assessment

SAT and PSAT Data

Overview of trends on High School Measures

Middle School p. 16

The M-STEP Assessment

The PSAT 8/9 Assessment

PSAT and M-STEP Data

Overview of trends on Middle School Measures

Elementary School p. 21

The Acadience Assessment

The M-STEP Assessment

Acadience and M-STEP Data

Overview of trends on Elementary School Measures

## **1.1 POLICY LANGUAGE**

Students demonstrate continuous improvement in the mastery of core curriculum standards with results approaching or exceeding the highest performing comparable districts.

This ends statement was revised by the Board on 6/28/2021

### **Interpretation**

I provide definitions below to interpret the following terms in the ends policy:

***Core Curriculum*** is interpreted to mean the K-12 curriculum utilized by Portage Public Schools. It is aligned with the Michigan Department of Education learning standards.

***Core Curriculum Standards*** is interpreted to mean the standards and learning targets in the publicly available results from student assessments; Michigan Test of Educational Progress (M-STEP grades 3-8, 11), and the SAT (grade 11). I also include other essential, but private interim progress assessments; Acadience (K-5), and PSAT 8/9 and PSAT 10.

***Comparable Districts*** is interpreted to mean a select group of seven school districts throughout the state that have similar demographic and resource characteristics. The comparable districts were determined in 2016. To identify the seven districts, four data sources were used. MiSchoolData was utilized to filter for similar districts using the criteria of enrollment, socioeconomic indicators, special education services, and race distribution. Bulletin 1014 was used to identify district revenue and expenditure data. The Michigan Senate Fiscal Agency provided the foundation allowance data. Finally, US Census information was referenced to provide a measure of median household income and community population. From this list of approximately 20 districts, selected districts were removed when a single factor or multiple factors set them apart from Portage Public Schools in an essential fashion. For example, a district that received \$12000 per student on the foundation allowance was removed from the list.

***Continuous Improvement*** is interpreted to indicate our percentage of students proficient compared to our prior three-year average. “***Met Expectations***” means that our current year results are more than +2% above the prior three-year average for non-cohort data. “***Partially Met Expectations***” means that we are within the range of +2% to -2% compared to the prior three-year average. “***Did Not Meet Expectations***” means that our current year results are more than -2% below the prior three-year average for non-cohort data.

***Approaching...the highest performing comparable districts*** is interpreted to indicate our change in percentage of students proficient compared to our three-year average relative to comparable districts’ change of their three-year average. “***Met Expectations***” means that we are ranked first or second relative to our comparable districts. “***Partially Met Expectations***” means that we are ranked third or fourth. “***Did Not Meet Expectations***” means that we are ranked below fourth relative to our comparable districts.

***Exceeding the highest performing comparable districts*** is interpreted to indicate our ranking of percentage of students proficient relative to our comparable districts. ***“Met Expectations”*** means that we are the top school when ranked with comparable districts. ***“Did Not Meet Expectations”*** means that we are ranked second or lower relative to our comparable districts.

**Report Overview**

Monitoring Report 1.1 begins to be divided up into High School, Middle School, and Elementary School sections this year. While the data sources have minimal changes, the report is relatively unchanged.

Our curriculum alignment with State Standards is an on-going process. Curriculum Committees, whether grade-level based or subject area-based, meet throughout the year to address a wide variety of curricular issues, including alignment.

We use multiple assessments to track student mastery for reporting purposes in MR 1.1. Included below is a table of assessments included in this report.

	Topical Area of Assessment	Grade Assessed			Local, State, or National based	Comparable Districts Information Available
		Elementary School	Middle School	High School		
Acadience	Literacy	Y5 - 5			National	None
M-STEP Math / ELA	Math / ELA	3 – 5	6 – 8		State	Yes
M-STEP Science	Science	5	8	11	State	Yes
M-STEP Social Studies	Social Studies	5	8	11	State	Yes
PSAT 8/9 ^	Evidence based reading and writing (EBRW) / Math		8	9	National	Yes 8 <sup>th</sup> No 9 <sup>th</sup>
PSAT 10 ^	EBRW / Math			10	National	None
SAT	EBRW / Math			11	National	Yes

^ The PSAT series is now included (with historical data) in the monitoring report. The State continues to use this as a benchmark assessment and we include it as a reference point for our potential performance changes on our SAT.

### **Impacts of COVID on Data**

The impact of COVID on assessment information has been widespread and occasionally invisible. The largest impact for us organizationally is observed in the overall social-emotional health of students. Subsequently, COVID has had a large impact on our student learning, with students learning in a variety of different modalities in 2020-2021.

A secondary impact is on our data authenticity. The State of Michigan suspended state-wide assessments in the 2019-2020 school year. Thus, for the 2019-2020 school year, there is no M-STEP, PSAT, or SAT data available. In the 2020-2021 school year, there was no State-level accountability for the testing data. So while we were expected to assess our students, school districts did not need to meet the “95% of students tested” target.

The impact of this loss of data is mostly on our comparable tables. We don’t know what students our comparable districts tested, and we don’t know if those schools made these tests mandatory.

Thus, we should be careful with how we evaluate this data. Our interpretations of the information in this report of the past two assessment cycles has been negatively impact in the area of quality and completeness of data – especially related to our comparable districts.

Internally, we continue to reflect on and discuss this data to create instructional improvement. There is plenty to be learned from these assessments, even with data gaps, and we can identify who engaged in the assessment as well as what supports our virtual and in-person students received during the 2020-2021 school year. In our response section we include our work on continuous improvement and how to take data from a national test like the SAT and bring it to actionable items for a teaching team.

As is customary, Alternative High Schools data are not included for Portage nor for our comparable districts. Likewise, data is used by Community High School staff to improve student learning and their academic community.

### **High School**

#### **The SAT and PSAT assessment suite**

Michigan shifted its high school benchmark assessment to the SAT in 2016. The SAT tests students’ knowledge of reading, writing and math — subjects that are taught every day in high school classrooms in Michigan.<sup>1</sup>

The SAT and the PSAT were redesigned in the 2015-2016 school year. This includes a vertically aligned longitudinal assessment system similar in nature to the ACT Aspire series. The College Board

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<sup>1</sup> College Board website and MDE website and publications.

## Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

has partnered with the Khan Academy to connect PSAT results to individualized learning plans for all students.

In 2016, the SAT replaced the 11<sup>th</sup> grade Mathematics and English Language Arts components of the M-STEP. This reduced testing time for high school juniors. The 2016 testing year established our baseline data on the SAT.

In 2018-2019, the redesigned SAT continues to be used for MME Mathematics and ELA components at the 11<sup>th</sup> grade.

ACT continues to provide its WorkKeys assessment for all 11<sup>th</sup> grade students, and this assessment is still a part of the Michigan Merit Exam<sup>2</sup>, as a part of a legislative requirement.

In the spring of 2021 we offered the SAT assessment to all juniors as part of the required Michigan Merit Exam. With no accountability and a requirement to just “offer” the exam, we encouraged all our students to complete the assessment. We are using the spring 2021 SAT data to inform and evaluate our instructional practices. The spring 2016 assessments established our baseline and allow us to target and evaluate student performance in subsequent years. With COVID data loss, we are more judicious in our review of this data.

This year, with the shift to level reporting, we are including the PSAT data for high school students and aggregating that data consistent with our comparable districts.

### **PSAT Assessment**

In the spring 2021, all 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> graders were offered the PSAT 8/9 and PSAT 10, respectively. 2016 was the first year of testing at 9<sup>th</sup> and 10<sup>th</sup> grades; the high school PSAT data beginning to be used for accountability, but due to COVID was not an accountable assessment in 2020 or 2021.

Our 8<sup>th</sup> grade students completed the PSAT 8/9 assessment in the spring of 2021 in preparation for the use of the PSAT as a benchmark assessment at 8<sup>th</sup> grade. These results are shown in the Middle School measures section.

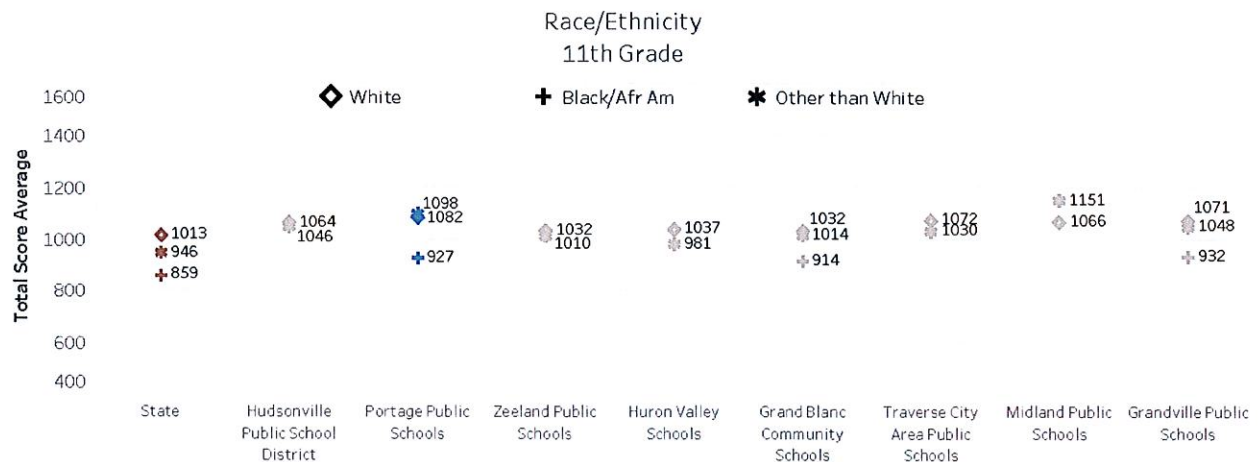
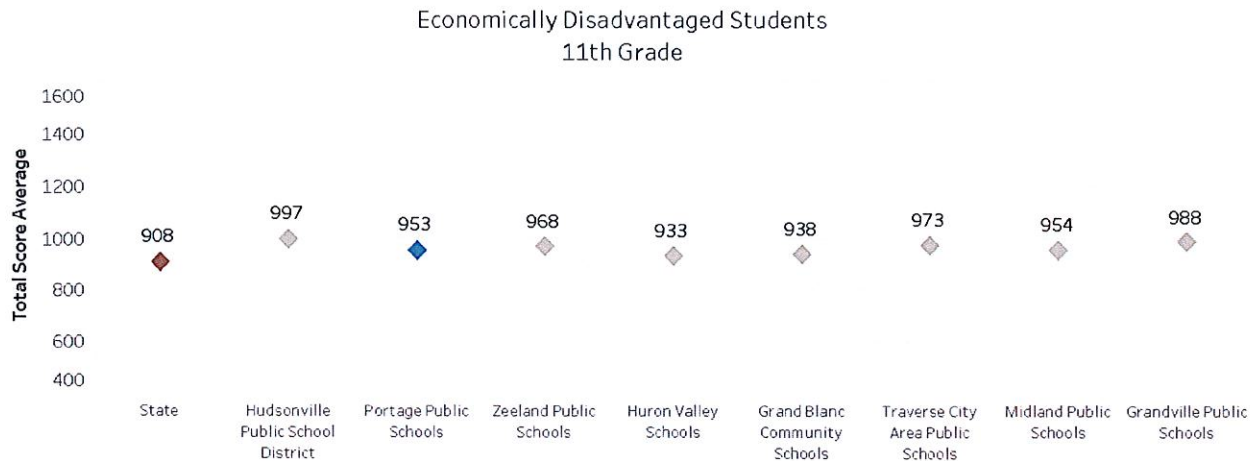
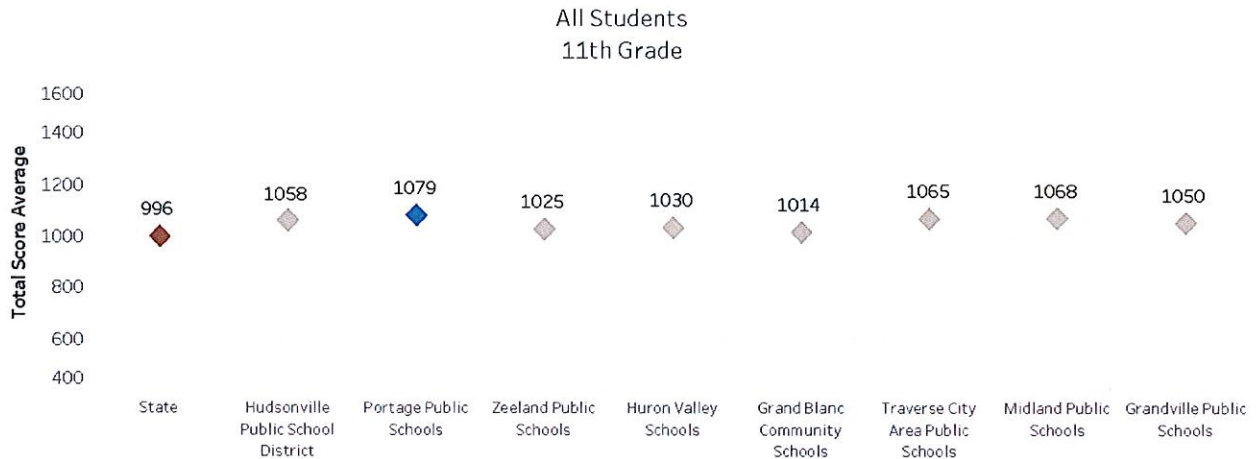
Again, our 8<sup>th</sup> grade students tested on the PSAT this fall to provide them with exposure to the test and to see what areas of growth they need in preparation for the PSAT 8 in the spring of 2022.

The PSAT and SAT are vertically aligned, which gives us the ability to develop cohorts of students in the future and use assessment data to identify areas of growth and support.

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<sup>2</sup> MDE website and publications.

### 2021 SAT Total Score Average (Evidence Based Reading & Writing Score + Math Score)



Notes:  
 Schools are listed in order of lowest to highest Percent Economically Disadvantaged.  
 The Black/African American subgroups for Hudsonville, Zeeland, Huron Valley, Traverse City, and Midland school districts were too small for those scores to be available.

Monitoring Report

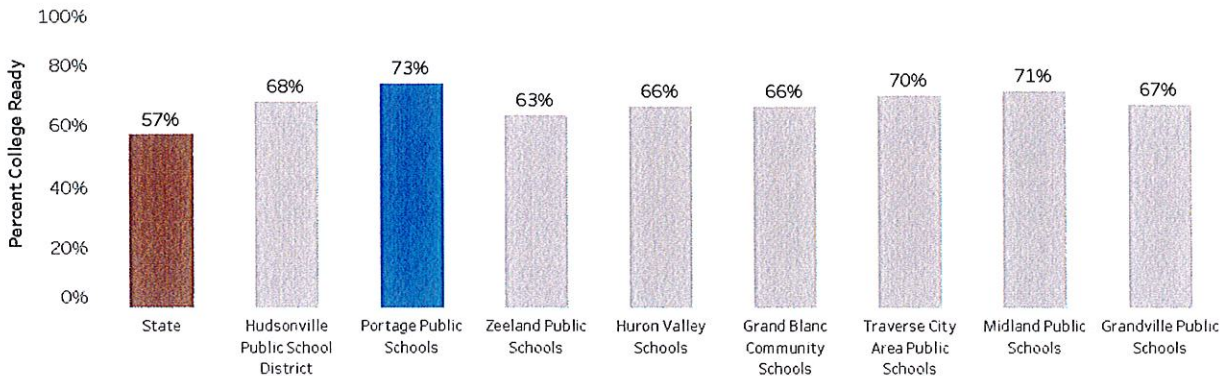
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Policy Type: Ends

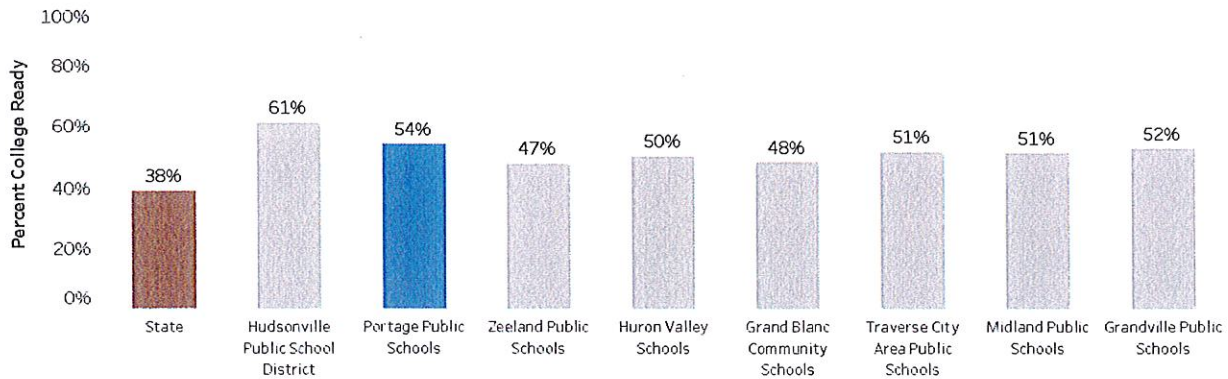
Policy Title: Ends Policy 1.1

**2021 SAT Evidence Based Reading & Writing**

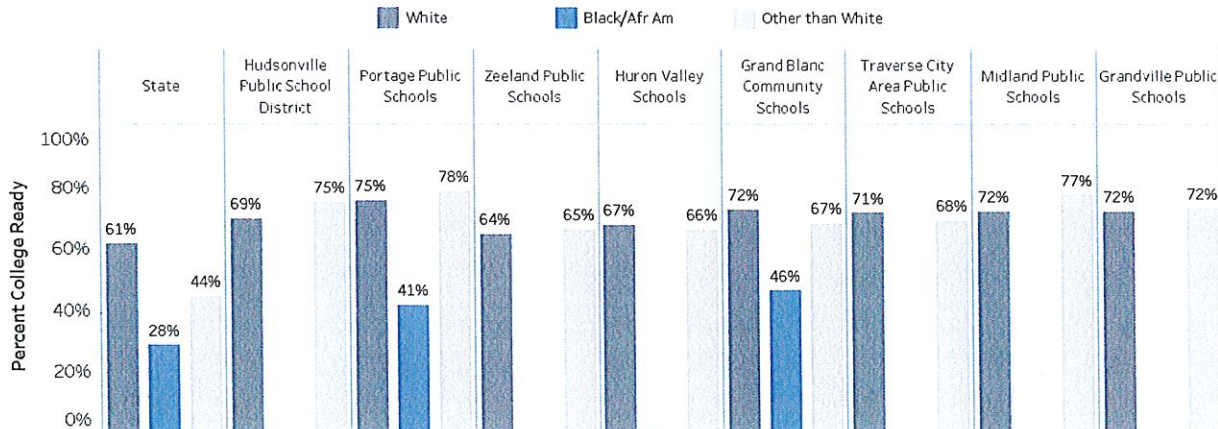
All Students  
11th Grade



Economically Disadvantaged  
11th Grade



Race/Ethnicity  
11th Grade



Notes:

Schools are listed in order of lowest to highest Percent Economically Disadvantaged.

The Black/African American subgroups for Hudsonville, Zeeland, Huron Valley, Traverse City, and Midland school districts were too small for those scores to be available.

Monitoring Report

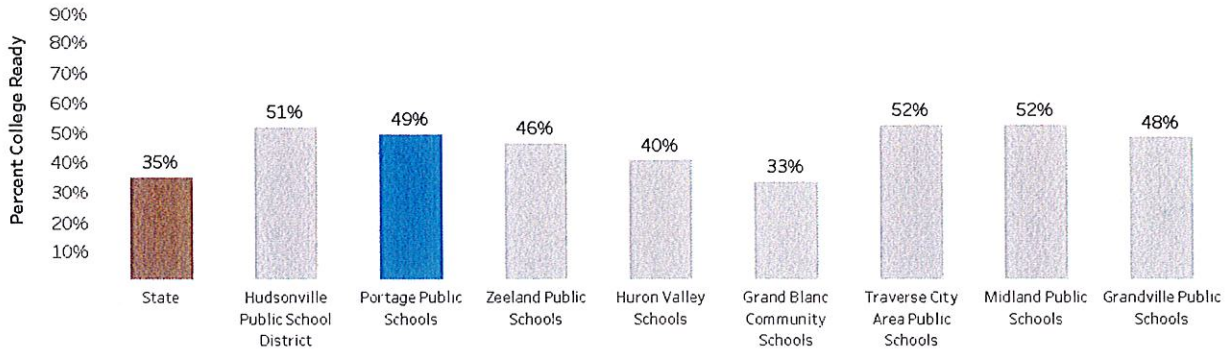
Page -9-

Policy Type: Ends

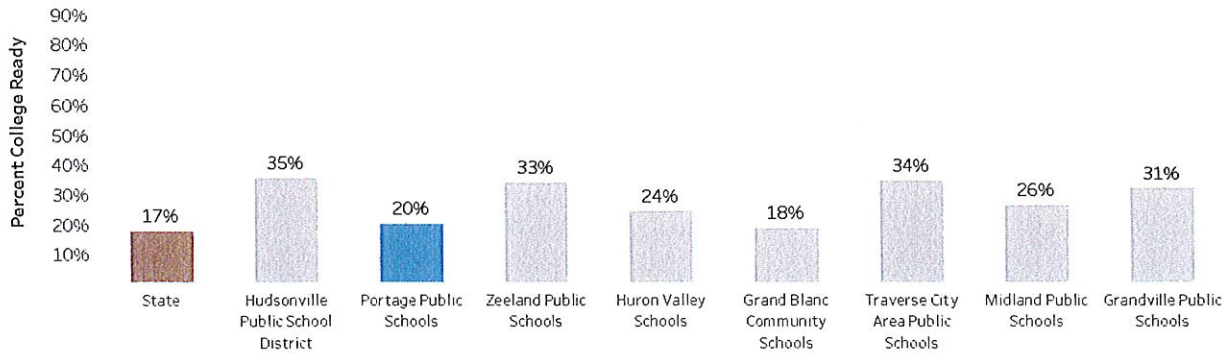
Policy Title: Ends Policy 1.1

**2021 SAT Math**

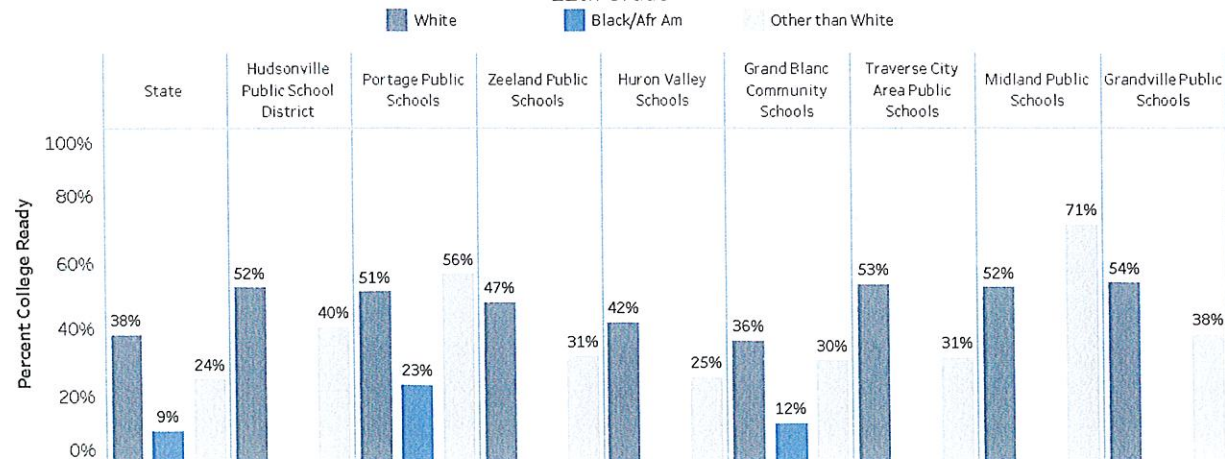
All Students  
11th Grade



Economically Disadvantaged  
11th Grade



Race/Ethnicity  
11th Grade



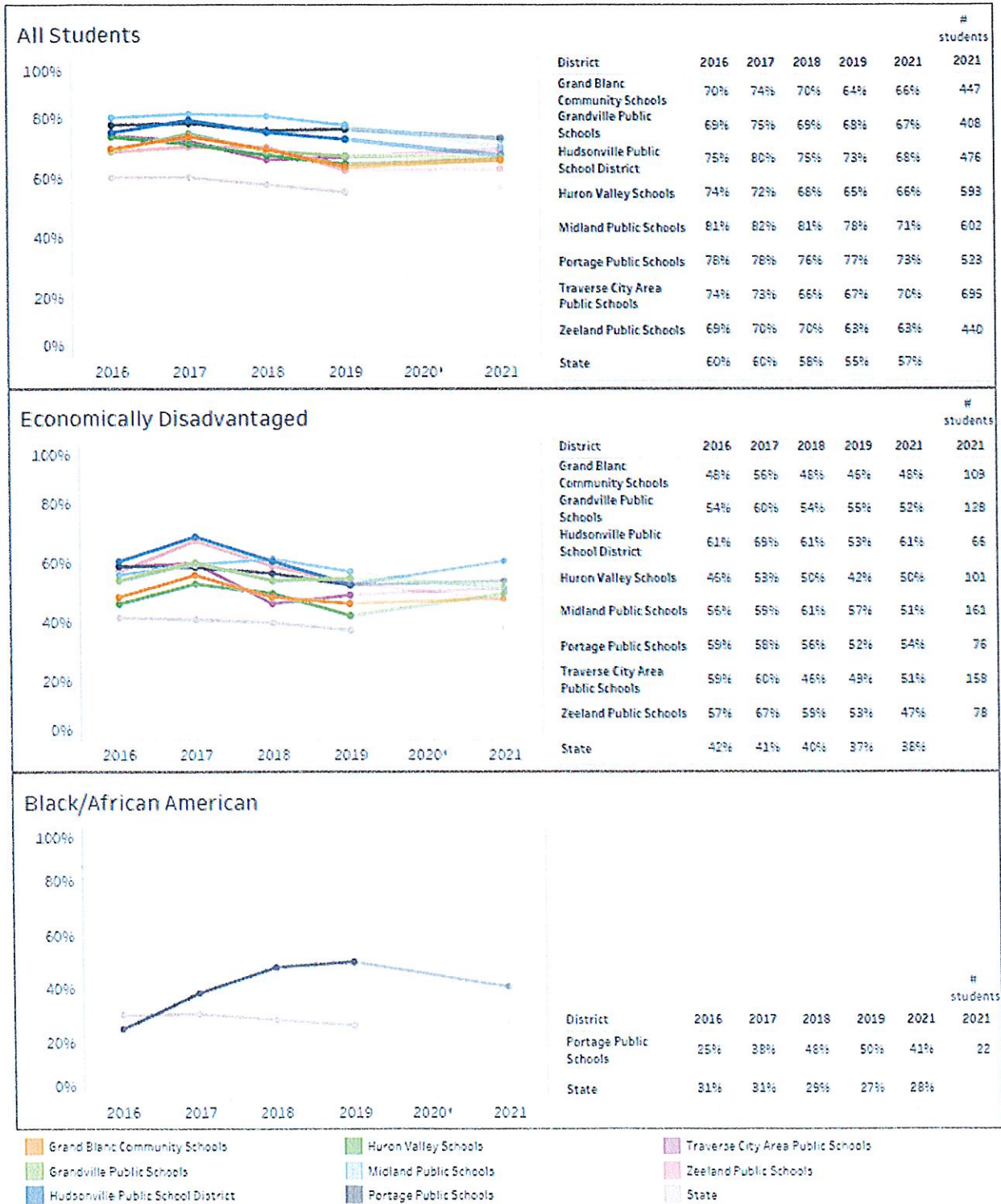
Notes:

Schools are listed in order of lowest to highest Percent Economically Disadvantaged.

The Black/African American subgroups for Hudsonville, Zeeland, Huron Valley, Traverse City, and Midland school districts were too small for those scores to be available.

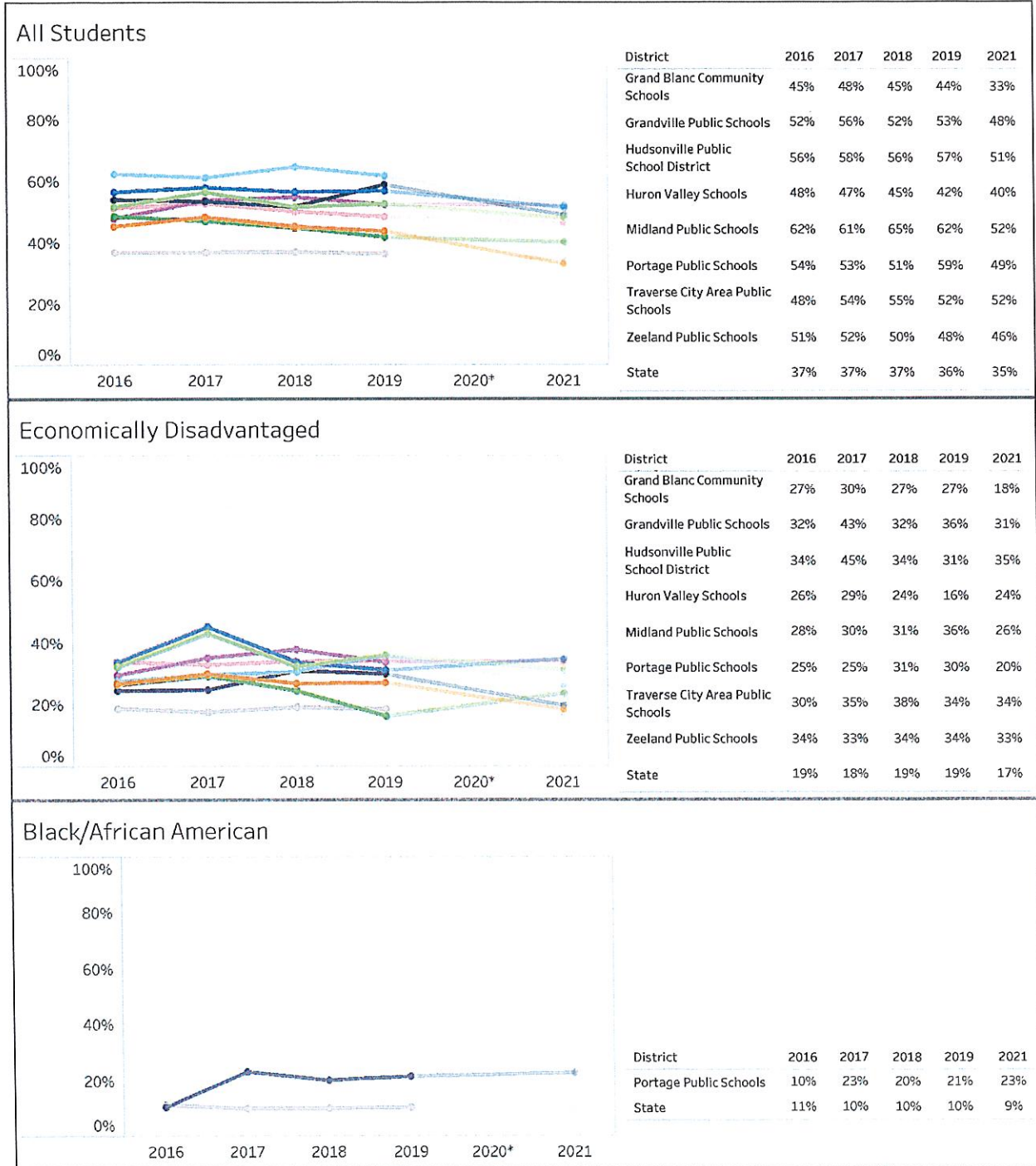
### Evidence Based Reading and Writing Trends: Percent College Ready

\*State Assessments were not given in 2020, resulting in no available data for that year.



## Math Trends: Percent College Ready

\*State Assessments were not given in 2020, resulting in no available data for that year.



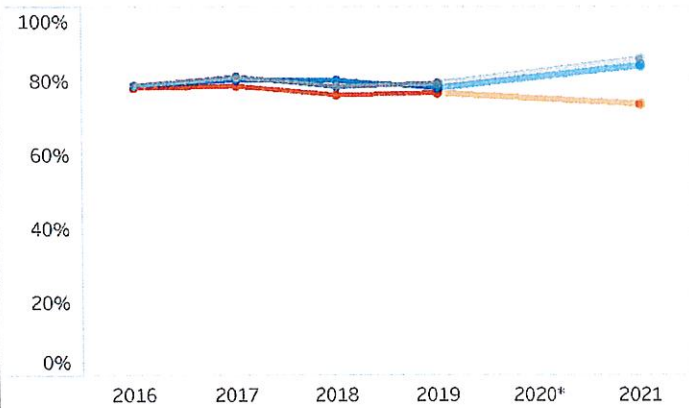
- Grand Blanc Community Schools
- Huron Valley Schools
- Traverse City Area Public Schools
- Grandville Public Schools
- Midland Public Schools
- Zeeland Public Schools
- Hudsonville Public School District
- Portage Public Schools
- State

### Evidence Based Reading and Writing Trends: Percent College Ready

\*State Assessments were not given in 2020, resulting in no available data for that year.

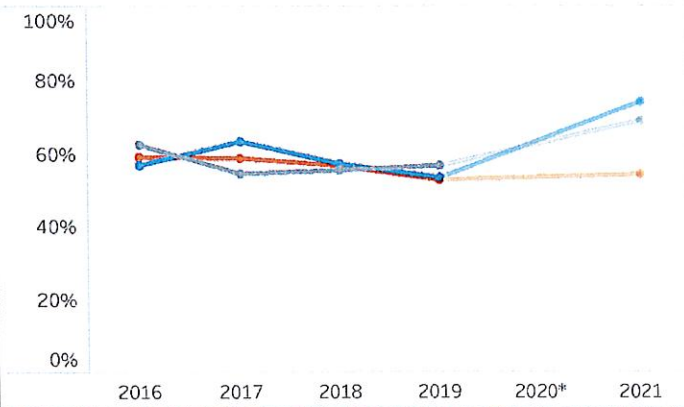
■ PSAT9      ■ PSAT10      ■ SAT

#### All Students



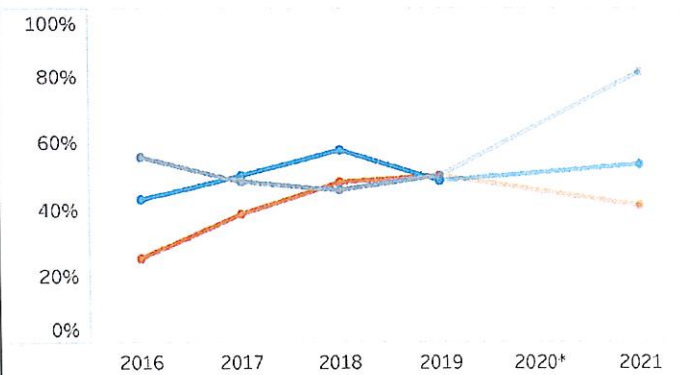
	2016	2017	2018	2019	2021	# students
PSAT9	79%	81%	78%	79%	86%	452
PSAT10	79%	80%	80%	78%	84%	406
SAT	78%	78%	76%	77%	73%	523

#### Economically Disadvantaged



	2016	2017	2018	2019	2021	# students
PSAT9	62%	54%	55%	57%	69%	77
PSAT10	57%	63%	57%	53%	74%	69
SAT	59%	58%	56%	52%	54%	76

#### Black/African American



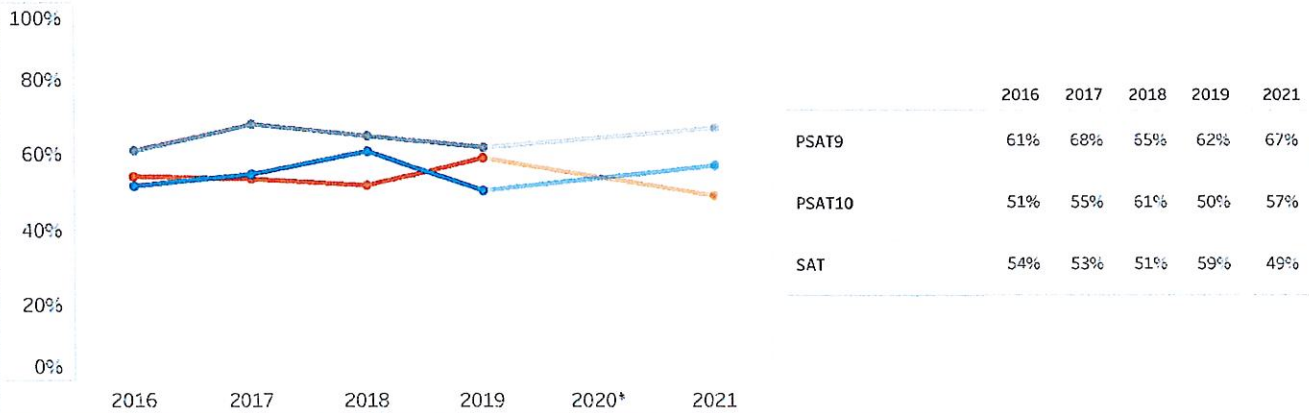
	2016	2017	2018	2019	2021	# students
PSAT9	56%	48%	46%	50%	81%	21
PSAT10	43%	50%	58%	48%	53%	15
SAT	25%	38%	48%	50%	41%	22

## Math Trends: Percent College Ready

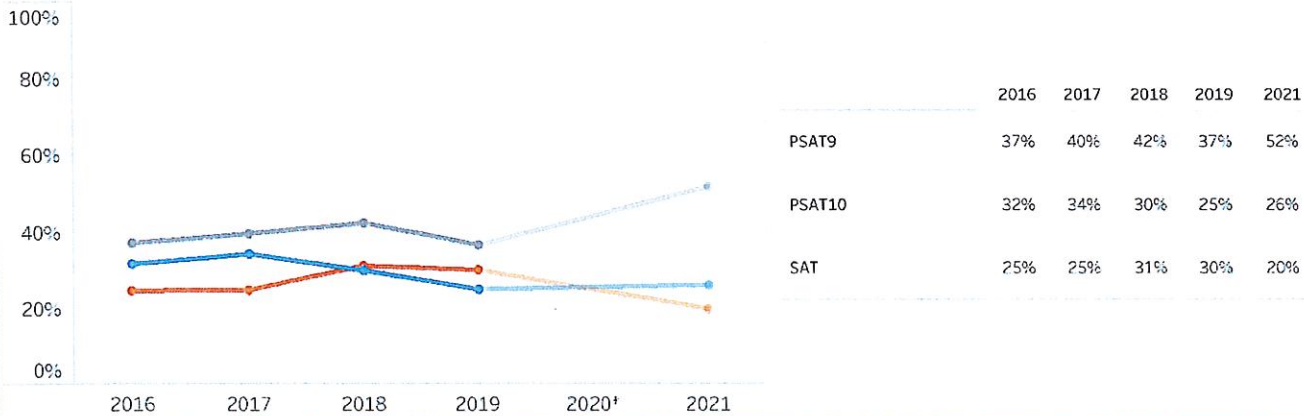
\*State Assessments were not given in 2020, resulting in no available data for that year.

■ PSAT9      ■ PSAT10      ■ SAT

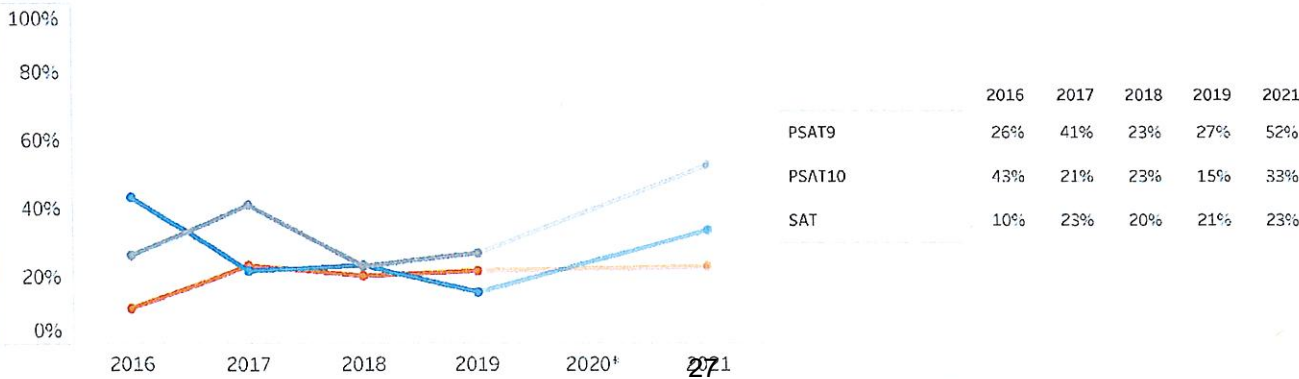
### All Students



### Economically Disadvantaged



### Black/African American



### **Narrative of Trends on High School Data**

For students being tested:

- We tested 86.6% of our 11<sup>th</sup> grade students in the spring of 2021 on the SAT. There is no accurate comparable districts data available on the percentage of students tested. With the pandemic occurring there isn't accountability on any state measure, thus students were not required to complete the assessment.

For All Student SAT measures:

- Looking at our previous year's performance, our average combined score decreased (1075 in the spring of 2021 from 1095 in the spring of 2019.) Our percent college ready moved downward by 4% to 73% in EBRW and by 10% to 49% in Mathematics.

For our Economically Disadvantaged students on SAT measures:

- Our overall SAT score for Economically Disadvantaged students declined by 6 points to 953 points compared to the spring of 2019 (152 students in the spring of 2021). Our percentage college ready in EBRW for these students increased by 2% to 54% and the mathematics score declined 10% to 30%.

For our African-American/Black students on SAT measures:

- Our African-American/Black overall average combined score increased from 909 to 927 when compared to the spring of 2019, with a cohort of 22 students in 2021 (28 students in the spring of 2019). At the same time, our percentage college ready in EBRW decreased by 9% to 41%, and our percent college ready in mathematics increased 1% to 21%. Due to small cohorts of data available, the majority of our comparable districts do not have data available publicly.

For our Trending on SAT measures:

- Our trends in both EBRW and mathematics are generally downward. We have small increases that are present in our economically disadvantaged EBRW score (+2%) and in our African-American/Black Math score (+1%).
- For this year, we have only one comparable district for Black/African-American data.
- Compared to the State trends:
  - PPS declined compared to the state trend in EBRW and Mathematics for all students. The state declined 2% in EBRW and increased 1% in Mathematics, while we declined 4% and 10% respectively.
  - For ED students, the state held steady in mathematics and increased 1% in EBRW. We improved compared the State in ED EBRW, increasing 2%. In mathematics, PPS declined 1% while the state was unchanged.
  - For Black/ African-American students, we decreased in EBRW compared to the State average by 9% and the State held steady in mathematics while we again had a small 1% increase.

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

For our students on our PSAT9 and PSAT 10 measures:

- For All Students (Cohort Size: PSAT 9: 452 students, PSAT 10 406 students)
  - Positive trends on the EBRW assessment, + 7% on PSAT 9 and + 6% on PSAT 10.
  - Positive trends on the Math assessment, + 5% on PSAT 9 and + 7% on PSAT 10.
  
- For our Economically Disadvantaged students: (Cohort Size: PSAT 9: 77 students, PSAT 10: 69 students)
  - Positive trends on the EBRW assessment, + 12% on PSAT 9 and + 21% on PSAT 10.
  - Positive trends on the Math assessment, + 15% on PSAT 9 and + 1% on PSAT 10.
  
- For our African-American/Black students: (Cohort Size: PSAT 9: 21 students, PSAT 10: 15 students)
  - Positive trends on the EBRW assessment, + 31% on PSAT 9 and + 5% on PSAT 10.
  - Positive trends on the Math assessment, + 25% on PSAT 9 and + 18% on PSAT 10.

## **Middle School**

### **The PSAT 8/9 Assessment**

In 2018-19, the 8th grade M-STEP Math and ELA assessments were replaced by the PSAT 8/9 assessments. We continue to use the PSAT 8/9 as our key data for our middle schools in Monitoring Report 1.1. This data is available for our comparable communities and continues to be one of three components of data that we use internally for improvement. This is the first year we are able to compare current PSAT 8/9 results with past PSAT 8/9 results.

We include the comparable community information on the PSAT 8/9 in MR 1.1. We also use M-STEP to PSAT 8/9 measures as Student Growth Percentiles for students. This information isn't available for our comparable communities, but it is used internally to improve our work.

Due to the nature of testing being optional in the spring of 2021, we include a table of the demographics of the students tested on the PSAT 8.

### **The M-STEP Assessment**

The Michigan Department of Education (MDE) launched the Michigan Student Test of Educational Progress (M-STEP) in the spring of 2015. The M-STEP meets all of the requirements put into law by the legislature.

We are continuing to use our spring 2016 M-STEP results as our baseline, although the pandemic has caused a statewide disruption to this data. We currently use grades 5, 8, and 11 as our key measures of student progress; and our data is utilized by our MTSS teams, department teams, and grade teams to adjust curriculum and instruction. Internally, the M-STEP results are used for grades 3 through 7 for Math and ELA and grades 5 & 8 for Science and Social Studies.

We include M-STEP growth scores in MR 1.1 to show improvement over previous years. To identify our growth on the M-STEP assessment, we continue using the Student Growth Percentile (SGP) for our student groups and subgroups. Student Growth Percentiles look at the change in student achievement over two different assessments. Student Growth Percentiles are defined by the growth that comparable scoring students achieved after the first assessment was completed.<sup>3</sup> The 50<sup>th</sup> percentile is defined as median growth for a year of instruction. We use the percentage of our students scoring 40<sup>th</sup> percentile or higher as demonstrating adequate growth as referenced by the MDE in the Michigan School Scorecard Guide.<sup>4</sup>

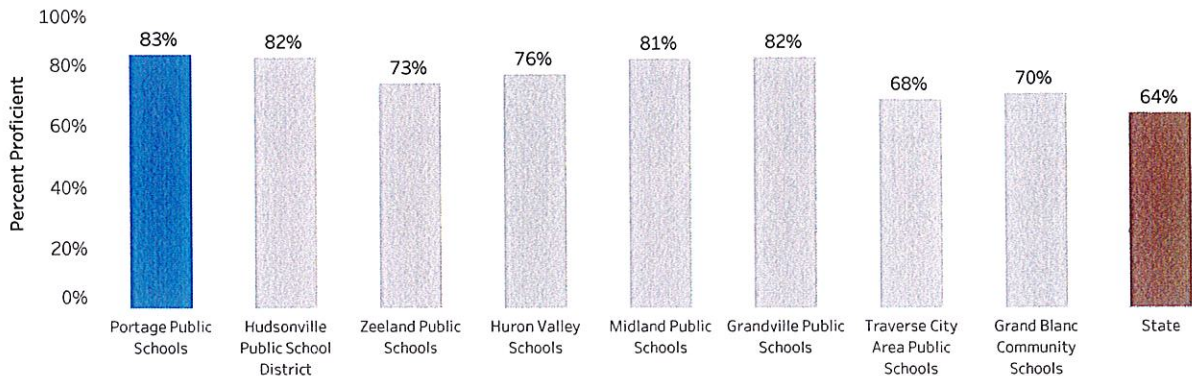
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<sup>3</sup> [https://www.michigan.gov/documents/mde/Student\\_Growth\\_Percentiles\\_475671\\_7.pdf](https://www.michigan.gov/documents/mde/Student_Growth_Percentiles_475671_7.pdf)

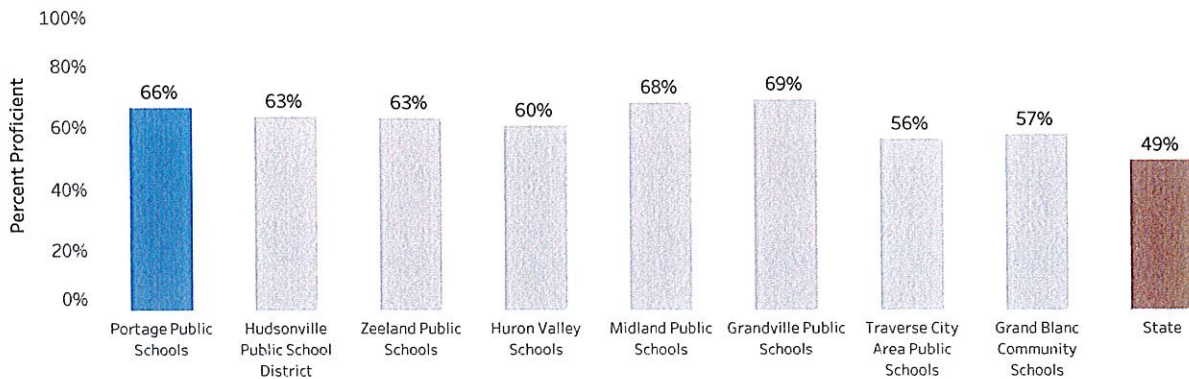
<sup>4</sup> [http://www.michigan.gov/documents/mde/2016\\_Michigan\\_School\\_Scorecard\\_Guide\\_538413\\_7.pdf](http://www.michigan.gov/documents/mde/2016_Michigan_School_Scorecard_Guide_538413_7.pdf)

### 2021 PSAT 8/9 Evidence Based Reading & Writing

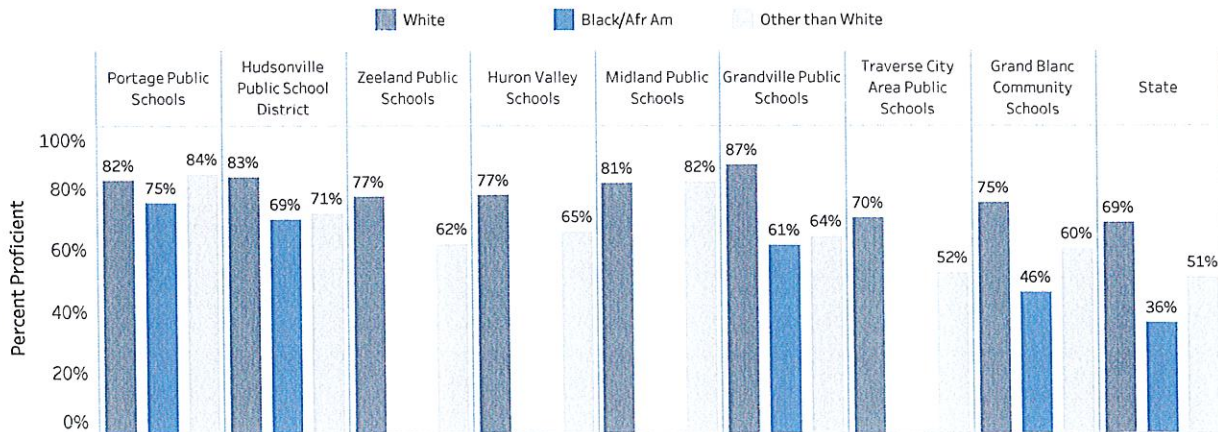
All Students  
8th Grade



Economically Disadvantaged  
8th Grade



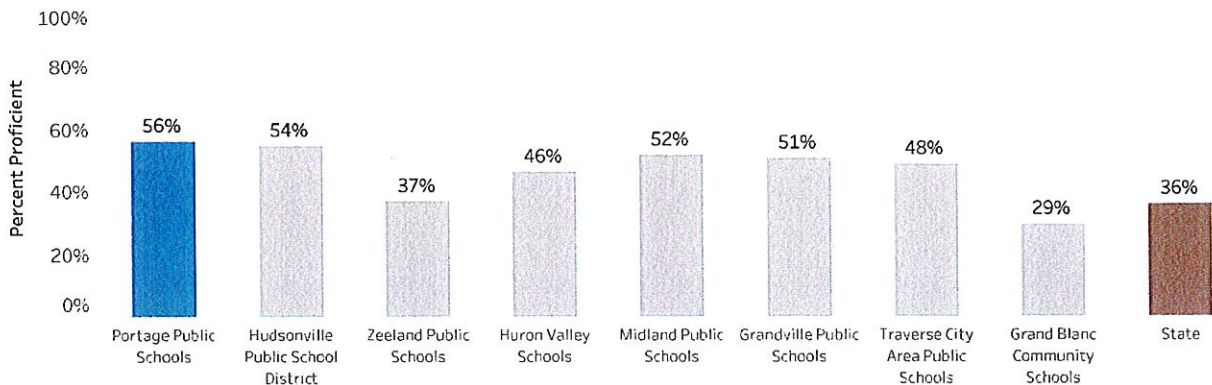
Race/Ethnicity  
8th Grade



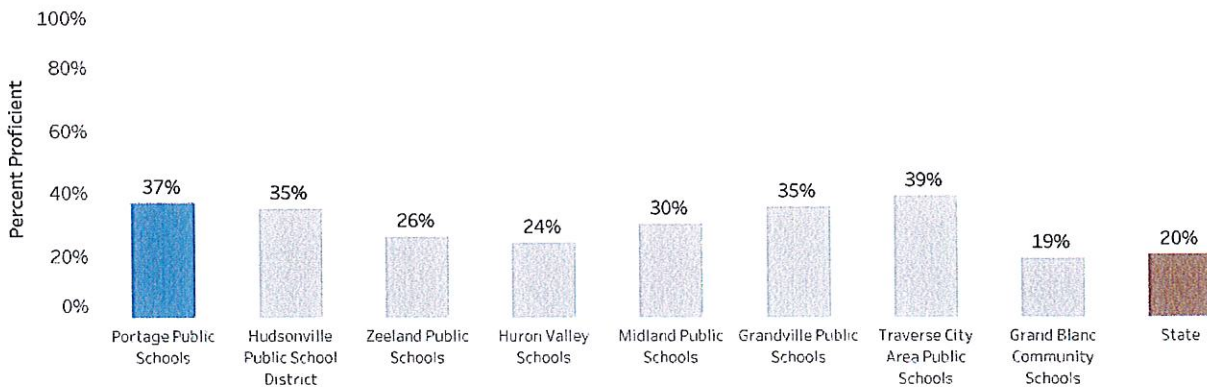
Notes:  
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 The Black/African American subgroups for Zeeland, Huron Valley, Midland, and Traverse City school districts were too small for those scores to be available.

### 2021 PSAT 8/9 Math

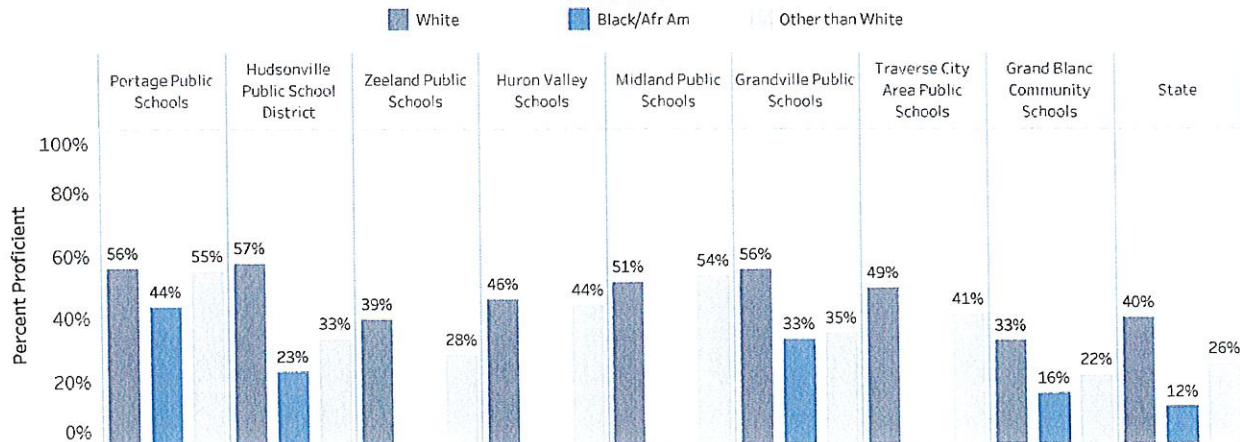
All Students  
8th Grade



Economically Disadvantaged  
8th Grade



Race/Ethnicity  
8th Grade



Notes:

Schools are listed in order of lowest to highest Percent Economically Disadvantaged.  
 The Black/African American subgroups for Zeeland, Huron Valley, Midland, **32** Traverse City school districts were too small for those scores to be available.

**2021 PSAT 8**

<b>% of Accountable Students tested (does not include MI-ACCESS)</b>					
<b>Bldg</b>	<b>All Students</b>	<b>ED</b>	<b>White</b>	<b>Black/Afr American</b>	<b>Other than White</b>
CMS	55%	39%	54%	33%	57%
NMS	45%	34%	47%	46%	43%
WMS	70%	45%	70%	50%	71%
PPS	58%	38%	58%	46%	57%

<b># of Accountable Students tested (does not include MI-ACCESS)</b>					
<b>Bldg</b>	<b>All Students</b>	<b>ED</b>	<b>White</b>	<b>Black/Afr American</b>	<b>Other than White</b>
CMS	128	22	101	2	27
NMS	91	22	60	6	31
WMS	176	21	121	8	55
PPS	395	65	282	16	113

**Three Year M-STEP (6th & 7th grades) and PSAT 8/9 (8th grade)  
Percent of Students with Growth Percentile >= 40**

		ELA/EBRW			Mathematics		
		2018	2019	2021	2018	2019	2021
<b>6th grade</b>	All Students	63%	51%	57%	73%	64%	43%
	Economically Disadvantaged	58%	41%	34%	64%	59%	21%
	Black/Afr Am*	50%	40%	50%	59%	64%	**
<b>7th grade</b>	All Students	65%	56%	57%	63%	61%	26%
	Economically Disadvantaged	62%	56%	53%	61%	57%	21%
	Black/Afr Am*	76%	57%	33%	55%	70%	**
<b>8th grade</b>	All Students	63%	75%	69%	71%	71%	49%
	Economically Disadvantaged	59%	70%	63%	64%	63%	46%
	Black/Afr Am*	67%	63%	88%	54%	59%	63%

\*Black Afr/Am subgroup has <30 students in most years, which makes this a non-accountable subgroup. The exceptions are: 2018 6th grade (32 students) and 2019 7th grade (37 students).

\*\*Data is suppressed due to less than 5 students having SGPs.

## **Overview of trends on Middle School Measures**

### **PSAT 8/9: 8th Grade Evidence Based Reading and Writing**

#### All Students:

- Our Percent Proficient dropped 1 percent from 84% in 2019 to 83% in 2021 (PSAT 8).
- We rank 1<sup>st</sup> out of 8 comparable communities, in 2019 we ranked 3<sup>rd</sup>.

#### Economically Disadvantaged:

- Our Percent Proficient decreased to 66% from 68% in 2019 (PSAT 8)
- We rank 3<sup>rd</sup> out of 8 comparable communities. In 2019 we ranked 2<sup>nd</sup>, and in 2018 we ranked 7<sup>th</sup>.

#### Black/African American:

- For state accountability purposes, a subgroup must have at least 30 students. Our Black/African American subgroup has 16 students, and is not an accountable subgroup. Three of the seven other comparable communities have enough Black/African American students to be considered an accountable subgroup, and comparably we ranked 1<sup>st</sup>. Care should be taken when comparing subgroups that are below the threshold of 30 students.

### **PSAT 8/9: 8th Grade Mathematics**

#### All Students:

- Our Percent Proficient decreased to 56% from 63% in 2019 (PSAT 8).
- We rank 1<sup>st</sup> out of 8 comparable communities. In 2019 we ranked 3<sup>rd</sup>

#### Economically Disadvantaged:

- Our Percent Proficient decreased to 37% from 45% in 2019 (PSAT 8).
- We rank 2<sup>nd</sup> out of 8 comparable communities. In 2019 we ranked 2<sup>nd</sup>.

#### Black/African American:

- For state accountability purposes, a subgroup must have at least 30 students. Our Black/African American subgroup has 16 students, and is not an accountable subgroup. Three of the seven other comparable communities has enough Black/African American students to be considered an accountable subgroup, and comparably we ranked 1<sup>st</sup>. Care should be taken when comparing subgroups that are below the threshold of 30 students

### **PSAT 8/9 Students Tested**

With the state making the PSAT 8 testing optional, we have included this table to identify that 58% of our 8<sup>th</sup> graders tested on the PSAT 8. We are not able to identify what percentages that our comparable communities tested for subgroups of all students relative to students enrolled in spring of 2021. We include this table due to the dynamic nature of testing during the pandemic.

### **Student Growth Percentiles**

We had increases the percent of students with average or above average growth on Evidence Based Reading and Writing: all our Black/ African-American categories, and the “all students” category at 6th and 7th grades. One category was unchanged, 8th grade all students. The remaining categories has decreases, most notable the mathematics all students’ scores at all grades.

## **Elementary**

### **Acadience**

*Acadience Reading K-5* (Formerly DIBELS) assesses the five Basic Early Literacy Skills of Phonemic Awareness, Alphabetic Principle and Phonics, Vocabulary, Oral Reading Fluency, and Comprehension that students need in order to become successful readers. [1] These skills are predictive of reading acquisition and later reading achievement.

The early identification and intervention can prevent reading difficulties for many students. We improve outcomes for students when these skills are explicitly taught. Due to its reliability and validity, *Acadience Reading K-5* continues to serve as our required kindergarten through second grade literacy screener, as approved by MDE when the Third Grade Reading Law was established. We are also required to have a second tool for more extensive assessment of students well below benchmark. We use the approved tool, *Acadience Reading Diagnostic PA & WRD* (Formerly DIBELS Deep) to gain further insight on those students and their literacy needs. [2]

*Acadience Reading K-5* provides benchmark goals that are empirically derived, criterion referenced-target scores. The benchmark goals are derived based on longitudinal research examining how a score on a measure at a point in time predicts later reading outcomes. During the fall, winter, and spring screening windows, elementary teams utilize the data from *Acadience Reading K-5* to adjust core instruction, identify areas of need, and provide tiered services of support. Like other internal screeners, *Acadience* data isn't publicly available for analysis, so comparator schools are not included.

We have included 5 years of overall *Acadience Reading K-5* data in the first graph and three years of cohort *Acadience Reading K-5* data for the classes of 2027, 2028 and 2029 in the following graph.

### **The M-STEP Assessment**

We include M-STEP growth scores in MR 1.1 to show improvement over previous years in Math and ELA. To identify our growth on the M-STEP assessment, we continue using the Student Growth Percentile (SGP) for our student groups and subgroups. Student Growth Percentiles look at the change in student achievement over two different assessments. Student Growth Percentiles are defined by the growth that comparable scoring students achieved after the first assessment was completed.<sup>5</sup> The 50<sup>th</sup> percentile is defined as median growth for a year of instruction. We use the percentage of our students scoring 40<sup>th</sup> percentile or higher as demonstrating adequate growth as referenced by the MDE in the Michigan School Scorecard Guide.<sup>6</sup>

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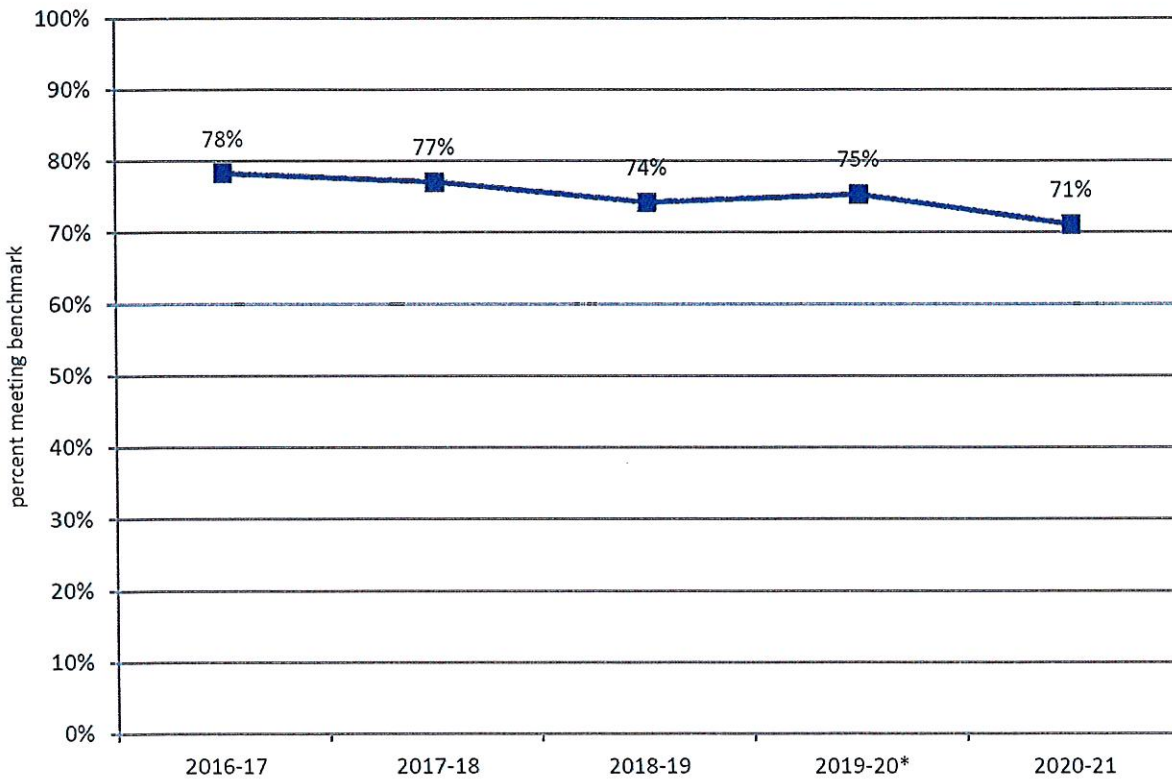
<sup>5</sup> [https://www.michigan.gov/documents/mde/Student\\_Growth\\_Percentiles\\_475671\\_7.pdf](https://www.michigan.gov/documents/mde/Student_Growth_Percentiles_475671_7.pdf)

<sup>6</sup> [http://www.michigan.gov/documents/mde/2016\\_Michigan\\_School\\_Scorecard\\_Guide\\_538413\\_7.pdf](http://www.michigan.gov/documents/mde/2016_Michigan_School_Scorecard_Guide_538413_7.pdf)

### PPS Acadience Trends

3rd grade only, Oral Reading Fluency (End of Year): Measures students' skills obtained by the end of their 3rd grade year  
*Acadience Oral Reading Fluency is measured three times a year to inform instructional decision making.  
 The End of Year measurement is represented by these graphs.*

**Acadience Percent at Benchmark: 5 Year Trend**



\*2019-20 uses Middle of Year screener, since screening was not given at End of Year.

#### Cohort Year/Grade Information:

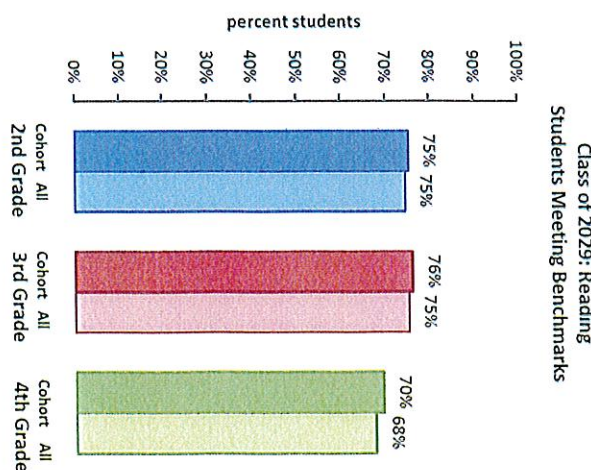
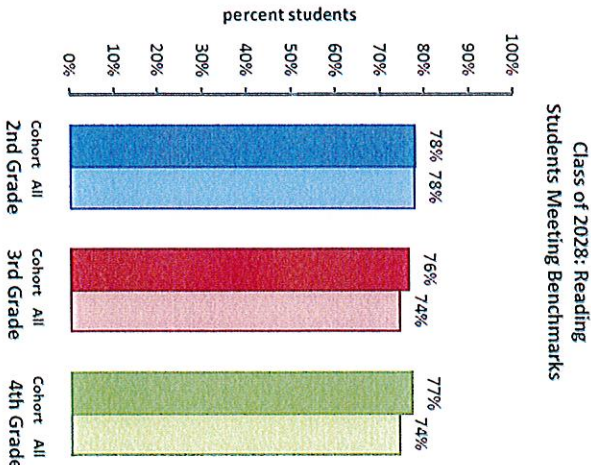
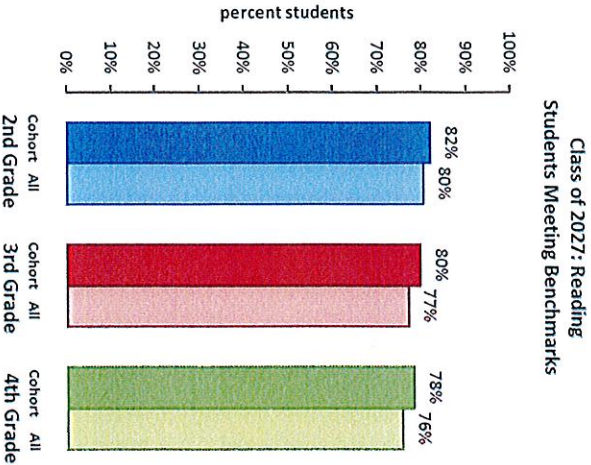
School Year	Class of:		
	2027 (current 7th graders)	2028 (current 6th graders)	2029 (current 5th graders)
2016-17	2nd		
2017-18	3rd	2nd	
2018-19	4th	3rd	2nd
2019-20		4th	3rd
2020-21			4th

**PPS Acadience Cohort: Classes of 2027, 2028, 2029**  
 (2nd, 3rd, and 4th grade Acadience Oral Reading Fluency: End of Year\*)

\*2019-20 results are Middle of Year since there was no End of Year screening.

Number of Students that took:	2nd Grade Acadience	3rd Grade Acadience	4th Grade Acadience	2nd & 3rd & 4th Grade Acadience (Cohort)
Class of 2027	548	563	588	479
Class of 2028	602	621	635	538
Class of 2029	647	633	619	535

% Students Meeting Benchmark	2nd Grade		3rd Grade		4th Grade	
	Cohort	All students	Cohort	All students	Cohort	All students
Class of 2027	82%	80%	80%	77%	78%	76%
Class of 2028	78%	78%	76%	74%	77%	74%
Class of 2029	75%	75%	76%	75%	70%	68%



Note: Due to increments in class sizes, increments of 1% of Students Meeting Benchmark represent approximately 5-6 students across 8 elementary schools.

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

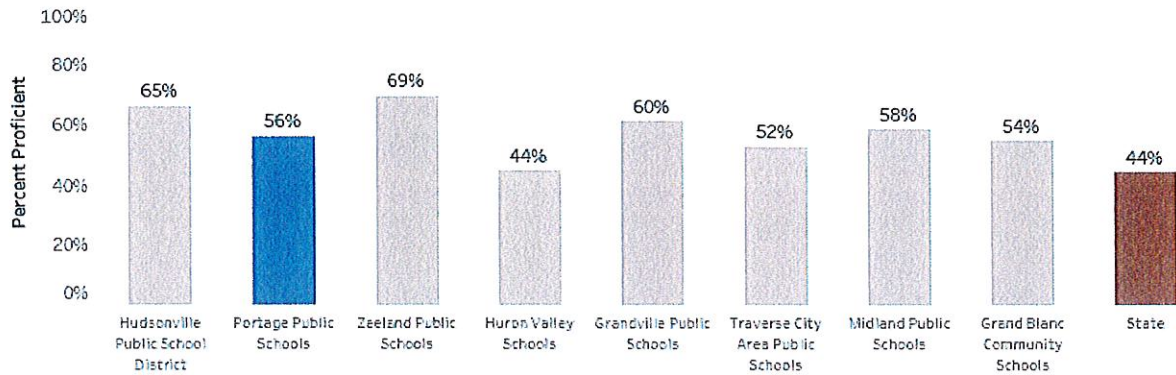
**2021 5th M-STEP**

<b>% of Accountable Students tested (does not include MI-ACCESS)</b>					
<b>Bldg</b>	<b>All Students</b>	<b>ED</b>	<b>White</b>	<b>Black/Afr American</b>	<b>Other than White</b>
AMB	77%	65%	80%	50%	69%
ANG	54%	31%	49%	60%	63%
CEL	72%	74%	70%	100%	82%
HAV	64%	62%	62%	67%	67%
LCE	82%	94%	81%	100%	93%
MBE	83%	55%	89%	50%	74%
TWL	65%	58%	59%	80%	74%
WOD	63%	64%	63%	67%	65%
PPS	72%	64%	71%	71%	72%

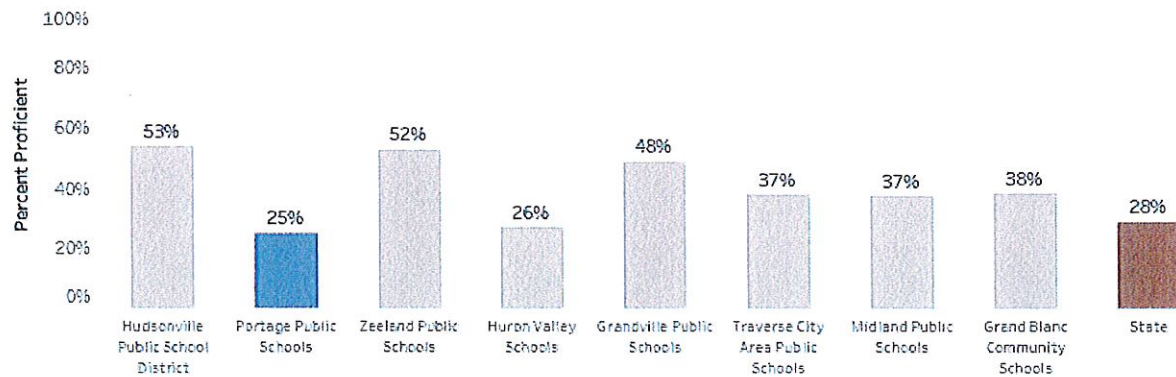
<b># of Accountable Students tested (does not include MI-ACCESS)</b>					
<b>Bldg</b>	<b>All Students</b>	<b>ED</b>	<b>White</b>	<b>Black/Afr American</b>	<b>Other than White</b>
AMB	69	17	51	1	18
ANG	29	4	17	3	12
CEL	54	20	45	2	9
HAV	39	16	23	2	16
LCE	80	15	67	1	13
MBE	77	6	48	1	29
TWL	62	14	33	8	29
WOD	40	9	29	4	11
PPS	450	101	313	22	137

2021 M-STEP ELA

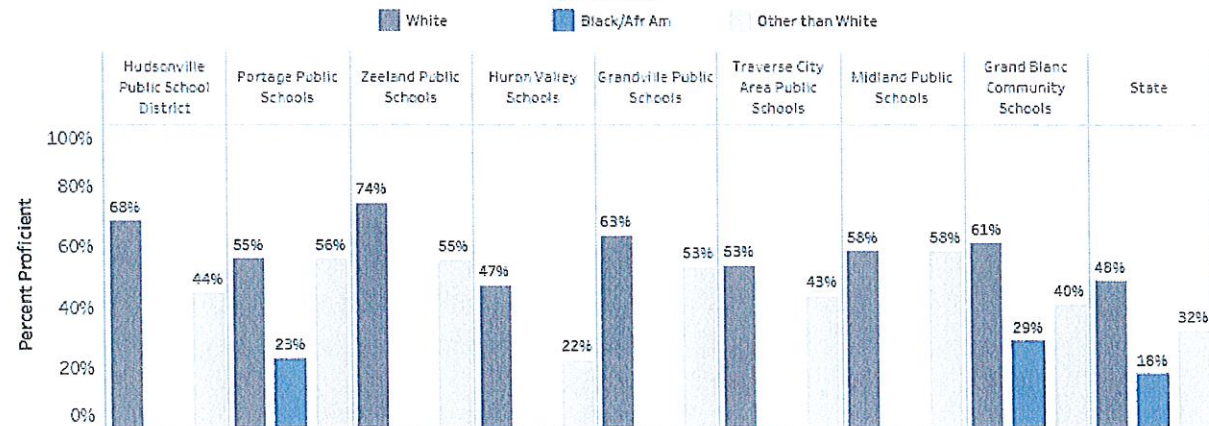
All Students  
 5th Grade



Economically Disadvantaged  
 5th Grade



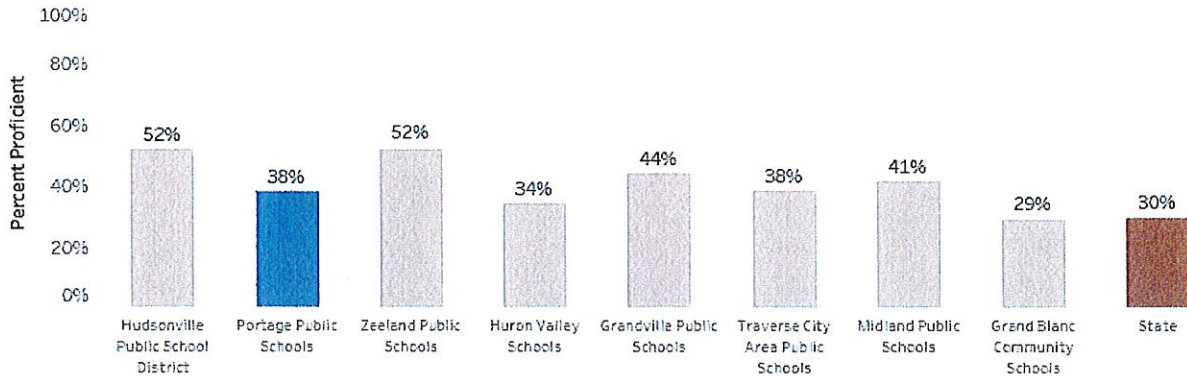
Race/Ethnicity  
 5th Grade



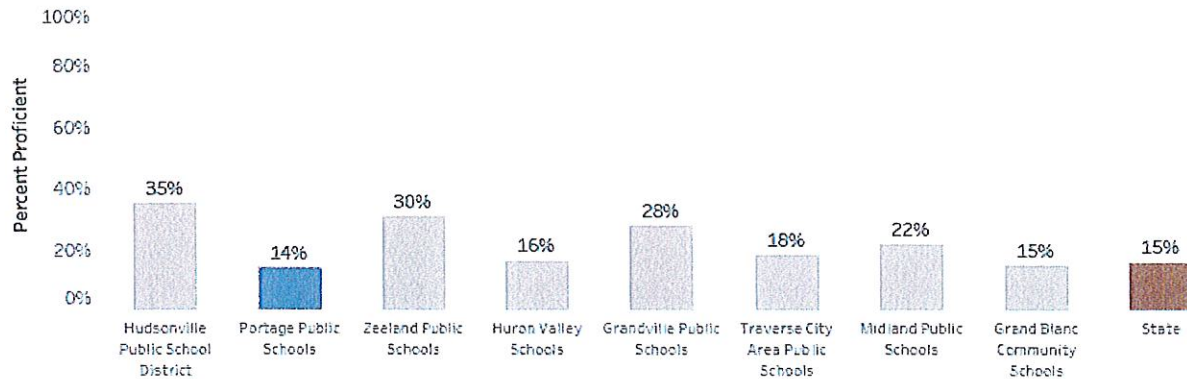
Notes:  
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 The Black/African American subgroups for Hudsonville, Zeeland, Huron Valley, Grandville, Traverse City, and Midland school districts were too small for those scores to be reported.

### 2021 M-STEP Math

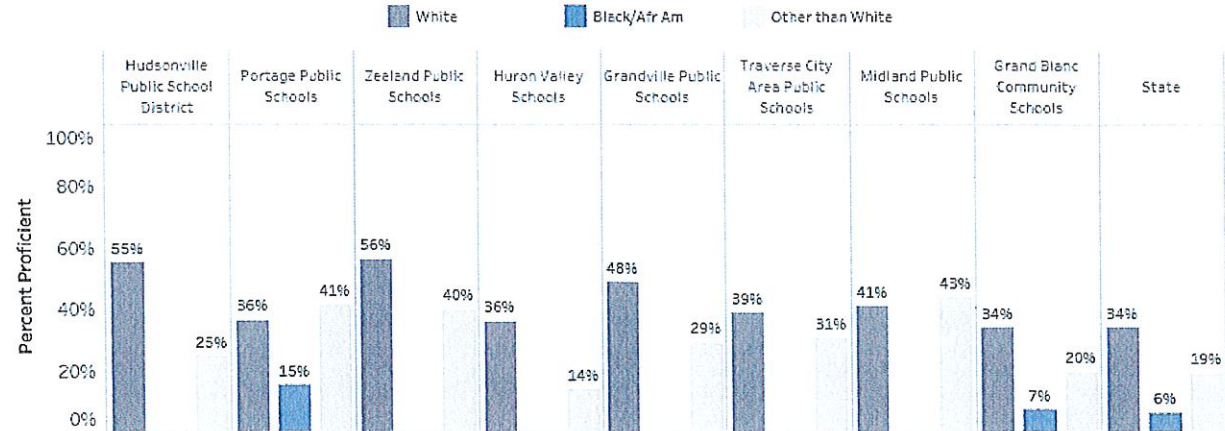
#### All Students 5th Grade



#### Economically Disadvantaged 5th Grade



#### Race/Ethnicity 5th Grade



Notes:  
 Schools are listed in order of lowest to highest Percent Economically Disadvantaged.  
 The Black/African American subgroups for Hudsonville, Zeeland, Huron Valley, Grandville, Traverse City, and Midland school districts were too small for those scores to be reported.

**Three Year M-STEP Percent of Students with Growth Percentile >= 40**

		ELA			Mathematics		
		2018	2019	2021**	2018	2019	2021**
<b>4th grade</b>	All Students	61%	60%	NA	68%	59%	NA
	Economically Disadvantaged	49%	54%	NA	55%	55%	NA
	Black/Afr Am*	50%	41%	NA	29%	69%	NA
<b>5th grade</b>	All Students	65%	66%	57%	60%	59%	46%
	Economically Disadvantaged	53%	61%	45%	51%	53%	35%
	Black/Afr Am*	58%	39%	33%	39%	43%	47%

\*Black Afr/Am subgroup has <30 students in most years, which makes this a non-accountable subgroup. The exception is 2019 4th grade (32 students).

\*\*4th graders do not have SGPs in 2021 since there was no state testing in 2020.

**Narrative of Trends on Elementary School Data**

**Acadience**

Our overall *Acadience Reading K-5* measures reflect 71% of students being identified as “At Benchmark” at the end of 3<sup>rd</sup> grade in 2021. This is a 4% decline over last year. At the elementary level, we are utilizing our district data review (DDR) process to analyze data and set Wildly Important Goals (WIGs) based on priority standards and Acadience data at the classroom level. Throughout the year, utilizing PLCs, grade team check-ins and other professional development opportunities, teachers are adjusting instruction based on their identified goals to get students to benchmark.

The data for third grade reading looks at three cohorts of students, the classes of 2027, 2028, and 2029 (current 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> graders, respectively). The trend supports when students are consistently with us, we have around 5-10 (1-2%) more that are at benchmark than for students who are not part of our cohort.

Our cohort data from 2027-2029 is included to support the importance of our continued focus on core components of curriculum and instruction in literacy. We use a cohort view to identify students who continue to need support as students progress through our curriculum at the elementary level.

**M-STEP**

As mentioned earlier in the report there was no state-level accountability for the testing data for the 2020-2021 school year. That means school districts did not need to meet the “95% of students tested” target. We don’t know what students our comparable districts tested, and we don’t know if those schools made these tests mandatory. We should be careful with how we evaluate this data as it does not clearly represent our comparable districts’ data.

## **5<sup>th</sup> Grade - ELA**

### All Students:

- Our Percent Proficient is 56% compared to the State at 44% proficient.
- We rank 5<sup>th</sup> out of 8 comparable districts.
- The highest ranking in our comparable districts was 69% while the lowest was 44% proficient.

### Economically Disadvantaged:

- Our Percent Proficient is 25% compared to the State at 28% proficient.
- We rank 8<sup>th</sup> out of 8 comparable districts.
- The highest ranking in our comparable districts was 53% while PPS was the lowest.

### Race/Ethnicity

- Our students who identify as White, the Percent Proficient is 55% compared to the State at 48% proficient.
- For state accountability purposes, a subgroup must have at least 30 students. Six of the seven other comparable districts' Black/African American Subgroups were too small to consider an accountable subgroup.
- Our students who identify as Black/African American, the Percent Proficient is 23% compared to the State at 18% proficient.
- Our students who identify Other than White, the Percent Proficient is 56% compared to the State at 32% proficient.

## **5<sup>th</sup> Grade - Math**

### All Students:

- Our Percent Proficient is 38% compared to the State at 30% proficient.
- We came in 5<sup>th</sup> with one other comparable district out of 8 comparable districts.
- The highest ranking in our comparable districts was 52% proficient while lowest was 29% proficient.

### Economically Disadvantaged:

- Our Percent Proficient is 14% compared to the State at 15% proficient.
- We rank last out of 8 comparable districts.
- The highest ranking in our comparable districts was 35% proficient while the lowest was PPS at 14% proficient.

### Race/Ethnicity

- Our students who identify as White, the Percent Proficient is 36% compared to the State at 34% proficient.
- For state accountability purposes, a subgroup must have at least 30 students. Six of the seven other comparable districts' Black/African American Subgroups were too small to consider an accountable subgroup.
- Our students who identify as Black/African American, the Percent Proficient is 15% compared to the State at 6% proficient.
- Our students who identify Other than White, the Percent Proficient is 41% compared to the State at 19% proficient.

## Monitoring Report Evaluation Form

Policy: \_\_\_\_\_

Is the Superintendent's interpretation reasonable? Yes  No

Comments:

Is evidence of compliance reasonable? Yes  No

Comments:

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### Comments Regarding Further Policy Development

1. Do you have a concern that is not addressed in this policy?

2. What policy language would address your concern?

Evaluation submitted to Board President By: \_\_\_\_\_

Adopted: 9/22/08

Revised: 5/25/09, 3/22/10, 2/26/18

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – REGULAR BUSINESS MEETING  
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM  
DECEMBER 13, 2021, 6:30 P.M.**

**Note Page**

**IX. Action Items**

1. Approve Summer Tax Resolution (EL 2.4)

**Recommended Motion**

**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education approve the Annual Summer Tax Resolution, as presented.**



**TO:** Mark Bielang, Superintendent  
**FROM:** Paula Johnson, Director of Finance  
**DATE:** November 1, 2021  
**SUBJECT:** Summer Tax Collection Resolution

**Recommendation**

That the Board of Education approve the attached resolution that authorizes the Portage Public Schools to continue our summer tax collections in 2022.

**Background Information**

Attached is a resolution regarding the authorization of summer tax collections, which was prepared by Thrun Law Firm. This resolution is similar to the resolution that has historically been approved by the Board each year. It facilitates the approval of a summer property tax levy.

The Board is still required to notify all taxing jurisdictions by December 31, 2021 of our intent to levy summer taxes. In previous years, we have limited our summer collection to the City of Portage due to the collection costs that the other tax units have proposed. In conjunction with the other Districts in Kalamazoo County who levy taxes in the City of Kalamazoo, we continue to analyze the possibility of collecting summer taxes with them as they have updated their charter with regard to tax collections.

As almost 96% of our tax collections come from the City of Portage, the summer tax collection allows the District to continue operating without state aid collections in the month of September. Without the summer tax collection, the District would need to borrow operating funds for cash flow purposes.

I'd be happy to answer any questions that you or Board members may have on this resolution.

Attachment

**Annual Summer Tax Resolution**

Portage Public Schools, County of Kalamazoo, State of Michigan (the "District")

A regular meeting of the board of education of the District (the "Board") was held:

in the Auditorium of Portage Northern High School, 1000 Idaho, Portage, MI, within the boundaries of the District,

electronically through \_\_\_\_\_ with identification number \_\_\_\_\_,

on the 13th day of December, 2021, at 6:30 o'clock in the p.m. (the "Meeting").

The Meeting was called to order by \_\_\_\_\_, \_\_\_\_\_.

Present: Members \_\_\_\_\_

Absent: Members \_\_\_\_\_

The following preamble and resolution were offered by Member \_\_\_\_\_ and supported by Member \_\_\_\_\_:

**WHEREAS**, this Board previously adopted a resolution to impose a summer tax levy to collect 100% of annual school property taxes, including debt service, upon property located within the District within the City of Portage, and continuing from year-to-year until specifically revoked by the Board.

**NOW, THEREFORE, BE IT RESOLVED THAT:**

1. Pursuant to the Revised School Code, MCL 380.1 et seq., the Board invokes for 2022 its previously-adopted ongoing resolution imposing a summer tax levy, with respect to the City of Portage, of 100% of annual school property taxes, including debt service, upon property located within the District within the City of Portage, and continuing from year-to-year until specifically revoked by the Board and requests that the City of Portage collect those summer taxes.

2. The Superintendent, the Director of Finance and Treasurer, or a designee thereof, is authorized and directed to forward to the governing body of the City of Portage a copy of this Board's resolution imposing a summer property tax levy on an ongoing basis and a copy of this resolution requesting that the City of Portage agree to collect the summer tax levy for 2022 in the amount specified in this resolution. Such forwarding of the resolutions and the request to collect the summer tax levy shall be performed so that they are received by the City of Portage's governing body on or before December 31, 2021.

3. Pursuant to and in accordance with Revised School Code Section 1613(1), the Superintendent, the Director of Finance and Treasurer, or a designee thereof, is authorized and directed to negotiate on behalf of the District with the governing body of the City of Portage for the reasonable expenses for collection of the District's summer tax levy that the city and/or township may bill under Revised School Code Sections 1611 or 1612. Any such proposed agreement shall be brought before this Board for its approval or disapproval.

4. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are rescinded.

Ayes: Members \_\_\_\_\_

Nays: Members \_\_\_\_\_

Resolution declared adopted.



**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – REGULAR BUSINESS MEETING  
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM  
DECEMBER 13, 2021, 6:30 P.M.**

**Note Page**

**IX. Action Items**

2. Superintendent Contract (GP 4.5)

**Recommended Motion**

**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education modifies the current Superintendent Contract of Employment to increase compensation and extend the contract for one additional year.**

**To:** Board of Education  
**From:** Randy Van Antwerp  
**Date:** December 8, 2021  
**Subject:** Superintendent Contract of Employment

Copy To: Mark Bielang

**Recommendation**

That the Board of Education modifies the current Superintendent Contract of Employment to increase compensation and extend the contract for one additional year.

**Background Information**

It is appropriate to stipulate compensation and benefits annually consistent with Board Policy 4.5 Superintendent Compensation and Benefits, with modifications to the current contract as follows:

- Extend the term of the contract from June 30, 2023 to June 30, 2024; and
- Increase the tax-sheltered annuity from \$52,915 to \$55,840 based on a 1.5% increase to the base salary plus a one-time payment of \$1000, consistent with salary actions completed for the administrative group.

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – REGULAR BUSINESS MEETING  
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**Note Page**

**IX. Action Items**

3. Award Construction Manager Services (OP 6320/6321)

**Recommended Motion**

**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education award Construction Manager Services to Owen-Ames-Kimball, and authorize the administration to negotiate contract terms and conditions under the guidance of the district’s legal counsel.**



To: Mark Bielang, Superintendent  
Board of Education

From: Johnny Edwards, Assistant Superintendent of Operations

Date: December 13, 2021

Subj: Construction Manager Services

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### **RECOMMENDATION**

I recommend the Board of Education award the Construction Manager (CM) services to Owen-Ames-Kimball (O-A-K), and authorize the administration to negotiate contract terms and conditions under the guidance of the district's legal counsel.

### **BACKGROUND INFORMATION**

The citizens of Portage approved the Bond Issue on August 3, 2021. Plante Moran CRESA (PMC) provided services to assist the district with the construction manager selection process. A request for proposals for construction manager services was issued November 3, 2021. The district invited 11 firms and received proposals from the following eight (8) firms:

- AVB
- Christman Elite
- CSM Group
- Miller-Davis
- Owen-Ames-Kimball (O-A-K)
- Rockford Construction
- The Skillman Corporation
- Triangle

A mandatory virtual pre-proposal meeting was held November 8, 2021. Three addendums were issued in response to questions of clarification. The proposal deadline was November 17, 2021 at 12:00 pm.

Proposals were reviewed and evaluated by a team consisting of Superintendent Mark Bielang, Assistant Superintendent of Operations Johnny Edwards, Director of Elementary Education Kelly Jensenius, Director of Technology Dan Vomastek, Director of Finance Paula Johnson, and Maintenance & Facilities Manager Steve Phelps.

The committee utilized a Criteria Based Selection (CBS) process to evaluate the submissions of each of the eight (8) CM firms. The CBS process used pre-established and weighted criteria, which were developed specifically for this project by PMC and the PPS committee, to evaluate the proposals and to objectively shortlist teams to be invited for interviews. Criteria included: relevant K-12 project experience; proposed staff specific experience; firm workload and

“peoplepower” capacity; firm approach to the project throughout its duration and to working safely on occupied elementary school sites; firm safety ratings; approach to supply chain and labor challenges; agreement to contract terms; ability to meet the District’s desired schedule; and proposed fees and costs.

From this process CSM and O-A-K were invited to participate in presentations/interviews held December 1, 2021 and conducted by the PPS committee. After the interviews, follow-up questions were identified for the finalists and PMC and PPS committee members garnered additional clarifications as well as reference checks on key items.

Construction management fees, staff hourly rates, reimbursables and other contract terms such as hourly rates were solicited from all firms for both new construction and renovation projects. CM fees proposed ranged from 0.29% to 2.50% of the cost of the work (O-A-K’s proposed fee is 1.75%). Project staffing rates and general conditions unit pricing, including insurance and other fees were also solicited and will be utilized to determine total contract costs as each building project scope is finalized.

Several factors led to this recommendation including:

- Owen Ames Kimball is a firm that is principally focused on K-12 school construction, with the vast majority of their work in this market sector.
- O-A-K delivered the projects from 2015 bond program in a highly collaborative way with PPS and they propose to return the majority of that team for this program, including all the principal leadership. Their knowledge of PPS culture, expectations, and standards will allow them to hit the ground running on this program.
- O-A-K has worked extensively with the selected AE firm, TowerPinkster, for many years. Nearly half of their K-12 projects in the past decade have been performed with TowerPinkster.
- O-A-K proposed a strong understanding of working safely on district sites, with detailed site access control and logistics plans demonstrating their commitment to this important focus. Further they proposed several ideas and programs to engage PPS students in the projects to spur interest in the work and potential career pathways.
- O-A-K is headquartered in West Michigan with a branch office in Kalamazoo and has significant resources to support this program.

I would be happy to answer any questions for the Board.

**PORTAGE PUBLIC SCHOOLS  
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DECEMBER 13, 2021, 6:30 P.M.**

**Note Page**

**IX. Action Items**

4. Approve New Policy 8450.06 (BL 0131.1)

**Recommended Motion**

**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education approve new policy 8450.06 – COVID-19 Vaccination, Testing, and Face Covering, as presented.**

December 13, 2021



Mark T. Bielang  
Superintendent  
Phone: 269.323.5147  
Fax: 269.323.5149  
mbielang@portageps.org

TO: Board of Education  
FROM: Mark T. Bielang, Superintendent  
DATE: December 8, 2021  
RE: New Operational Policy  
COPY: Executive Team; Principals and Assistant Principals

The proposed new Operational Policy has been prepared and reviewed by Neola’s legal counsel for statutory compliance and further reviewed by appropriate District Administration. It is recommended for adoption. Below is a brief explanation of the policy, as provided by Neola.

**Policy 8450.06 – COVID-19 Vaccination, Testing, and Face Covering (NEW)**

Neola issued a Special Update in response to the Michigan Occupational Safety and Health Administration’s release of Emergency Rules regarding Emergency Temporary Standard (ETS) – COVID-19 Vaccination, Testing, and Face Covering Policy.

The ETS was challenged in many federal venues, the Fifth Circuit, which issued a stay of enforcement. On November 12, 2021, the U.S. Court of Appeals for the Fifth Circuit ordered a continuation of its stay of the ETS, directing OSHA to take “no steps to implement or enforce the Mandate until further Court Order.” The Department of Labor has acknowledged the Fifth Circuit’s Order and posted the following message on its webpage: “OSHA has suspended its activities related to the implementation and enforcement of the ETS pending future development in the litigation.” MIOSHA, although adopting the language of the ETS, has indicated that is following OSHA’s lead and will not enforce its rules either while the litigation is pending.

The case was assigned by lottery to the Sixth Circuit Court to determine the legality and constitutionality of the ETS.

Hopefully there will be an indication of whether the Sixth Circuit Court will take immediate action to reconsider the Fifth Circuit’s stay that is currently in place or it will state whether it plans to keep the stay in effect pending determination of the legal challenges.

However, until clarification is provided, school districts with 100 or more full-time and part-time employees should utilize the materials included in this Special Update to continue with steps to be ready to comply in the event the rule is upheld, the stay is lifted, or MIOSHA reverses its current position with respect to the stay.

Memo to Board of Education re New Operational Policy  
December 8, 2021  
Page 2

Neola is providing a basic policy, that may be adopted in accordance with Bylaw 0131.1, and supporting documents that allow districts to authorize the Superintendent to comply with the rules. This will enable a district to work through the potential issues and be prepared to implement administrative guidelines without delay when further direction is received from the Federal court.

The policy is enclosed.

Book	Policy Manual
Section	BOARD APPROVED UPDATE 12.13.21
Title	Special Update - November 2021 New COVID-19 VACCINATION, TESTING, AND FACE-COVERING POLICY
Code	po8450.06
Status	
Adopted	December 13, 2021

**8450.06 - COVID-19 VACCINATION, TESTING, AND FACE-COVERING POLICY**

To protect the health and safety of the District's students and employees, the Board of Education enacts this policy to comply with any rules that the Michigan Occupational Safety and Health Administration's ("MIOSHA") may enact related to the Emergency Temporary Standard ("ETS") released by the U.S. Department of Labor on November 4, 2021.

~~[ ] The Board acknowledges that vaccination is a vital tool to reduce the presence and severity of COVID-19 cases in the workplace, in communities, and the nation as a whole and encourages all employees to receive a COVID-19 vaccination to protect themselves and other employees. [END-OPTION]~~

The Superintendent is authorized to issue necessary administrative guidelines **[OPTION ONE]**

~~(-) as approved by the Board~~

**OR**

**[OPTION TWO]**

~~(-) with input from the Board~~

**[END OF OPTIONS] [NOTE: A Board need not select either option]**

to implement any MIOSHA rules, as promulgated and enforced, related to the ETS, including compelling vaccination of employees or the provision of proof of testing for COVID-19 and wearing a face-covering as prescribed. District employees must comply with all such administrative guidelines.

~~[ ] The Superintendent shall keep the Board informed of any actions taken under this policy as soon as is practicable in light of the circumstances. [END-OF OPTION]~~

This policy will cease to be in effect upon the expiration of the ETS, as long as this expiration date is consistent with other Federal and State law and any applicable Executive Order(s)/Rule(s) as determined by the Superintendent and approved by the Board.

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Legal	Michigan Occupational Safety and Health Administration (MIOSHA) Emergency Rule - CORONAVIRUS DISEASE 2019 (COVID - 19)
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**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – REGULAR BUSINESS MEETING  
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**Note Page**

**IX. Action Items**

5. Approve Revised Policy 7250 (BL 0131.1)

**Recommended Motion**

**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education approve revised Policy 7250 – Commemoration and Naming of School Facilities, as presented.**

**To:** Board of Education  
**From:** Policy Committee  
**Date:** December 8, 2021  
**Subject:** Revisions to Operations Policy 7250 Commemoration and Naming of Facilities

Copy To: Mark Bielang

**Recommendation**

That the Board of Education modifies the current policy 7250 to provide for additional options to honor persons who have made exceptional contributions to the District or to the community.

**Background Information**

The Policy Committee recommends changes to the current policy to expand the definition of facilities to include a permanent monument or other physical representation in or on a facility as an additional option to commemorate persons who have made exceptional contributions to the District or to the community.

Book Policy Manual  
Section 7000 Property Templates  
Title COMMEMORATION AND NAMING OF SCHOOL FACILITIES  
Code po7250  
Status From Neola  
Adopted September 14, 2015  
Last Revised May 21, 2018

## 7250 - COMMEMORATION AND NAMING OF SCHOOL FACILITIES

The Board of Education (Board) has complete authority and responsibility for the naming and signage of facilities, or when appropriate, to change the existing name(s) of facilities, **or the placement of a permanent monument or other physical representation in or on a facility**. Only names approved by the Board are permitted on school facilities. The term “facilities” means a school building or district-wide complex, and includes portions of facilities such as performing arts centers, gymnasiums, athletic fields, outdoor event spaces, and other portions of a school building or support complex.

### Customary Practice

School buildings will be named after a street unless it would be more appropriate to name school buildings after a section of the District, or geographic location. The name should provide proper recognition to the building or facility and to the community, which it serves. The Superintendent shall recommend a name to be approved by the Board.

### Commemoration

**Commemoration includes the naming of a facility (as defined above) after a person, or the placement of a permanent monument or other physical representation, honoring** a person, who has made exceptional contributions to the District or to the community and meets the following criteria:

- A. Contributions and good character of the person are well documented and acknowledged within the community; and
- B. Person must be deceased or no longer employed by or have any current formal association with the District. Agreement of the person or next of kin (if possible) must be obtained.

The Board may commemorate a facility by naming it after something other than a person provided the name is:

- A. Relevant to the facility;
- B. Meaningful to the community; and
- C. Consistent with community standards.

## **Selection Committee**

If the Board chooses not to follow the Customary Practice, the Board may request the Superintendent to form a committee to design a process to provide for broader input for the purpose of soliciting names and proposing a name for a specific facility.

The selection committee shall be comprised of one **(1)** central office administrator, the site administrator(s) if identified, two **(2)** parents from the attendance zone involved, one (1) at-large community member, one (1) Board member appointed by the Board President, one (1) student, and chaired by the Superintendent or designee.

The committee shall review all submitted names and supporting documentation to determine whether the names meet the criteria of this policy. The committee shall provide evidence of adequate public support for a specific name and/or the absence of credible opposition to the name. The committee shall recommend a name to the Board for its consideration. All names submitted by the public shall be provided to the Board.

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – REGULAR BUSINESS MEETING  
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM  
DECEMBER 13, 2021, 6:30 P.M.**

**Note Page**

**X. Discussion Items**

1. Approve Revised Policy 0167.3 (BL 0131.1)

December 13, 2021

**To:** Board of Education  
**From:** Policy Committee  
**Date:** December 8, 2021  
**Subject:** Revisions to Bylaw 0167.3 Public Participation At Board Meetings

Copy To: Mark Bielang

**Recommendation**

That the Board of Education modifies the current policy 0167.3 to align with recommendations from NEOLA to be in compliance with recent federal court decisions and to provide an option for public participation in livestream meetings.

**Background Information**

NEOLA recommends changes to this bylaw to be in alignment with recent decisions of the U.S. District Court for the 6<sup>th</sup> Circuit. Some of the optional language has been deleted, so as to remove the authority of the presiding officer at board meetings where public participation is permitted to regulate speakers on the basis of comments that are “abusive,” “frivolous,” and/or “harassing.” These measures are intended to prevent viewpoint discrimination for remarks that are oppositional in nature, perceived as hostile to the direction of the board and/or merely offensive.

In addition, options (which were deemed acceptable regulations by the Court) have been added for preregistration, including individuals signing up to speak for others.

Finally, there are options for districts who livestream meetings to determine whether or not they will facilitate public participation remotely.

The Policy Committee has reviewed and recommends these changes.

A copy of the current policy is enclosed along with a copy showing the proposed revisions.

Book	Policy Manual
Section	0000 Bylaws
Title	PUBLIC PARTICIPATION AT BOARD MEETINGS
Code	po0167.3
Status	Active
Adopted	September 14, 2015
Last Revised	November 26, 2018

**0167.3 - PUBLIC PARTICIPATION AT BOARD MEETINGS**

The Board of Education recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on District matters.

To permit fair and orderly public expression, the Board shall provide a period for public participation at public meetings of the Board and publish rules to govern such participation. Respectful, civil conduct is expected of all those attending a Board meeting in order to model the behavior expected of Portage students.

The presiding officer shall be guided by the following rules:

- A. Speakers are asked to sign the "Speaker Registration" form at the beginning of the meeting.
- B. Public participation shall be permitted as indicated on the order of business at a time as determined by the presiding officer.
- C. Anyone with concerns related to the operation of the schools or to matters within the authority of the Board may participate during the public portion of a meeting.
- D. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name, address, and group affiliation, if and when appropriate.
- E. Each statement made by a participant shall be limited to three (3) minutes duration.
- F. Participants shall direct all comments to the Board and not to staff or other participants.
- G. The presiding officer may:
  - 1. prohibit public comments which are frivolous, repetitive, or harassing;
  - 2. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
  - 3. request any individual to leave the meeting when that person behaves in a manner that is disruptive of the orderly conduct of the meeting;
  - 4. request that groups of individuals addressing a common concern, designate a spokesperson;
  - 5. request that speakers provide a written copy of their comments and supporting documents to the Board Secretary, if available;
  - 6. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
  - 7. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action;

8. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.

- H. Speakers should present comments in a respectful and professional manner. Names of individuals should not be mentioned when bringing matters to the attention of the Board. Speakers should refrain from mentioning any student by name and should contact the Superintendent directly regarding personnel matters.
- I. The Michigan Open Meetings Act establishes conditions that allow a public body to move into closed session "to hear complaints or charges brought against an employee or staff member." The Board requests complaints and/or charges brought against an employee or staff member should be submitted in writing, signed by the charging party(ies), and if practicable prior to the meeting. If a verbal complaint is brought before the Board by any member of the community during a School Board meeting, the affected employee/staff member will be given a reasonable opportunity to be present. Under no circumstances shall a specific complaint involving an employee's performance be heard by the Board during an open meeting without proper notice to the employee.
- J. The use of cameras, signs and other materials brought to the meeting by the public may be restricted if, in the judgment of the Board President, it may be a disruptive influence upon the proceedings, genuinely annoying or harassing to the Board or any member thereof or operated to attract undue attention to the camera or the proposed user thereof. No cameras or recording devices shall be allowed at closed sessions of the Board.
- K. The portion of the meeting during which the participation of the public is invited shall be limited to thirty (30) minutes, but the timeframe will be extended, if necessary so that no one's right to address the Board will be denied.

Tape or video recordings are permitted subject to the following conditions:

- A. No obstructions are created between the Board and the audience.
- B. No interviews are conducted in the meeting room while the Board is in session.
- C. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience while the Board is in session.

The person operating the recorder should contact the Superintendent prior to the Board meeting to review the possible placement of the equipment.

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Legal M.C.L. 15.263(4)(5)(6), 380.1808

Book	Policy Manual
Section	Vol. 36, No. 1 - September 2021
Title	Vol. 36, No. 1 - September 2021 Revised PUBLIC PARTICIPATION AT BOARD MEETINGS
Code	po0167.3
Status	
Adopted	September 14, 2015
Last Revised	November 26, 2018

0167.3 - **PUBLIC PARTICIPATION AT BOARD MEETINGS**

The Board of Education recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on District matters.

To permit fair and orderly public expression, the Board shall provide a period for public participation at public meetings of the Board and publish rules to govern such participation ~~in Board meetings and in Board committee meetings~~. The rules shall be administered and enforced by the presiding officer of the meeting. Respectful, civil conduct is expected of all those attending a board meeting in order to model the behavior expected of Portage students.

The presiding officer shall be guided by the following rules:

A. Public participation shall be permitted

~~( )~~ as indicated on the order of business.

~~( ) before the Board takes official action on any issue of substance;~~

~~( ) at a time as determined by the presiding officer.~~

B. Anyone with concerns related to the operation of the schools or to matters within the authority of the Board may participate during the designated public participation portion(s) ~~public portion~~ of a meeting.

C. ~~( )~~ Attendees must register their intention to speak during ~~participate in~~ the public participation portion of the meeting by completing the Speaker Registration Form at the beginning of the meeting.

~~( ) upon their arrival at the meeting. ( ) within two (2) business days before the meeting. ( ) within \_\_\_\_ business days before the meeting. [DRAFTING NOTE: The time line for registration should be reasonably determined in consideration of the posting of the meeting agenda and should be consistently applied.]~~

D. ~~( )~~ Individuals may not register others to speak during public participation.

E. ~~( )~~ Participants must first be recognized by the presiding officer and may not be called in the order in which they have signed the Speaker Registration Form.

~~( ) and will be requested to preface their comments by an announcement of their name;~~

~~( ) address;~~

~~( ) group affiliation, if and when appropriate.~~

F. ~~( )~~ Each statement made by a participant shall be limited to three ~~three~~ ( 3 ) minutes duration.

G. Speakers may not yield any of their speaking time to others.

H. ~~( )~~ During the portion of the meeting designated for public participation, no participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard. No participant may speak more than once.

I. ~~( )~~ Participants shall direct all comments to the Board and not to staff or other participants.

J. ~~(↔)~~The presiding officer may:

- ~~(↔) interrupt, warn, or terminate a participant's session when they make comments that are repetitive, obscene, and/or comments that constitute a true threat (i.e., statements meant to frighten or intimidate one (1) or more specified persons into believing that they will be seriously harmed by the speaker or someone acting at the speaker's behest); prohibit public comments which are frivolous, repetitive, or harassing;~~
- ~~(↔) interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;~~  
~~(↔) request any individual to stop speaking and/or leave the meeting when that person behaves in a manner that is disruptive of the orderly conduct and/or orderly progress of the meeting;~~
- request that speakers provide a written copy of their comments and supporting documents to the Board Secretary if available;
- ~~(↔) request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;~~
- ~~(↔) call for a recess or an adjournment to another time when the lack of public decorum so interferes with the conduct and/or orderly conduct of the meeting as to warrant such action;~~
- request that signs be removed if they create an obstruction between the Board and the audience or if they are disruptive in the meeting.
- ~~(↔) waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business. ↗~~

~~(↔) with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.~~

- J. ~~(↔)~~The portion of the meeting during which the participation of the public is invited shall be limited to thirty ~~(30)~~ minutes, but the timeframe will be extended, if necessary, so that no one's right to address the Board will be denied.
- K. Speakers should present comments in a respectful and professional manner. Names of individuals should not be mentioned when bringing matters to the attention of the Board. Speakers should refrain from mentioning any student by name and should contact the Superintendent directly regarding personnel matters.

~~↔) The Board may permit individuals to attend meetings remotely through live broadcast; however, public participation will be limited to those who are in attendance at the meeting site only. The Board is not responsible for any technology failures that prevent or disrupt any individual from attending remotely.~~

OR

~~↔) The Board permits individuals who attend meetings remotely to participate in public participation, subject to the same rules that apply to individuals who attend in person. The Board is not responsible for any technology failures that prevent or disrupt any individual from attending and/or participating remotely.~~

~~AudioTape~~ or video recordings are permitted subject to the following conditions:

- No obstructions are created between the Board and the audience, including signs.
- No interviews are conducted in the meeting room while the Board is in session.
- No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience while the Board is in session.

The person operating the recorder should contact the Superintendent prior to the Board meeting to review possible placement of the equipment.

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Legal

M.C.L. 15.263(4)(5)(6), 380.1808

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – REGULAR BUSINESS MEETING  
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM  
DECEMBER 13, 2021, 6:30 P.M.**

**Note Page**

**X. Discussion Items**

2. Approve Bus Purchase (OP 6320)

The recommendation requests that this discussion item be “fast-tracked” for action following discussion.

**Recommended Motion #1**

**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education move the bus purchase discussion item to action.**

**Recommended Motion #2**

**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education approve, as presented, the purchase of four 77-passenger buses and one lift bus from Holland Bus for a total of \$528,887.00, the funds for which will come from the 2019 Bond Fund, Proposal #1, Unallocated Contingency.**

December 13, 2021



To: Mark Bielang, Superintendent

From: Johnny Edwards, Assistant Superintendent of Operations

CC: Paula Johnson, Director of Finance

Date: December 13, 2021

Re: 22-23 Bus Purchase

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### **RECOMMENDATION**

I am recommending that the Board of Education approve the purchase of four (4) 77-passenger buses and one (1) lift bus from Holland Bus for a total of \$528,887.00 to come from the 2019 Bond Fund, Proposal #1 Unallocated Contingency.

### **BACKGROUND INFORMATION**

Our regular replacement schedule calls for six (6) buses to be replaced annually. We continue to see buses that require costly repairs. Because of this, we are recommending the purchase of five (5) buses. We believe this will assist us in avoiding major repairs before the regularly schedule replacement. This rotation/replacement would be completed in our normal process of evaluating our oldest and/or highest mileage buses, which are beyond their life expectancy.

The increased cost of these buses is due to additional safety features that we are adding and changes that were made to the specifications of the buses. The new buses will include additional back stop signs, reverse cameras, stability control, and air disc brakes to improve the safety for our drivers and students. In prior years, we have purchased stock buses and the recommended buses will be customized. The recommended buses will use gasoline instead of diesel. We have purchased gasoline buses in the past, and we are pleased with their performance and cost savings overall.

### **BIDDING PROCESS**

The buses were bid using the Michigan School Business Officials (MSBO) bus purchasing program. Further documentation is attached for your reference. We have purchased buses from Holland Bus for several years now and have been satisfied with prompt support of any issues.

The prices quoted are firm through December; therefore, we request this item be moved to action at the December 13 board meeting in order to take advantage of the current pricing.

I would be happy to answer any questions that the Board members have related to this recommendation.

**Michigan Bus Purchasing**  
**Price Comparison Report - Spec #16508**  
 Oct 18, 2021 8:28 AM

**Buying Organization**      **Holland**  
 670 E 16th St  
 Holland MI 49423-3738

Notes                              Portage 77 Gas 2022

Product Category              Conventional (2021-22 Phase 1)

Product                            77 Passenger

Quantity                          4



Option	Option SKU	Buyer Comments	Hoekstra	Holland	Midwest Transit
<b>Product Base Price</b>			<b>\$95,670.00</b>	<b>\$93,828.00</b>	<b>\$96,951.00</b>

**Chassis Options**

<i>Air Dryer</i>					
Bendix AD-IP dryer w/spin-on filter	C101	N/C		(\$183.00)	\$35.00
<i>Alternator</i>					
240-amp, Leece-Neville	C123		\$140.00	S/E	\$141.00
<i>Axle, Front: minimum load</i>					
12,000 lbs.	C142		\$159.00	S/E	\$79.00
<i>Batteries</i>					
3 12-volt, 950-CCA each	C163	S/E		S/E	\$256.00
<i>Brake Dust Shield</i>					
Brake dust shield on all wheels	C170	S/E		S/E	N/C
<i>Brakes, ESC</i>					
Electronic Stability Control for Air Brakes	C172	S/E		S/E	S/E
<i>Engine</i>					
Cummins ISB 220hp, 600 torque, PTS2500 trans	C204		\$892.00	—	—
Gasoline Engine, 7.3 L w/Ford Trans	C218		N/A	(\$1,500.00)	N/A
Gasoline Engine, 8.8 L w/Allison 2500 Trans	C219		—	—	(\$2,317.00)
<i>Fuel Tank</i>					
Increase to 100-gallon gasoline tank	C252		N/A	\$357.00	\$439.00
<i>Pedals, Adjustable</i>					
Adjustable brake and accelerator pedals	C310		\$370.00	\$810.00	\$575.00
<i>Rust Proofing</i>					
Rust proofing fuel tank anticorrosion spray coating	C315		\$478.00	\$165.00	\$280.00
<i>Steering</i>					

Telescoping steering wheel	C320	S/E	S/E	\$114.00
Switches, Ignition				
Keyed alike	C350	N/C	\$5.00	\$12.00
Tires				
11R22.5 steer FR, mud/snow rear Cooper	C397	N/A	(\$421.00)	N/A
Turn Signals				
Fender-mounted	C421	S/E	S/E	\$49.00
Warranty, Extended				
2 year/unlimited miles	C450	S/E	\$483.00	\$500.00

## Body Options

Antenna				
Flexible rubber radio antenna	B170	S/E	S/E	\$45.00
Battery Cut Off Switch				
Add battery cut off switch	B190	S/E	\$127.00	\$62.00
Color, Interior				
Walls white	B234	N/A	S/E	S/E
Crossing Gate Arm				
Electric w/stow bracket	B241	\$270.00	\$290.00	N/C
Defogger Fans				
Increase from 2 to 3	B250	N/A	\$54.00	\$73.00
Door, Entrance				
Electric, double out, split type	B260	(\$169.00)	\$268.00	(\$140.00)
Exit, Evacuation Step				
Step & handle at rear door	B310	\$125.00	S/E	\$98.00
Exit, Roof Hatch				
2 Specialty ProLo 9240 series	B324	(\$62.00)	(\$291.00)	(\$94.00)
Floor Covering				
1 piece, gray	B373	N/A	\$659.00	\$544.00
Mirror, Timer				
Timer for heated mirror	B525	S/E	S/E	\$56.00
Mirrors, Crossview				
Rosco, Eye-Max LP, heated	B537	\$42.00	S/E	N/C
Mirrors, Crossview, Arms				
Stainless steel arms	B555	S/E	\$30.00	\$38.00
Mirrors, Rearview				
Rosco Open View ES, remote, heated, split view	B575	\$233.00	\$223.00	\$182.00
Mirrors, Rearview, Arms				
Stainless steel arms	B590	S/E	\$32.00	\$37.00
Noise Reduction System				

Perforated ceiling, full bus	B595	S/E	\$600.00	S/E
Paint, Roof				
White, polyurethane	B605	\$355.00	\$202.00	\$325.00
Power Source				
12-volt power source in driver's area	B615	\$31.00	S/E	N/C
Radio & Public Address System				
AM/FM radio, CD, clock, PA system inside & outside	B626	\$589.00	\$513.00	N/A
Seat, Driver's				
National, air ride w/o arm rests	B663	\$115.00	\$158.00	\$7.00
Seat, Driver's Belt				
Driver's belt, blaze orange	B676	\$44.00	N/C	S/E
Seats, Passenger: Color				
Gray	B713	S/E	S/E	S/E
Severe Service Package				
Must meet Colorado Racking Test	B740	S/E	S/E	N/C
Step Tread				
Pebble tread w/metal backing	B750	S/E	\$255.00	N/A
Stepwell				
Stainless steel	B755	N/A	\$449.00	\$731.00
Stop Arm Signals				
Air, LED lights, front & rear	B765	(\$87.00)	(\$231.00)	(\$219.00)
Storage Compartment Driver's Area				
Over drivers sash window	B781	S/E	\$90.00	\$157.00
Storage Pouch				
Mounted on barrier behind driver	B782	\$21.00	\$14.00	\$75.00
<b>Configured Price</b>			<b>\$99,216.00</b>	<b>\$96,986.00</b>
				<b>\$99,091.00</b>

### Dealer Options

fiberglass luggage on RH side	\$2,395.00
protect camera system	\$2,663.00
65 MPH governor	\$0.00
glove box	\$60.00
Black reflective lettering	\$200.00
Left hand exhaust	(\$120.00)
relocate park brake to lower dash	\$75.00
delete pre trip activation	\$0.00
delete light monitor	(\$50.00)
cup holder	\$0.00
Black reflective lettering	\$200.00

Black reflective lettering			\$200.00
fiberglass luggage on RH side	\$2,395.00		
fiberglass luggage on RH side			\$2,395.00
protect camera system	\$2,663.00		
gasoline - not available	\$0.00		
protect camera system			\$2,663.00
stainless steel stepwell - not available	\$698.00		
		<b><u>Hoekstra</u></b>	<b><u>Holland</u></b>
	<b>Unit Price</b>	<b>\$105,172.00</b>	<b>\$102,209.00</b>
	<b>Total Price</b>	<b>\$420,688.00</b>	<b>\$408,836.00</b>
	<b>Grand Total</b>	<b>\$420,688.00</b>	<b>\$417,396.00</b>
			<b><u>Midwest Transit</u></b>
			<b>\$104,349.00</b>
			<b>\$417,396.00</b>



**Michigan Bus Purchasing**  
**Price Comparison Report - Spec #16507**  
 Oct 18, 2021 8:26 AM

**Buying Organization**      **Holland**  
 670 E 16th St  
 Holland MI 49423-3738

Notes                              Portage 77 SN 2022

Product Category              Conventional (2021-22 Phase 1)

Product                            77 Passenger

Quantity                          1

Option	Option SKU	Buyer Comments	Hoekstra	Holland 	Midwest Transit
<b>Product Base Price</b>			<b>\$95,670.00</b>	<b>\$93,828.00</b>	<b>\$96,951.00</b>
<b>Chassis Options</b>					
Air Dryer					
Bendix AD-IP dryer w/spin-on filter	C101	N/C		(\$183.00)	\$35.00
Alternator					
240-amp, Leece-Neville	C123	\$140.00		S/E	\$141.00
Axle, Front: minimum load					
12,000 lbs.	C142	\$159.00		S/E	\$79.00
Axle, Rear: minimum load					
23,000 lbs.	C153	\$623.00		S/E	\$272.00
Batteries					
3 12-volt, 950-CCA each	C163	S/E		S/E	\$256.00
Brake Dust Shield					
Brake dust shield on all wheels	C170	S/E		S/E	N/C
Brakes, ESC					
Electronic Stability Control for Air Brakes	C172	S/E		S/E	S/E
Engine					
Cummins ISB 220hp, 600 torque, PTS2500 trans	C204	\$892.00		—	—
Gasoline Engine, 7.3 L w/Ford Trans	C218	N/A		(\$1,500.00)	N/A
Gasoline Engine, 8.8 L w/Allison 2500 Trans	C219	—		—	(\$2,317.00)
Fuel Tank					
Increase to 100-gallon gasoline tank	C252	N/A		\$357.00	\$439.00
Paint, Wheels					
Wheels finish coated black inside and out	C300	S/E		N/C	N/C

<b>Pedals, Adjustable</b>				
Adjustable brake and accelerator pedals	C310	\$370.00	\$810.00	\$575.00
<b>Rust Proofing</b>				
Rust proofing fuel tank anticorrosion spray coating	C315	\$478.00	\$165.00	\$280.00
<b>Steering</b>				
Telescoping steering wheel	C320	S/E	S/E	\$114.00
<b>Switches, Ignition</b>				
Keyed alike	C350	N/C	\$5.00	\$12.00
<b>Tires</b>				
11R22.5 steer FR, mud/snow rear Cooper	C397	N/A	(\$421.00)	N/A
<b>Turn Signals</b>				
Fender-mounted	C421	S/E	S/E	\$49.00
<b>Warranty, Extended</b>				
2 year/unlimited miles	C450	S/E	\$483.00	\$500.00

## Body Options

<b>Air Conditioning</b>				
Thermo King Michigan TM-552-MS, center-plenum, dual discharge system w/TM-21 compressor, 103,000 BTU (includes 5-yr warranty)	B129	\$11,999.00	\$11,700.00	\$11,800.00
<b>Antenna</b>				
Flexible rubber radio antenna	B170	S/E	S/E	\$45.00
<b>Battery Cut Off Switch</b>				
Add battery cut off switch	B190	S/E	\$127.00	\$62.00
<b>Color, Interior</b>				
Walls white	B234	N/A	S/E	S/E
<b>Defogger Fans</b>				
Increase from 2 to 3	B250	N/A	\$54.00	\$73.00
<b>Door, Entrance</b>				
Electric, double out, split type	B260	(\$169.00)	\$268.00	(\$140.00)
<b>Exit, Evacuation Step</b>				
Step & handle at rear door	B310	\$125.00	S/E	\$98.00
<b>Exit, Roof Hatch</b>				
2 Specialty ProLo 9240 series	B324	(\$62.00)	(\$291.00)	(\$94.00)
<b>Floor Covering</b>				
1 piece, gray	B373	N/A	\$659.00	\$544.00
<b>Floor Tracking System</b>				
4 floor rows/1 row over windows/L-track/1 WC (each) (Qty: 5)	B380	\$2,410.00	\$2,750.00	\$2,395.00
<b>Mirror, Timer</b>				
Timer for heated mirror	B525	S/E	S/E	\$56.00
<b>Mirrors, Crossview</b>				
Rosco, Eye-Max LP, heated	B537	\$42.00	S/E	N/C

Mirrors, Crossview, Arms				
Stainless steel arms	B555	S/E	\$30.00	\$38.00
Mirrors, Rearview				
Rosco Open View ES, remote, heated, split view	B575		\$233.00	\$223.00
Mirrors, Rearview, Arms				
Stainless steel arms	B590	S/E	\$32.00	\$37.00
Noise Reduction System				
Perforated ceiling, full bus	B595	S/E	\$600.00	S/E
Paint, Roof				
White, polyurethane	B605		\$355.00	\$202.00
Power Source				
12-volt power source in driver's area	B615		\$31.00	S/E
Radio & Public Address System				
AM/FM radio, CD, clock, PA system inside	B625		\$511.00	\$478.00
Seat, Driver's				
National, air ride w/o arm rests	B663		\$115.00	\$158.00
Seats, Child Restraint				
IMMI SafeGuard, floor mount (per seat) (Qty: 2)	B680	—	—	\$860.00
36"CQCr3 pt. belts, track mount (Qty: 2)	B695	N/A	\$1,096.00	N/A
SynTec S3C, 36" floor mount (per seat) (Qty: 2)	B697	\$578.00	—	—
Seats, Passenger				
Deduct for delete seat (per seat) (Qty: 11)	B705		(\$2,409.00)	(\$1,870.00)
Seats, Passenger: Color				
Gray	B713	S/E	S/E	S/E
Severe Service Package				
Must meet Colorado Racking Test	B740	S/E	S/E	N/C
Step Tread				
Pebble tread w/metal backing	B750	S/E	\$255.00	N/A
Stepwell				
Stainless steel	B755	N/A	\$449.00	\$731.00
Stop Arm Signals				
Air, LED lights, front & rear	B765		(\$87.00)	(\$231.00)
Storage Compartment Driver's Area				
Over drivers sash window	B781	S/E	\$90.00	\$157.00
Storage Pouch				
Mounted on barrier behind driver	B782		\$21.00	\$14.00
Wheelchair Entry				
Front lift door w/Braun NL919IB, 34" wide	B822		\$4,358.00	\$4,941.00
Wheelchair Securements (L-Track)				
Q-Straint Q-8300-A1QRT (each) (Qty: 5)	B854		\$2,180.00	\$1,945.00

