

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
COMMITTEE OF THE WHOLE WORK SESSION
CENTRAL HIGH SCHOOL COMMUNITY RM #1136, 8135 S. WESTNEDGE, PORTAGE, MICHIGAN
49002
JANUARY 10, 2022, 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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**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING /
COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
JANUARY 10, 2022, 6:30 P.M.**

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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).

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING /
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III. Election of Officers (BL 0152)

The Board’s Past President will officiate during the election of the President. Following the President being elected, that person will conduct the election of the Vice President and Secretary.

The person conducting the election of each position will ask three times for nominations for each position. The nominations will then be closed. The person conducting the election or his/her designee will compile the votes and announce those candidates receiving two (2) or more votes and how each Board member voted. Election of officers shall be by a majority of the full Board. If only one (1) person is nominated for an office, the person conducting the election may declare that person elected by acclamation. A nominee is elected to each position by a majority of support from the Board.

a. President

Member _____ nominates _____ Vote: _____
Member _____ nominates _____ Vote: _____
Member _____ nominates _____ Vote: _____

b. Vice President

Member _____ nominates _____ Vote: _____
Member _____ nominates _____ Vote: _____
Member _____ nominates _____ Vote: _____

c. Secretary

Member _____ nominates _____ Vote: _____
Member _____ nominates _____ Vote: _____
Member _____ nominates _____ Vote: _____

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING /
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V. Board Education

1. Presentation of Monitoring Report 1.1 (Overall)

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING /
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VII. Consent Agenda


1. Organizational Items
 - a. Designate Depositories for School Funds (BL 0154, MCL 380.1221)
 - b. Approve Board of Education Meeting Schedule (BL 0154)
 - c. Designate Person(s) Authorized to Use the Safety Deposit Box (BL 0154, OP 6144)
 - d. Designate the Electronic Transfer Officer (BL 0154, OP 6144)
 - e. Appointment of Board Recording Secretary (BL 0154)
 - f. Approve Board & District Legal Counsel

2. Approval of Minutes
 1. Approval of Minutes
December 13, 2021 Regular Business Meeting

3. Approve Revised Policy 0167.3
That the Board of Education approve the proposed revisions to Policy 0167.3, as presented.



January 10, 2021

To: Board of Education
From: Mark Bielang 
Date: January 5, 2022
Re: Designate Depositories for School Funds

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

RECOMMENDED ACTION:

I recommend the Board of Education designate the following depositories for school funds:

- Comp One
- Flagstar Bank
- First National Bank
- Horizon Bank
- Huntington Bank
- JP Morgan Chase
- Macatawa Bank
- Mercantile Bank
- PFM Investment Management

BACKGROUND INFORMATION

The Board's Bylaw 0154.A. calls for the Board to designate depositories for school funds as required by Michigan law (MCL 380.1221).

For your information, the enclosed list shows which funds are located in which institution.

PORTAGE PUBLIC SCHOOLS

Summary of Accounts

Account Name	Fund	Financial Institution
PPS General Fund – Public Funds Checking	General	Huntington Bank
PPS General Fund – Public Funds Checking	General	Huntington Bank
PPS General Fund - Money Market	General	Huntington Bank
PPS General Fund - Money Market	General	Horizon Bank
PPS Gen. Fund – Prem. Comm. Money Mkt.	General	JP Morgan Chase
PPS General Fund - Money Market	General	Huntington Bank
PPS General Fund - Savings	General	Flagstar Bank
PPS General Fund - Money Market	General	Macatawa Bank
PPS General Fund - Money Market	General	Mercantile Bank
PPS Payroll - Checking	General	Huntington Bank
PPS NMS Athletics - Checking	General	Huntington Bank
PPS WMS Athletics - Checking	General	Huntington Bank
PPS CHS Athletics - Checking	General	Huntington Bank
PPS CHS Debate - Checking	General	Huntington Bank
PPS NHS Athletics - Checking	General	Huntington Bank
PPS NHS Debate - Checking	General	Huntington Bank
PPS Edu Staff - Checking	General	Huntington Bank
PPS Workers Comp	General	Comp One
PPS BSSF - MM Savings	BSSF	Huntington Bank
PPS Debt 16 - MM Savings	Debt 16	Huntington Bank
PPS Debt 19 – MM Savings	Debt 19	Huntington Bank
PPS Debt 21 – MM Savings	Debt 21	Huntington Bank
PPS Lunch – Public Funds Checking	Lunch Fund	Huntington Bank
PPS Lunch - Savings	Lunch Fund	Flagstar Bank
PPS Internal – Public Funds Checking	Internal Fund	Huntington Bank
PPS Internal - Money Market	Internal Fund	Huntington Bank
PPS General Fund – CD	General	First National Bank of Michigan
PPS Construction Fund #1	CF #1	PFM Investment Mgmt.
PPS 2021 Construction Fund	CF	PFM Investment Mgmt.

January 10, 2022



2022/2023
BOARD OF EDUCATION MEETING SCHEDULE
PORTAGE PUBLIC SCHOOLS
PORTAGE, MICHIGAN

All Board of Education meetings (Committee of the Whole Work Sessions, Regular Business Meetings, Organizational Meeting) will be held in Conference Room #1 of the Administration Building, 8107 Mustang Drive. In months with two meetings, the first is a Committee of the Whole Work Session (WS) and the second is a Regular Business Meeting (RM).

July 25, 2022 (RM)	February 13, 2023 (Retreat*/WS)
	February 27, 2023 (RM)
August 22, 2022 (RM)	
	March 13, 2023 (RM)
September 12, 2022 (WS)	
September 26, 2022 (Retreat*/RM)	April 10, 2023 (RM)
October 10, 2022 (WS)	May 8, 2023 (WS)
October 24, 2022 (RM)	May 22, 2023 (Retreat*/RM)
November 7, 2022 (Retreat*/WS)	June 5, 2023 (WS)
November 21, 2022 (RM)	June 19, 2023 (RM)
December 12, 2022 (RM)	
January 16, 2023 (Organizational/WS)	
January 30, 2023 (RM)	

*Policy Governance Retreats held 4:00 p.m. in the Learning Lab of the Administration Building.


Unless otherwise posted/announced, all meetings will commence at 6:30 p.m. Notice of meeting changes and special meetings, agendas, agenda packets, and approved meeting minutes are available via the District's website (www.portageps.org) under the Board of Education link. Notice of meeting changes and special meetings are also posted at the main entry of the Administration Building, 8107 Mustang Drive; 269-323-5000. Agendas and agenda packets are posted on the Friday prior to the meeting. Board meeting minutes are approved at the next board meeting and then posted to the website.

Upon request to the Administration Office, the District shall make reasonable accommodation for a person with disabilities to be able to participate in a meeting.

January 10, 2021



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

To: Board of Education
From: Mark Bielang 
Date: January 5, 2022
Re: Designate Person(s) Authorized to Use the Safety Deposit Box

RECOMMENDED ACTION:

I recommend the Board of Education designate Mark Bielang, Johnny Edwards, Paula Johnson and _____ (Board Secretary) as the persons authorized to use the safety deposit box, as presented.

BACKGROUND INFORMATION

The Board's Bylaws (0154.C.) call for the Board to designate those persons authorized to use the safety deposit box.


Through Operational Policy 6120 – Safety Deposit Box, the Board has authorized access to the following District positions:

- Superintendent
- Assistant Superintendent of Operations
- Director of Finance
- Board Secretary

The District maintains two safety deposit boxes at the South Westnedge and Centre Street branches of Comerica Bank. Stored in these boxes are such items as deeds to various parcels of real estate and title insurance. Access to the safety deposit boxes can be accomplished only with the signatures of any two of the above named individuals.

January 10, 2021



To: Board of Education
From: Mark Bielang 
Date: January 5, 2022
Re: Designate the Electronic Transfer Officer

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

RECOMMENDED ACTION:

I recommend the Board of Education designate Paula Johnson, Director of Finance, as the Electronic Transfer Officer, as presented.

BACKGROUND INFORMATION


The Board's Bylaw 0154.D. calls for the Board to designate the Electronic Transfer Officer (ETO) in accordance with Operational Policy 6144 – Investments.

The Electronic Transfer Officer is the authorized agent who completes electronic fund transfers on behalf of the Board. The Director of Finance oversees electronic fund transfers and is recommended to continue in this role.



Enclosure VII.1.e.
January 10, 2021

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

To: Board of Education
From: Mark Bielang 
Date: January 6, 2021
Re: Recommended Appointment of Board Recording Secretary (BL 0154.E.)

RECOMMENDED ACTION:

I recommend the appointment of Barbara Atkinson, Administrative Assistant, as Recording Secretary to the Board of Education.

BACKGROUND INFORMATION

The role of the Recording Secretary has been to assist the Board in maintaining its records and documents, recording actions of the Board, and otherwise assist the Board with its business functions. The Superintendent's Administrative Assistant has normally held this position.



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

To: Board of Education
From: Mark Bielang
Date: January 6, 2022
Re: Recommended for Legal Services

RECOMMENDED ACTION:

I recommend that the Board of Education retain Thrun Law Firm, P.C. as the Board's and District's primary legal counsel.

BACKGROUND INFORMATION

Thrun Law has been providing effective and efficient legal services to the District in the areas of student discipline, labor relations, school finance, school elections, board counsel, and other various school-related matters, for over 10 years. The annual retainer fee for these services is \$2500. The retainer is for one year and runs from January through December. In addition to discounted hourly rates the District has access to periodic E-Blasts, Webinars on various legal topics, annual "spring seminars", timely analysis of State Tenure Commission decisions, special education due process decisions, pupil accounting decisions, and the monthly *School Law Notes* newsletter.

While Thrun Law, PC is the District's official retained legal counsel, we also use the services of Miller, Canfield, Paddock and Stone, P.L.C., and Varnum LLC for the majority of bond issuance matters. Special education legal services in Kalamazoo County, including PPS, are provided by Clark Hill, PLC.

January 10, 2022

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
REGULAR BUSINESS MEETING**

DECEMBER 13, 2021

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, December 13, 2021, was called to order at 6:30 p.m. by President Van Antwerp. The meeting was held in the Auditorium of Portage Northern High School. The Pledge of Allegiance was recited. Participants remained standing in a moment of silence to honor the victims of the recent school shooting in Oxford Township, Michigan.

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. Droppers, seconded by Dr. Shelton-Harris, that the Board of Education approve the agenda as printed.

The motion carried unanimously.

REPORTS

Superintendent's Report

Bond Project Update

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

At Central Middle School, the retention pond was reconstructed to help with drainage. A yard drain was installed. The parking lot area has been grass seeded.

At the Central AEF, softball dugouts, the masonry walls on the home side are complete; walls on the visitor side are 90 percent complete. Electrical boxes are "roughed in." This week the wall work should be complete and roof framing work will begin. By the end of this week, the majority of the project will be done. Any remaining work will be completed in March before the softball season so the team has full access to the field for practice and competition.

At the Northern Campus, we are investigating the construction of a storage barn for Northern High and a storage pole barn for North Middle School. Mr. Edwards met with appropriate staff and the architects to review/modify plans and consider the location of the barns on campus. Bids for the project will go out by the end of January. A recommendation for the Board will come in late February or early March.

Relative to 2021 bond activity, representatives from TowerPinkster and Fielding International met with our Core Leadership Design team on three occasions. The TowerPinkster and Fielding International team conducted site visits at all six elementary schools on December 6 and 7. The goal of these visits was to see how staff and students function. They also held teacher workshops consisting of a group of six to seven staff members from each school to brainstorm teaching in the future.

Bond Budget Update

Mr. Edwards reviewed a Future Enhancement list, which included projects we are actively pursuing or that are in progress. We are exploring the academic wing or curtain wall for Northern High School. There are several options we can explore to add the exterior of the school building. We've also met with high school principals, Mr. Albertus and Mr. French, to discuss student furniture and teacher chairs. In the discussion, we've learned that the student desks are in good condition overall, but there are a host of student and teacher chairs that need to be replaced. Lastly, we are working with our architects to get pricing on the curtain wall dividers for the Stable and Doghouse. We have preliminary costs for the material, but the project requires electrical work and permits.

District Masking Requirements

Superintendent Bielang, Mr. Brad Galin, Director of Human Resources, and Mike Huber, Director of Curriculum and Professional Development, presented an update on COVID masking and quarantine guidance for the period January – March 2022. The presentation reviewed data highlights, recommendations for masking and quarantining, the purpose and rationale behind the recommendations, masking guidance, and timeline review.

Data highlights include 62.2 percent of all residents over age five have completed their COVID vaccine series, while 26.8 percent of children age 5-11 in Kalamazoo County have started their vaccine series. In Kalamazoo County, the seven-day average for test positivity was 7.3 percent as of August 30, 2021 and 16.2 percent as of December 8, 2021. The District has administered 2,283 rapid tests as of December 10, 2021, and of those, 2.06 percent have been positive. Statewide school district data shows districts without mask requirements are experiencing higher case rates.

Current guidance from MDHHS and KCHCS regarding masking and quarantining recommends universal masking in all K-12 school settings. Relative to quarantining, fully vaccinated contacts without symptoms do not need to quarantine. Unvaccinated contacts can participate in school activities if wearing a mask for 14 days after exposure and using a "Test to Stay" strategy. MDHHS recommends testing every other day, starting on day three. KCHCS recommends daily testing days 3-7, but will support the every other day strategy. Those who test positive should not attend school and should isolate at home for ten days after the onset of symptoms or ten days after the positive test if there are no symptoms.

The District's purpose and rationale was shared. The goal is to keep students in school. We are currently experiencing increased amounts of quarantining and positive test rates in our schools and in Kalamazoo County. Last year we could count virtual days as school days; however, we cannot do that this year and closures could extend the school year. Masking data indicates districts with masking requirements have lower positive test rates.

We will continue our current masking protocols and continue to recommend masking for all persons indoors at any school building after instructional hours at events. For quarantining, fully vaccinated students do not quarantine if symptom free. We recommend students stay in school by testing on days three, five and seven and remain asymptomatic. If a student tests negative and remains asymptomatic, the student can remain in school. The District will offer rapid testing for students on-site as resources allow. Parents/guardians can perform their own tests and provide the school with negative test results.

The District will continue to review new quarantine and masking guidance when it is released by the health department. When guidance changes for KCHCS and MDHHS, we will review it and adjust protocols then inform our students, families, and staff. We will conduct a full review no later than March for potential changes after spring break.

Trustees expressed their appreciation for the presentation and the guidelines.

BOARD EDUCATION

Presentation on Monitoring Report 1.1

Ms. Kelly Jensenius, Director of Elementary Education, shared highlights of the report, which focused on elementary school assessment.

The presentation covered: implications of COVID on the data, overview of the assessments used in the report, data highlights, and next steps.

COVID has impacted our testing and testing data. Spring testing in 2020 was suspended statewide with no accountability or expected results. Spring 2021 testing was conducted throughout the state but there was no accountability, and no understanding of who tested in our comparable districts. As a result, we have to be careful with the application of the data and identification of causality.

A review of the elementary assessments was provided, which included Acadience for Literacy in grades K-5 and M-STEP for Math/ELA in grades 3-5. Five-year Acadience trends were discussed along with cohort data. M-STEP data was reviewed by subject, group, and comparable districts, along with a review of growth percentiles.

Next steps includes continuing preparations to align to our five-year continuous improvement plan; focus on Tier One classroom instruction in the areas of academic, climate, and culture; work on continuous improvement process; use assessment data to set goals and plan for instruction; align instruction to our Priority Standards; and systematic check-ins on progress and implementation.

Discussion followed and Ms. Jensenius responded to questions from Trustees.

COMMENTS OR COMMUNICATIONS

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

Kelly Sackett addressed the Board regarding masking and display of a Black Lives Matter flag.

Sabrina Pritchett-Evans commented on masking.

Kim Harris also commented on masking.

Karen Smoots shared her thoughts relative to masking.

Dan Corradini remarked on masking.

Kim Larson commented on masking.

Katelyn Larson addressed the Board regarding student winter formal.

Erin Stiemsma shared her views on masking.

Jessica Van Dyke also shared her viewpoint on masks.

Johanna Van Dyke spoke out regarding masks.

President Van Antwerp thanked the Public for their comments and opened the floor to Trustee comments.

Mr. Rathburn expressed his appreciation of all staff for their work through these challenging times.

Mrs. Novaria paid accolades to the students for their performance at the recent Holiday Collage Concert.

Mr. Snyder expressed his appreciation to Superintendent Bielang and all staff for the work they do.

Mr. Crowell echoed Mr. Snyder's comments.

President Van Antwerp echoed the sentiments of other Trustees regarding appreciation of staff.

President Van Antwerp shared updates under Committee Reports.

President Van Antwerp provided a progress update on plans for the new CTE building and program. He also shared details of a recent site visit to the Cherry Creek Innovation Campus in Colorado, a state-of-the-art college and career preparedness facility accessible to high school students. They learned about their programs and interviewed students and staff. The information learned will assist in development of our local CTE program.

President Van Antwerp also shared highlights regarding a DEI session he attended at the MASB Conference in November.

CONSENT AGENDA

President Van Antwerp presented the following Consent Agenda item for approval by the Board of Education: approve meeting minutes from the November 8, 2021 Committee of the Whole Work Session.

There being no objections, the motion carried unanimously.

ASSURANCE OF DISTRICT PERFORMANCE

Monitoring Report 1.1 (Elementary), Global Ends

The report was presented under Board Education, as noted above.

ACTION ITEMS

Approve Summer Tax Resolution

Motion offered by Mrs. Novaria, seconded by Dr. Shelton-Harris, that the Board of Education approve the Annual Summer Tax Resolution, as presented.

The motion carried unanimously.

Superintendent Contract

Motion offered by Mr. Snyder, seconded by Mrs. Novaria, that the Board of Education modifies the current Superintendent Contract of Employment to increase compensation and extend the contract for one additional year.

Trustees extended their appreciation to Mr. Bielang for his leadership. Mr. Bielang thanked the Board.

The motion carried unanimously.

Award Construction Manager Services

Motion offered by Mr. Droppers, seconded by Mr. Crowell, that 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.

Mr. Johnny Edwards, Assistant Superintendent of Operations and Mr. Doug Phillips of Plante Moran, reviewed the recommendation, the selection process, and the factors that led to the recommendation.

Trustees shared positive comments regarding the thorough selection process.

The motion carried unanimously.

Mr. Edwards remarked that once the CM contract terms and conditions have been negotiated, the final contract would come to the Board for action.

Approve New Policy 8450.06

Motion offered by Dr. Shelton-Harris, seconded by Mr. Droppers, that the Board of Education approve new policy 8450.06 – COVID-19 Vaccination, Testing, and Face Covering, as presented.

Mr. Bielang noted this policy is being “fast-tracked” for action so we are prepared to implement it when/if the courts release the stay of the Emergency Temporary Standard.

The motion carried unanimously.

Approve Revised Policy 7250

Motion offered by Mr. Crowell, seconded by Mrs. Novaria, that the Board of Education approve revised policy 7250 - Commemoration and Naming of School Facilities, as presented.

Per President Van Antwerp, the Policy Committee worked to broaden the existing policy to allow for additional options for naming/honoring an individual.

The motion carried unanimously.

DISCUSSION ITEMS

Revised Policy 0167.3

Per President Van Antwerp, Neola has recommended revisions to the policy to be in alignment with recent court decisions. The Policy Committee reviewed the revisions and recommends the changes. This will be on the agenda for action at the January 10, 2022 board meeting.

Trustee comments were in favor of the updates.

Approve Bus Purchase

Mr. Johnny Edwards reviewed background information and the recommendation to purchase four 77-passenger buses and one lift bus, and he responded to questions from Trustees.

The Board opted to move this discussion item to action.

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

The motion carried unanimously.

Motion offered by Mrs. Novaria, seconded by Mr. Droppers, 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.

The motion carried unanimously.

With no further business to come before the Board, the meeting was adjourned at 8:32 p.m.

Respectfully submitted,
Barb Atkinson, Recording Secretary

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 Board President Randy Van Antwerp.

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

Absent: Members None

The following preamble and resolution were offered by Member Novaria and supported by Member Shelton-Harris:

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 Crowell, Droppers, Novaria, Rathburn, Shelton-Harris, Snyder, Van Antwerp

Nays: Members None

Resolution declared adopted.

January 10, 2022

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 6th 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 ~~— (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 ²⁶not to staff or other participants.

J. ~~(↔)~~The presiding officer may:

1. ~~(↔) 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;~~
2. ~~(↔) 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;~~
3. request that speakers provide a written copy of their comments and supporting documents to the Board Secretary if available;
4. ~~(↔) 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;~~
5. ~~(↔) 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;~~
6. request that signs be removed if they create an obstruction between the Board and the audience or if they are disruptive in the meeting.
7. ~~(↔) 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:

- A. No obstructions are created between the Board and the audience, including signs.
- 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 possible placement of the equipment.

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**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING /
COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
JANUARY 10, 2022, 6:30 P.M.**

Note Page

VIII. Assurance of District Performance

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

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept as presented, the Monitoring Report on 1.1 Global Ends, as a reasonable interpretation and evidence of compliance with policy.

**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 divided the report into three segments and reported on them as follows:

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

Monitoring information was presented during the “Board Education” portion of the Board meeting.

This is the final, overall report for 1.1. The Board will be asked to accept Monitoring Report 1.1.

Certification

I hereby present my Monitoring Report on Ends Policy 1.1 (overall) in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of January 5, 2022.

Signature

January 5, 2022
Date

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

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Overview of trends on Elementary School Measures

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

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.

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

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 th No 9 th
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 statewide 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.¹

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

¹ 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 11th 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 11th grade.

ACT continues to provide its WorkKeys assessment for all 11th grade students, and this assessment is still a part of the Michigan Merit Exam², 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 8th, 9th and 10th graders were offered the PSAT 8/9 and PSAT 10, respectively. 2016 was the first year of testing at 9th and 10th 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 8th 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 8th grade. These results are shown in the Middle School measures section.

Again, our 8th 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.

² MDE website and publications.

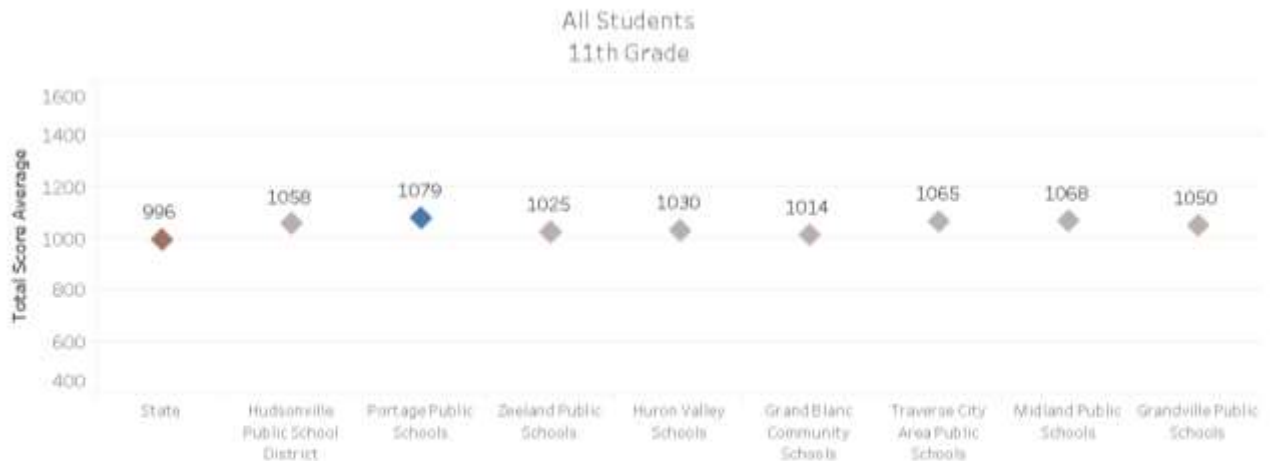
Monitoring Report

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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

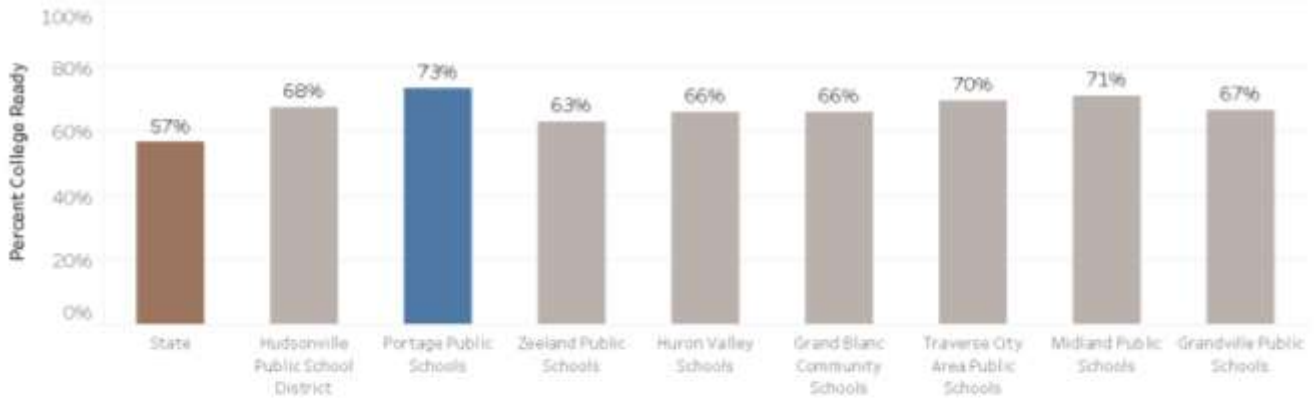
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Policy Type: Ends

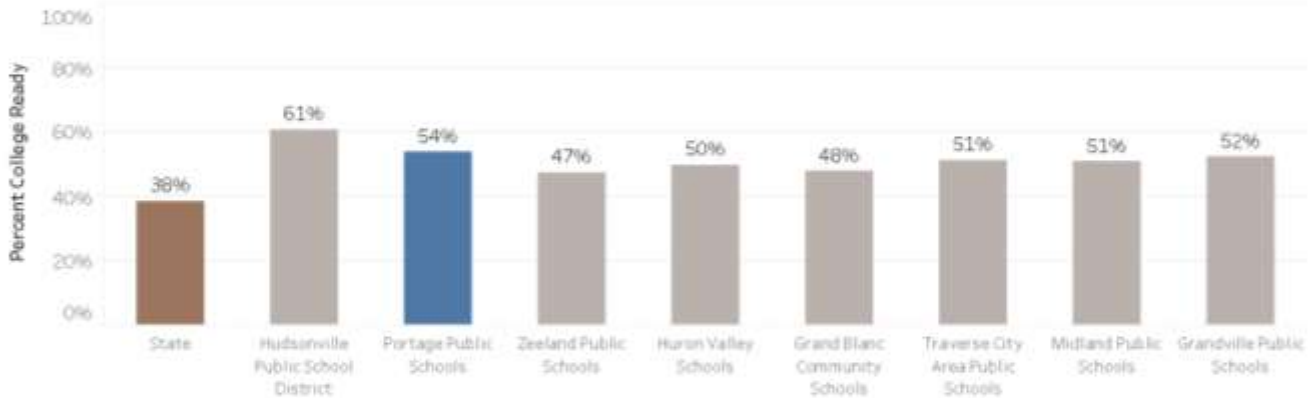
Policy Title: Ends Policy 1.1

2021 SAT Evidence Based Reading & Writing

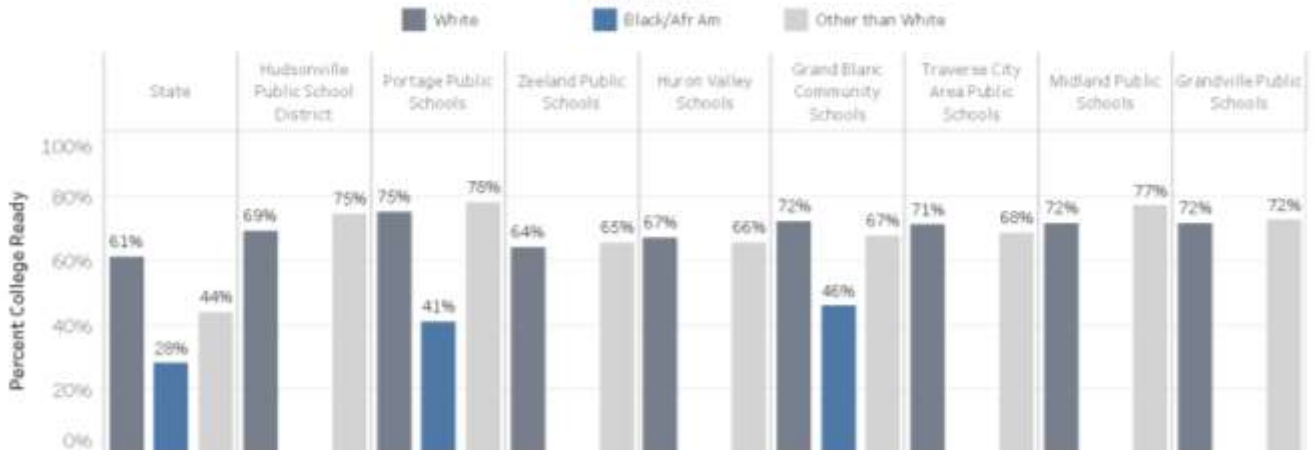
All Students
11th Grade



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

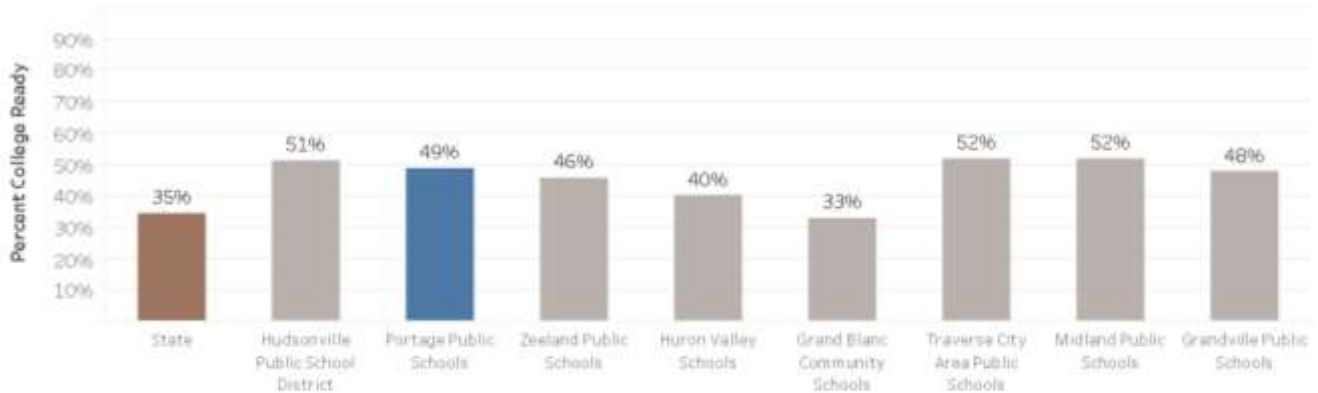
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Policy Type: Ends

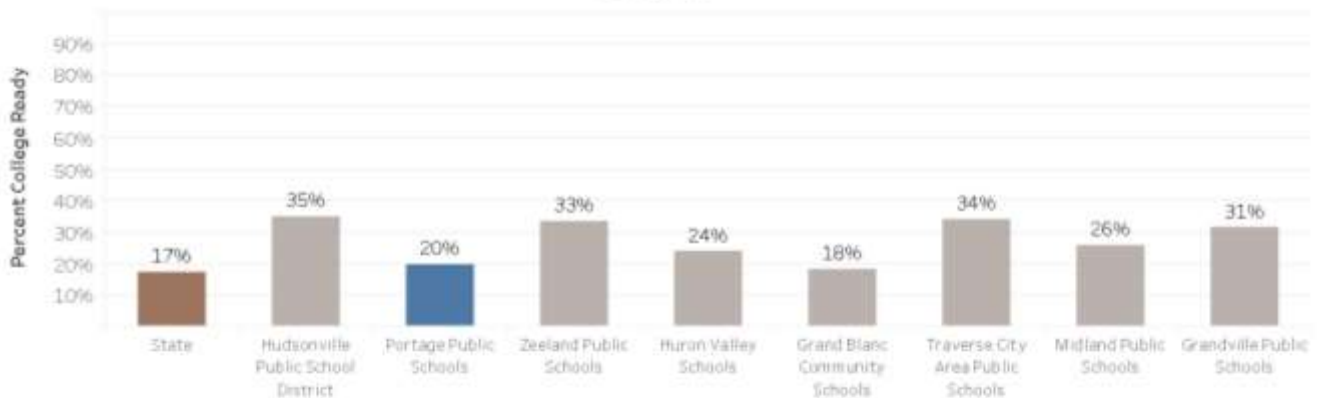
Policy Title: Ends Policy 1.1

2021 SAT Math

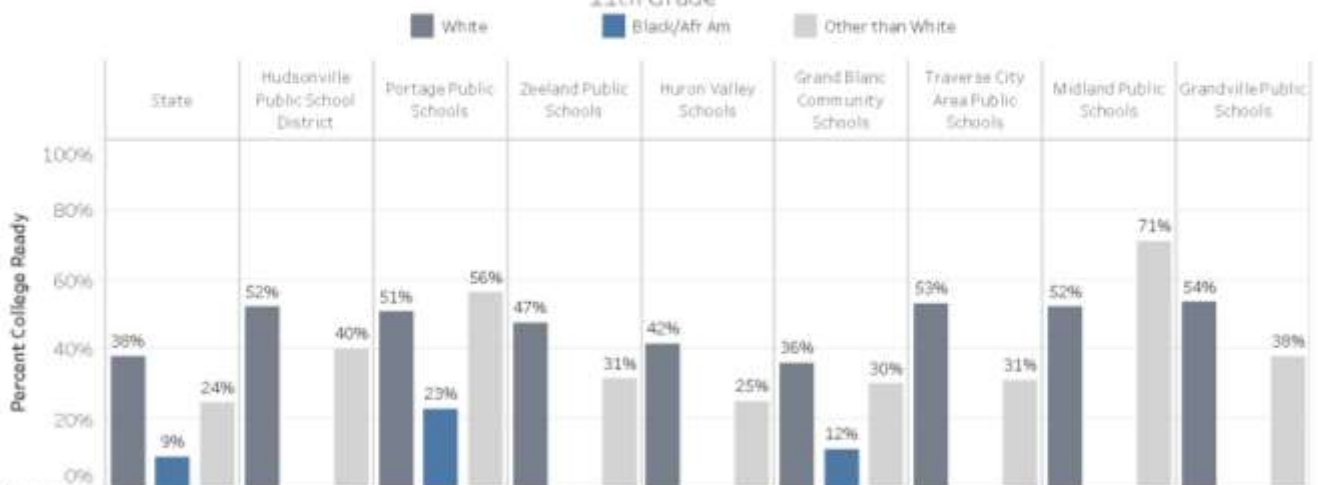
All Students
11th Grade



Economically Disadvantaged
11th Grade



Race/Ethnicity
11th Grade



Notes:

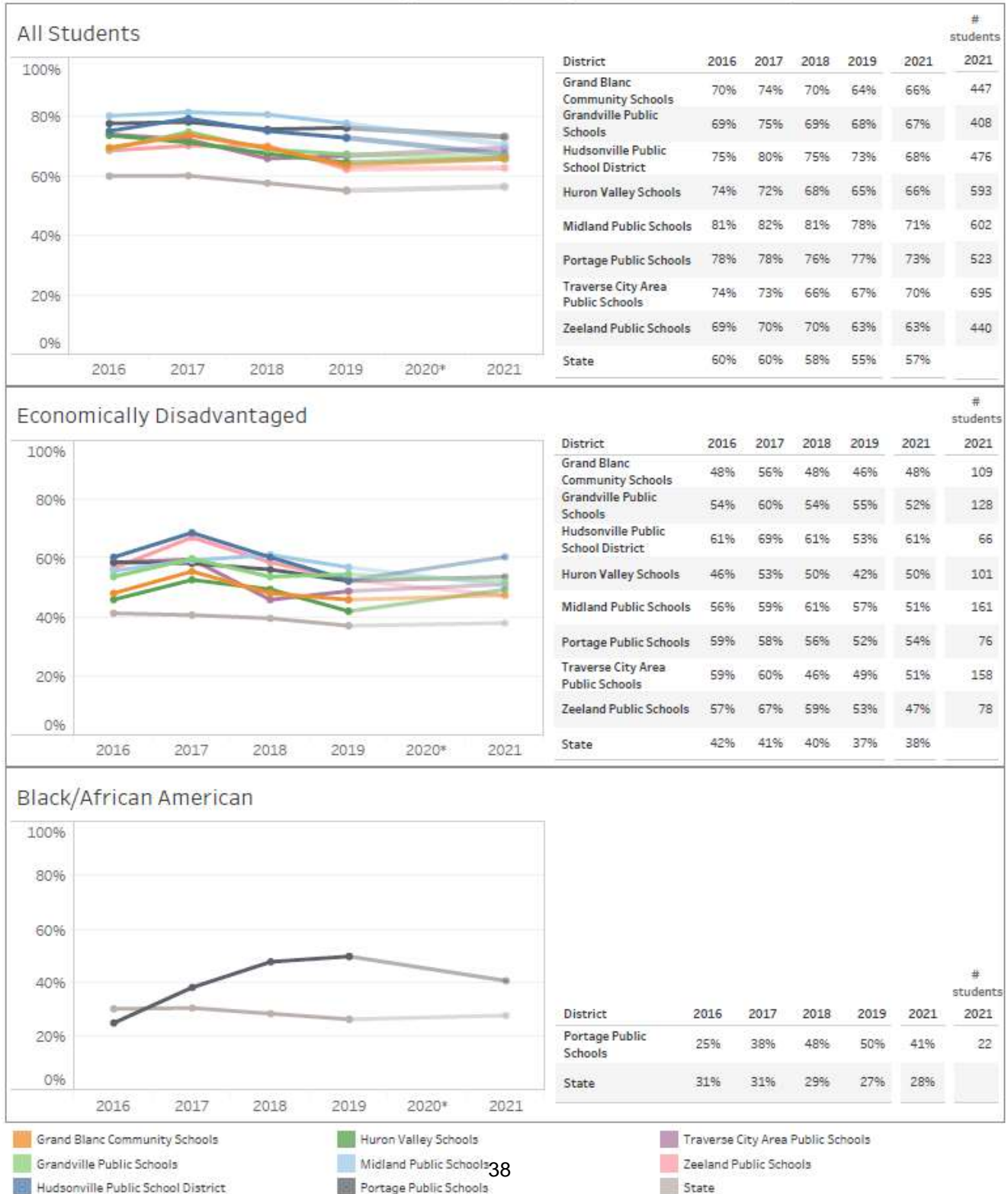
Schools are listed in order of lowest to highest Percent Economically Disadvantaged.

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.



Monitoring Report

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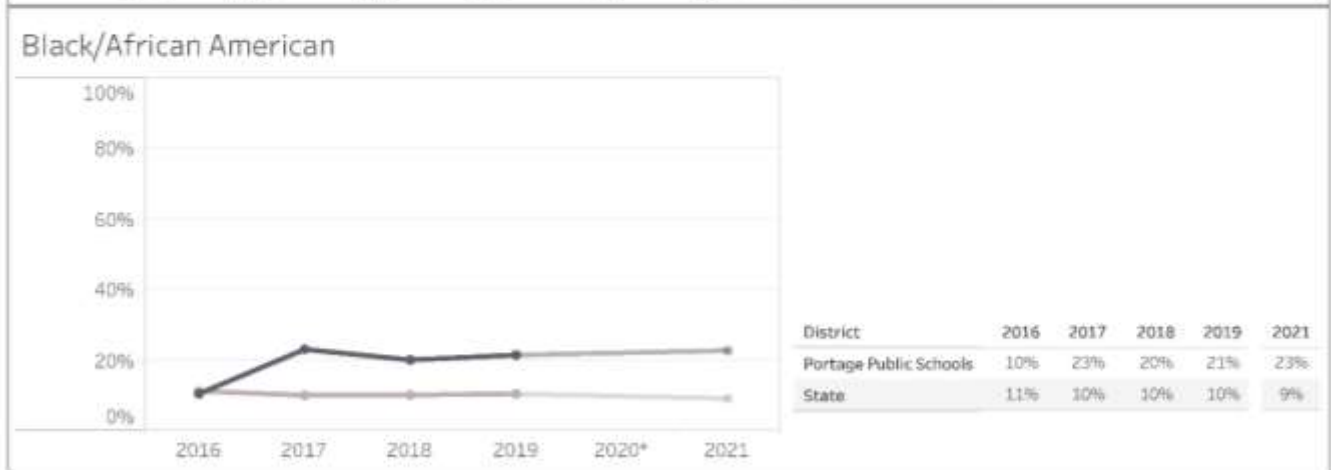
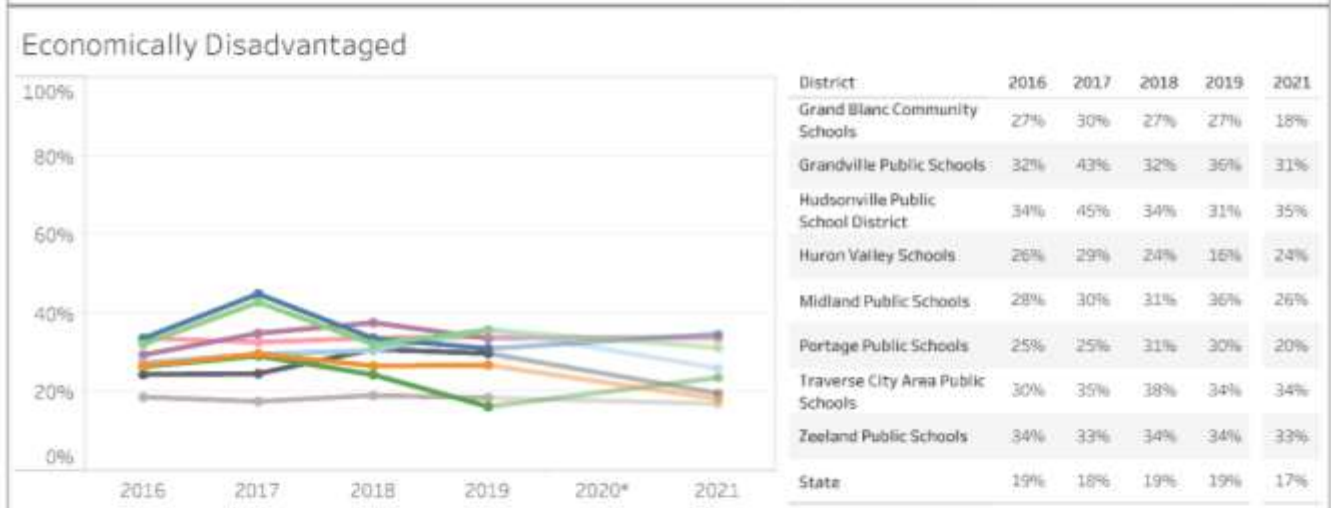
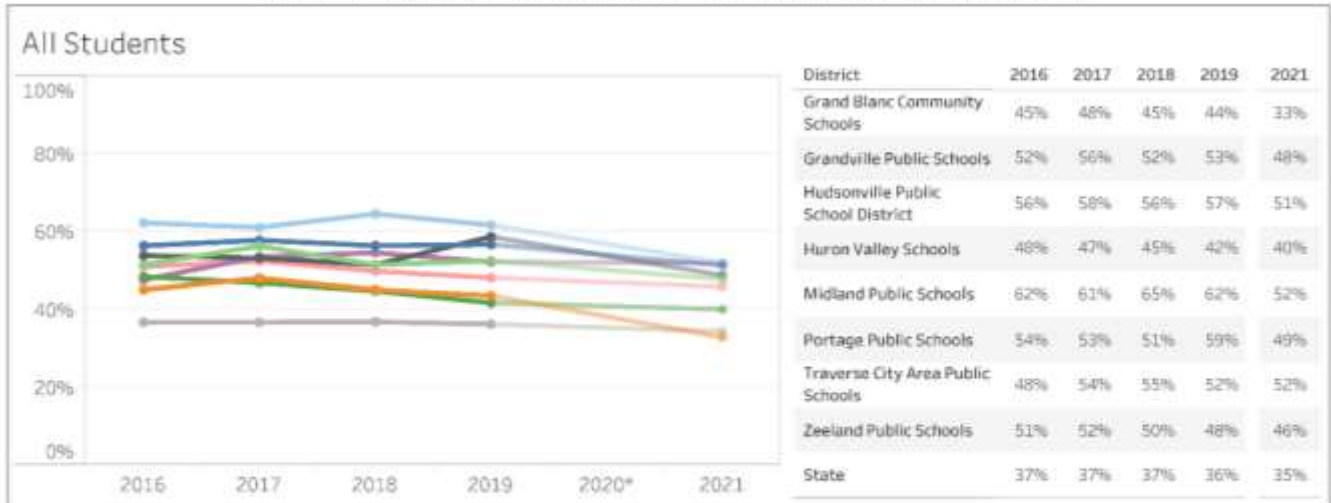
Policy Type: Ends

Policy Title: Ends Policy 1.1

Math

Trends: Percent College Ready

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



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Policy Type: Ends

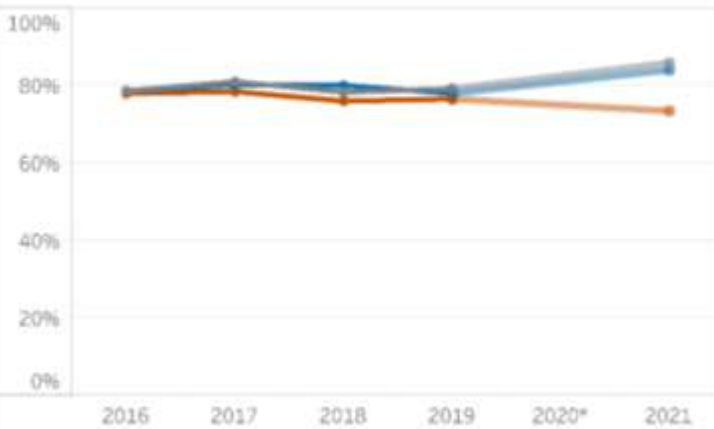
Policy Title: Ends Policy 1.1

Evidence Based Reading and Writing Trends: Percent College Ready

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

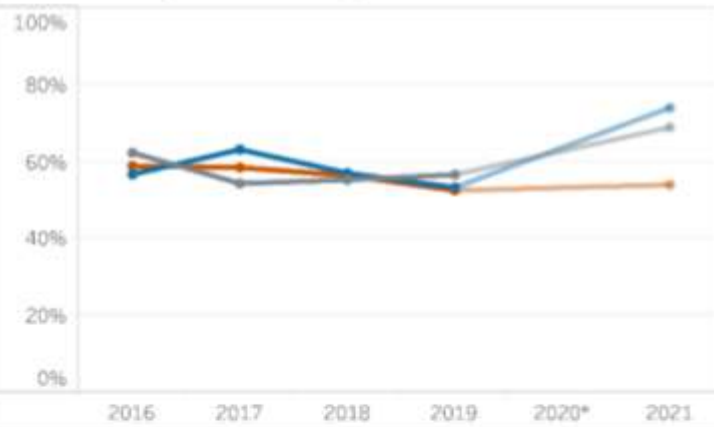
■ PSAT9 ■ PSAT10 ■ SAT

All Students



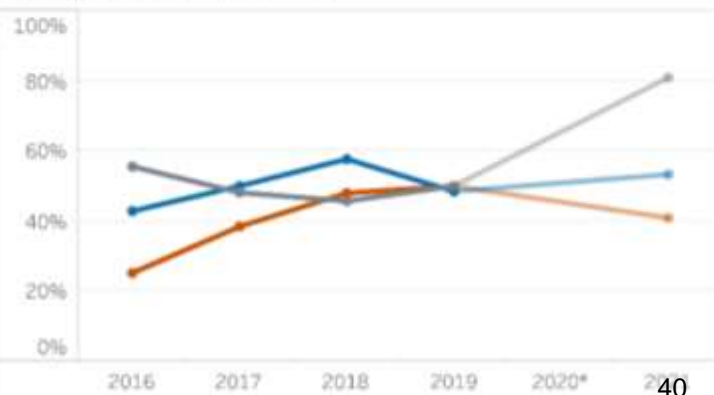
	2016	2017	2018	2019	2021	# students
PSAT9	79%	81%	78%	79%	86%	452
PSAT10	79%	80%	80%	78%	84%	406
SAT	78%	78%	76%	77%	73%	523

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

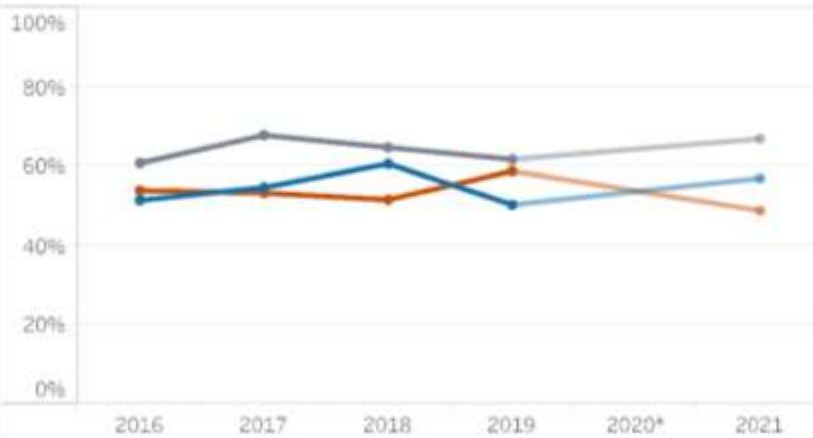
Math

Trends: Percent College Ready

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

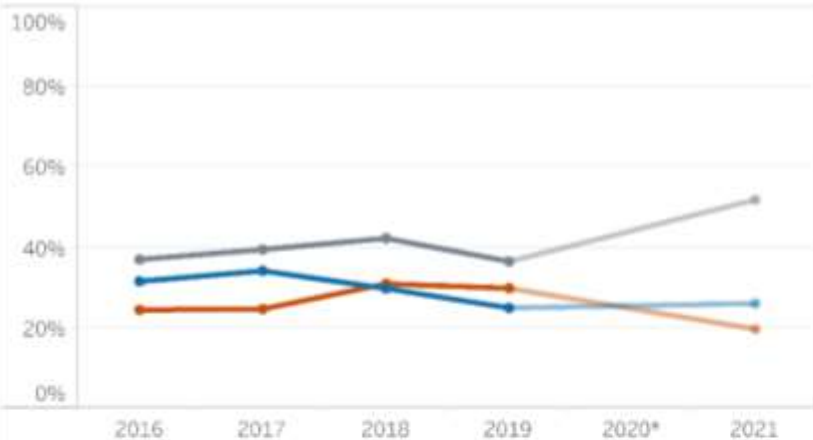
■ PSAT9 ■ PSAT10 ■ SAT

All Students



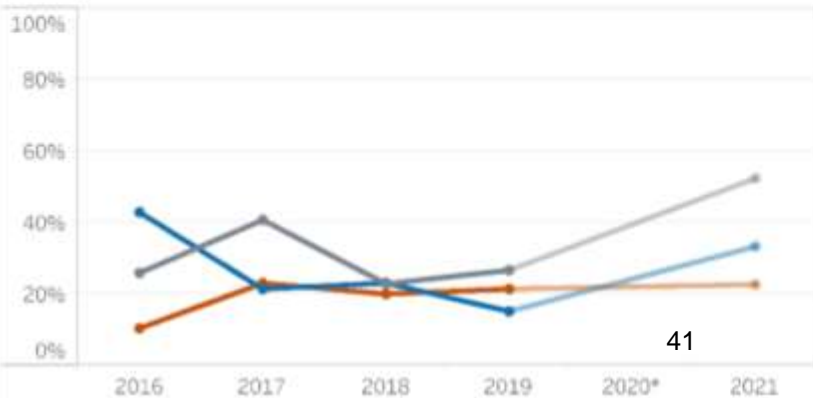
	2016	2017	2018	2019	2021
PSAT9	61%	68%	65%	62%	67%
PSAT10	51%	55%	61%	50%	57%
SAT	54%	53%	51%	59%	49%

Economically Disadvantaged



	2016	2017	2018	2019	2021
PSAT9	37%	40%	42%	37%	52%
PSAT10	32%	34%	30%	25%	26%
SAT	25%	25%	31%	30%	20%

Black/African American



	2016	2017	2018	2019	2021
PSAT9	26%	41%	23%	27%	52%
PSAT10	43%	21%	23%	15%	33%
SAT	10%	23%	20%	21%	23%

Narrative of Trends on High School Data

For students being tested:

- We tested 86.6% of our 11th 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.

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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.

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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.³ The 50th percentile is defined as median growth for a year of instruction. We use the percentage of our students scoring 40th percentile or higher as demonstrating adequate growth as referenced by the MDE in the Michigan School Scorecard Guide.⁴

³ https://www.michigan.gov/documents/mde/Student_Growth_Percentiles_475671_7.pdf

⁴ http://www.michigan.gov/documents/mde/2016_Michigan_School_Scorecard_Guide_538413_7.pdf

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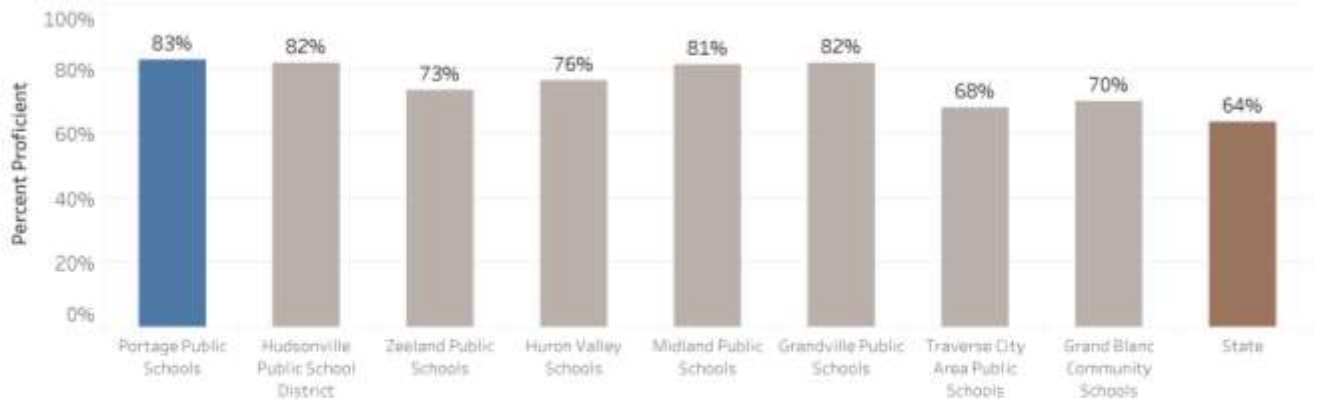
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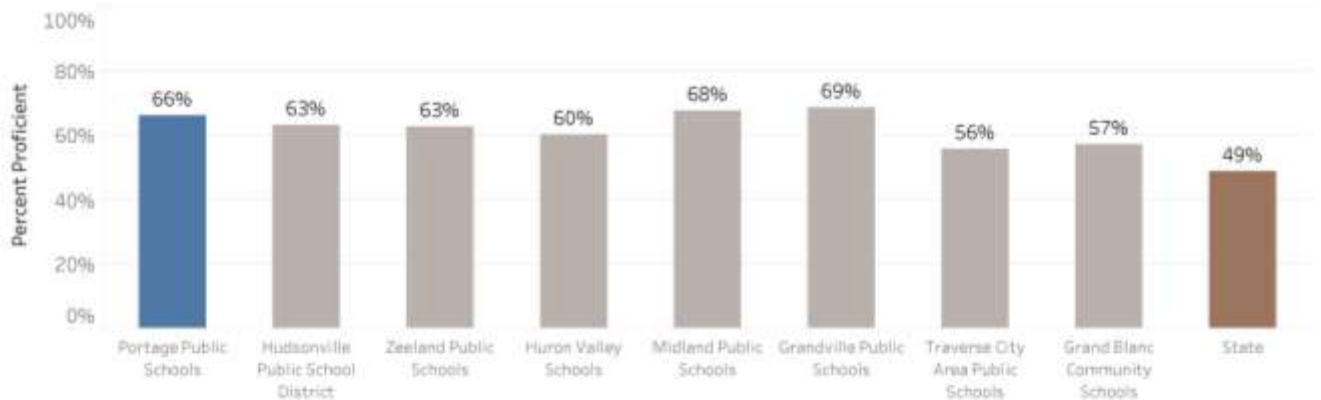
Policy Title: Ends Policy 1.1

2021 PSAT 8/9 Evidence Based Reading & Writing

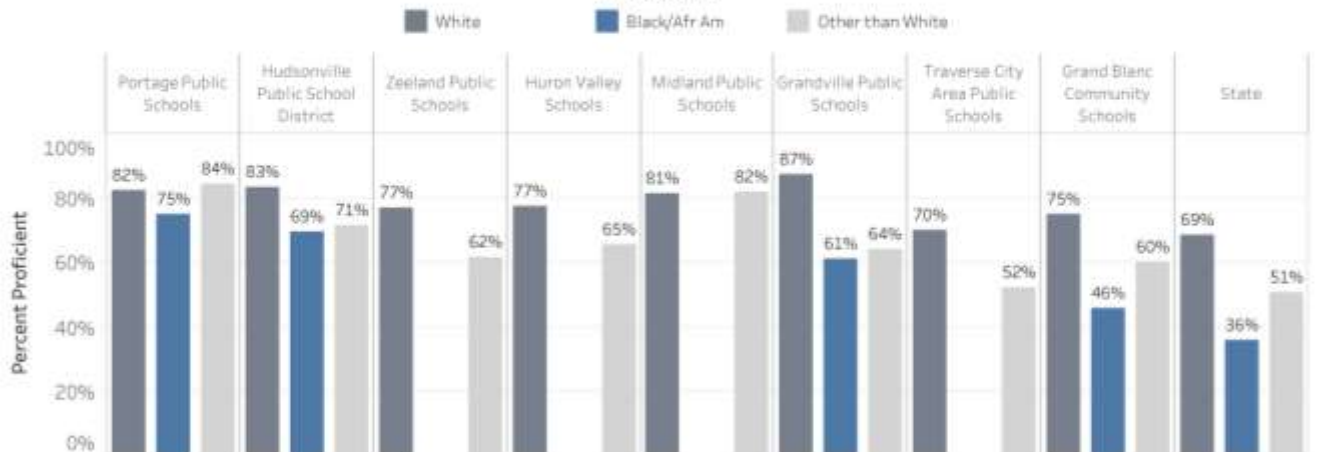
All Students
8th Grade



Economically Disadvantaged
8th Grade



Race/Ethnicity
8th Grade



Notes:

Schools are listed in order of lowest to highest Percent Economical⁴⁵ disadvantaged.

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

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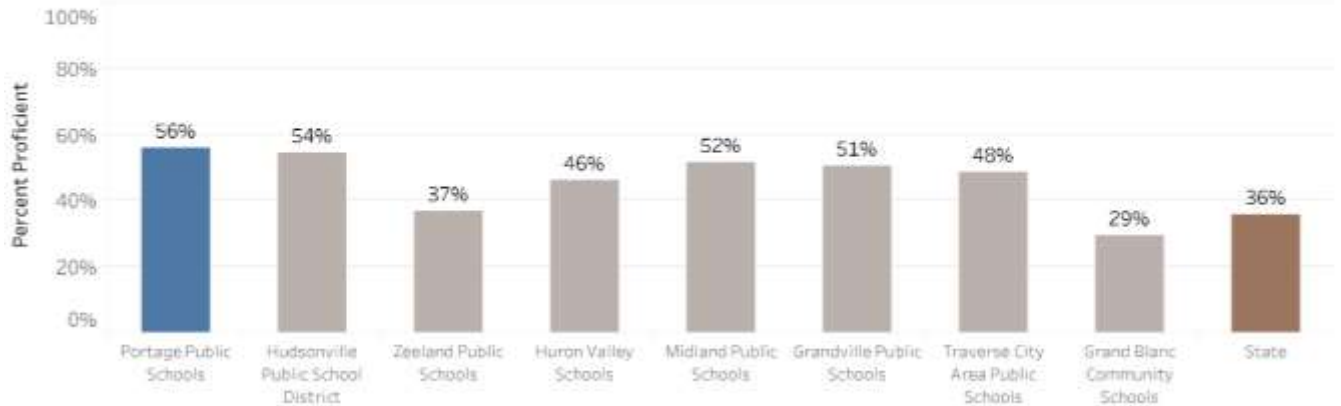
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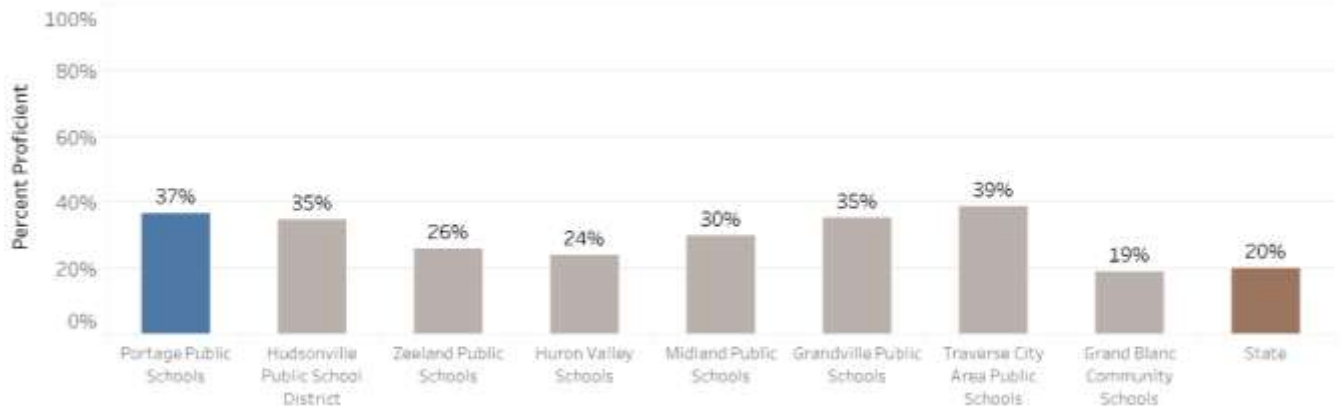
Policy Title: Ends Policy 1.1

2021 PSAT 8/9 Math

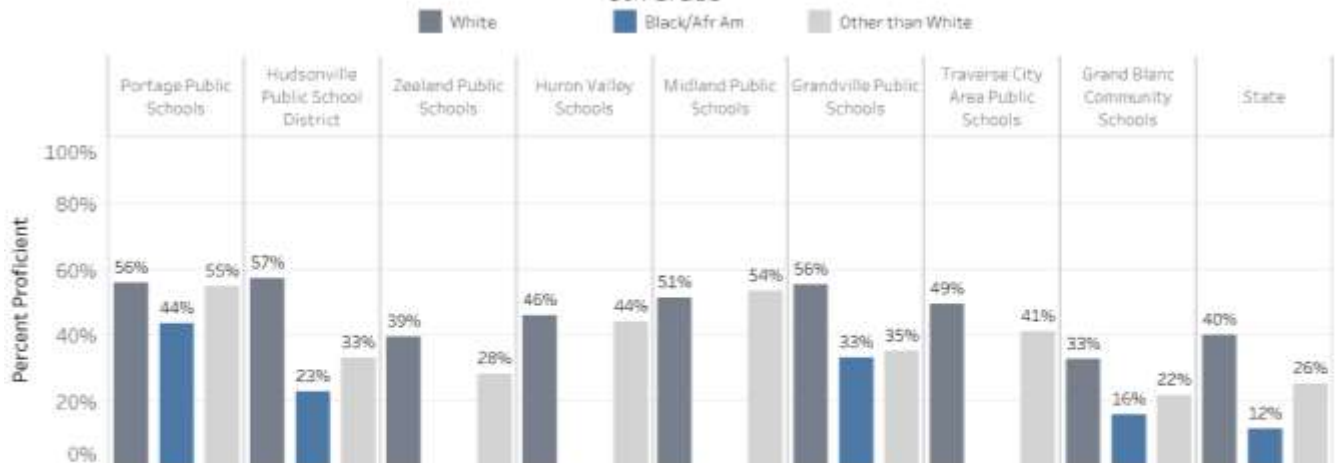
All Students
8th Grade



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, and Traverse City school districts were too small for those scores to be available.

2021 PSAT 8

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

# of Accountable Students tested (does not include MI-ACCESS)					
Bldg	All Students	ED	White	Black/Afr American	Other than White
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
6th grade	All Students	63%	51%	57%	73%	64%	43%
	Economically Disadvantaged	58%	41%	34%	64%	59%	21%
	Black/Afr Am*	50%	40%	50%	59%	64%	**
7th grade	All Students	65%	56%	57%	63%	61%	26%
	Economically Disadvantaged	62%	56%	53%	61%	57%	21%
	Black/Afr Am*	76%	57%	33%	55%	70%	**
8th grade	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 1st out of 8 comparable communities, in 2019 we ranked 3rd.

Economically Disadvantaged:

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

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 1st. 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 1st out of 8 comparable communities. In 2019 we ranked 3rd

Economically Disadvantaged:

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

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 1st. 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 8th 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.

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Elementary

Acadience

Acadience Reading K-5 (Formerly DIBELS) assesses the 5 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.⁵ The 50th percentile is defined as median growth for a year of instruction. We use the percentage of our students scoring 40th percentile or higher as demonstrating adequate growth as referenced by the MDE in the Michigan School Scorecard Guide.⁶

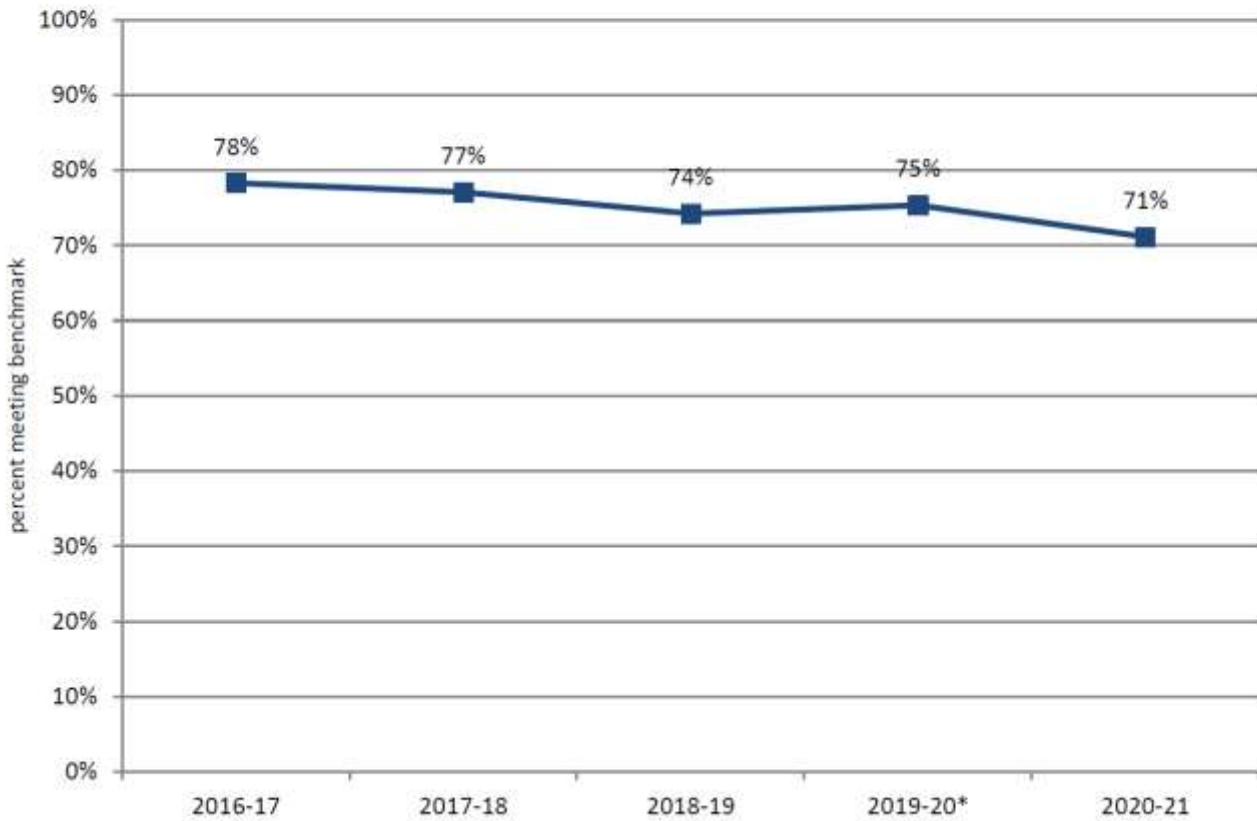
⁵ https://www.michigan.gov/documents/mde/Student_Growth_Percentiles_475671_7.pdf

⁶ 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

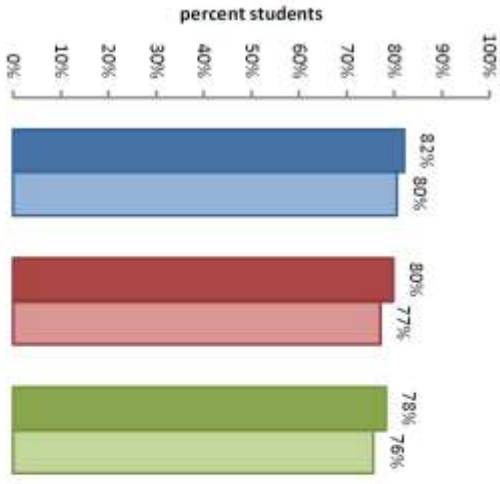
PPS Acadience Cohort: Classes of 2027, 2028, 2029
 (2nd, 3rd, and 4th grade Acadience Oral Reading Fluency: End of Year*)

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

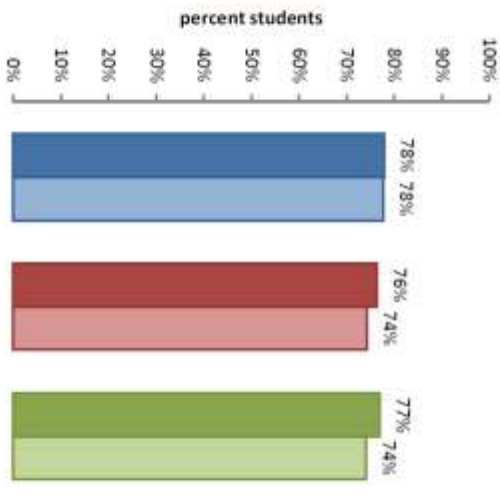
Number of Students that took:	2nd Grade Acadience	3rd Grade Acadience	4th Grade Acadience	2nd & 3rd & 4th Grade Acadience (Cohort)
Class of 2027	548	563	588	479
Class of 2028	602	621	635	538
Class of 2029	647	633	619	535

% 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%

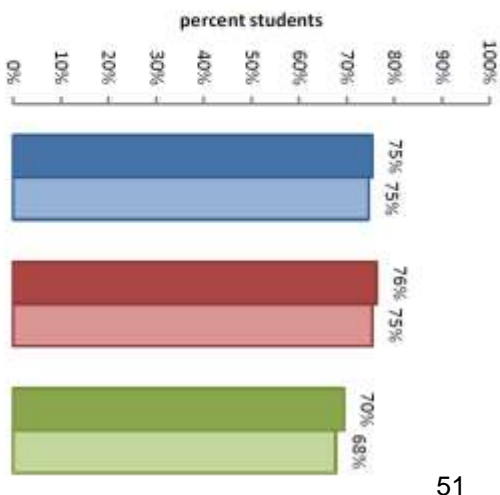
Class of 2027: Reading Students Meeting Benchmarks



Class of 2028: Reading Students Meeting Benchmarks



Class of 2029: Reading Students Meeting Benchmarks



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

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2021 5th M-STEP

% of Accountable Students tested (does not include MI-ACCESS)					
Bldg	All Students	ED	White	Black/Afr American	Other than White
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%

# of Accountable Students tested (does not include MI-ACCESS)					
Bldg	All Students	ED	White	Black/Afr American	Other than White
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

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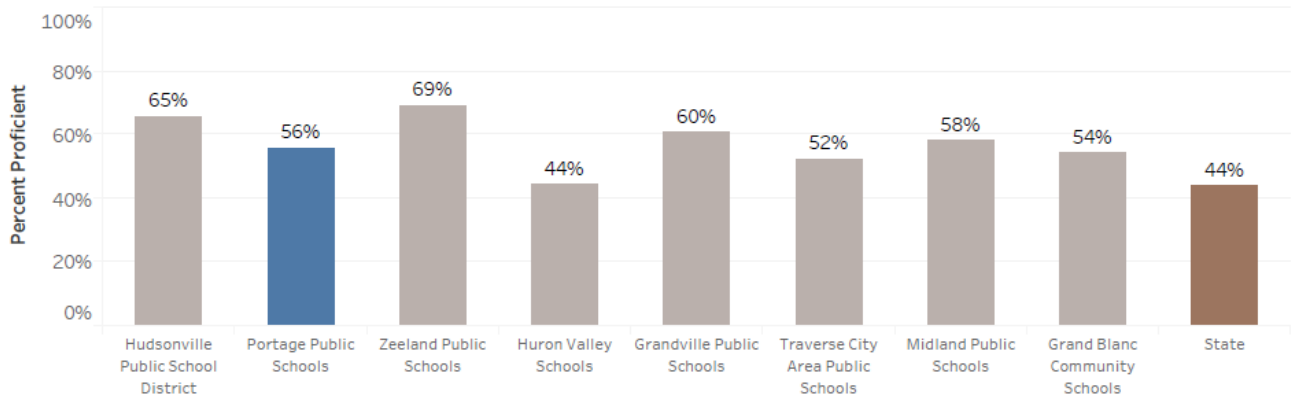
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Policy Type: Ends

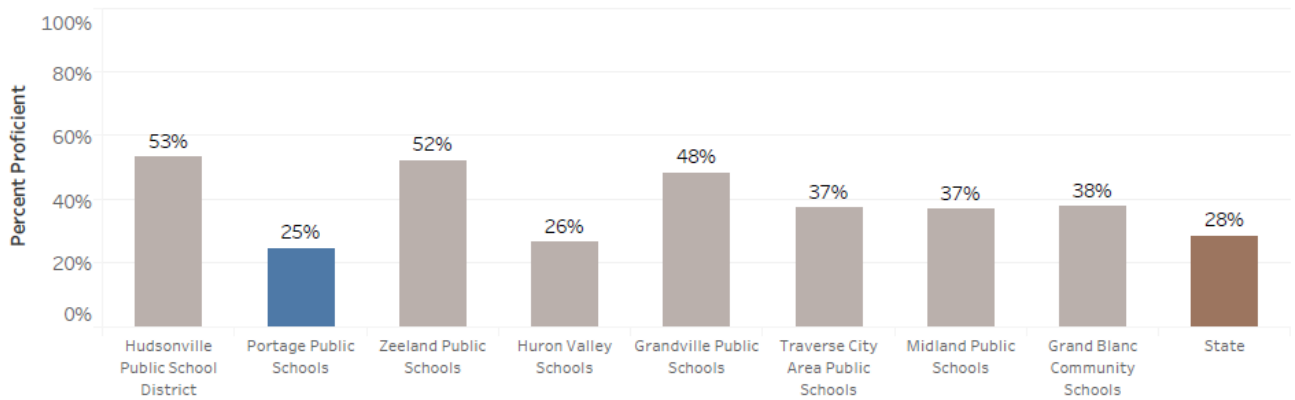
Policy Title: Ends Policy 1.1

2021 M-STEP ELA

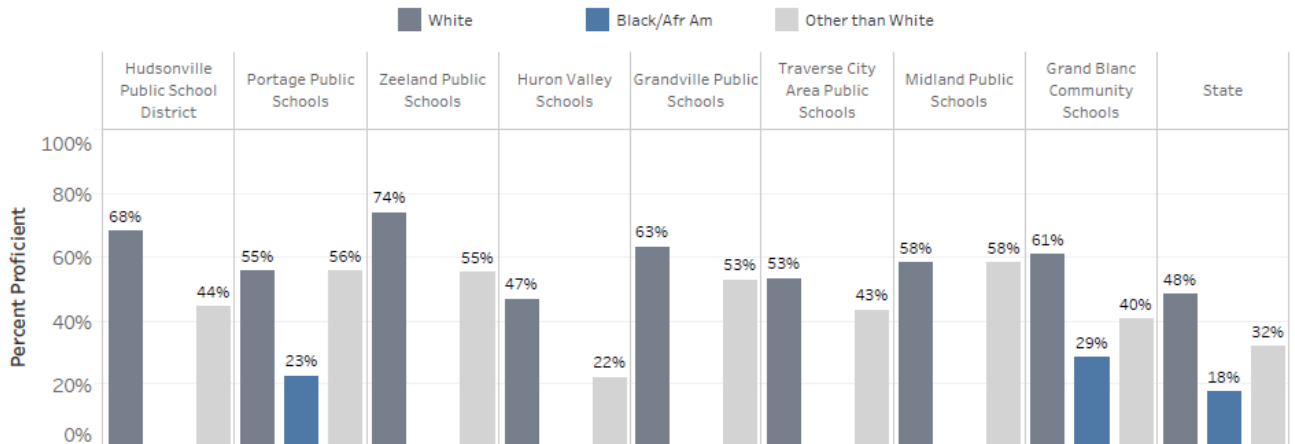
All Students
5th Grade



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.

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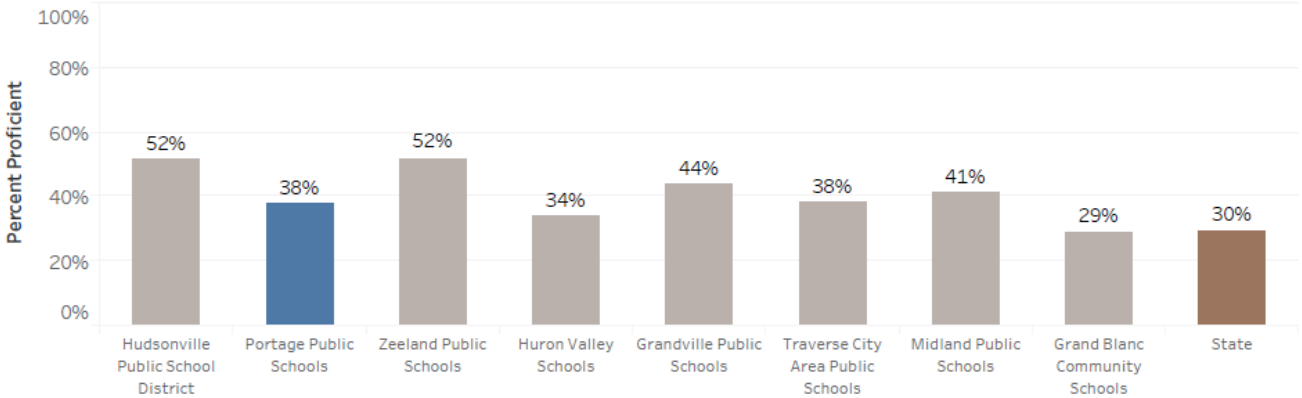
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Policy Type: Ends

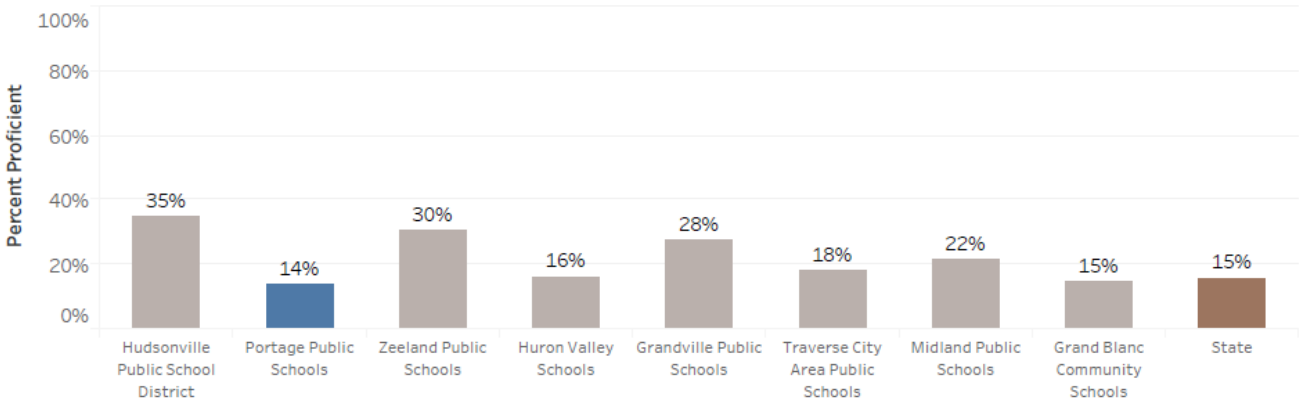
Policy Title: Ends Policy 1.1

2021 M-STEP Math

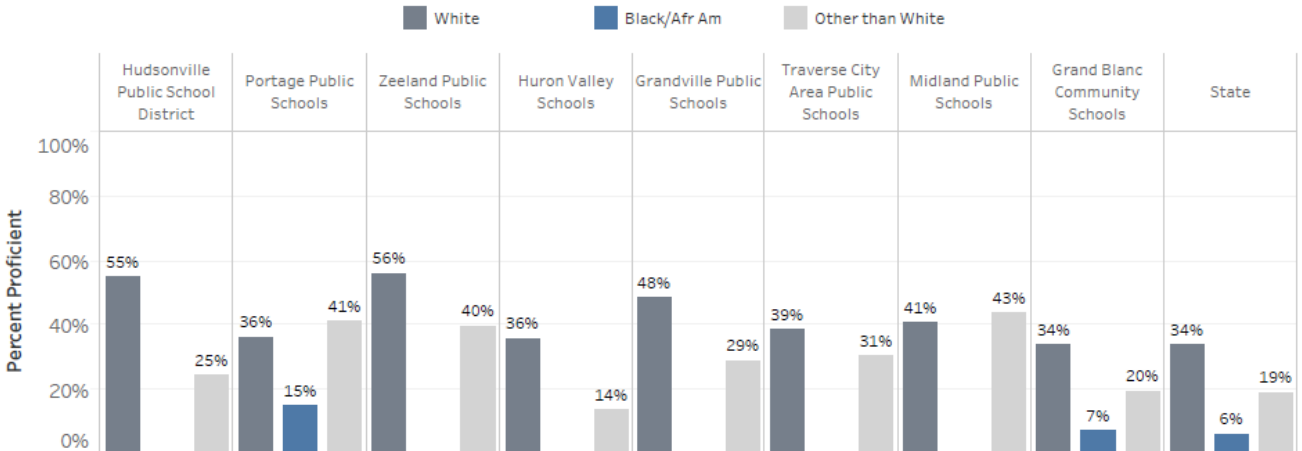
All Students
5th Grade



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**
4th grade	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
5th grade	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 3rd 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 5th, 6th and 7th 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.

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5th Grade - ELA

All Students:

- Our Percent Proficient is 56% compared to the State at 44% proficient.
- We rank 5th 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 8th 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.

5th Grade - Math

All Students:

- Our Percent Proficient is 38% compared to the State at 30% proficient.
- We came in 5th 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.

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Summary Dashboards

Improving Over Prior Years Summary 2017-2019, and 2021

Met Expectations:	> +2% from previous 3 year average
Partially Met Expectations:	+/- 2% from previous 3 year average
Did Not Meet Expectations:	< -2% from previous 3 year average

	All Students			Economically Disadvantaged			African American/Black		
	3 yr avg	2021	Change	3 yr avg	2021	Change	3 yr avg	2021	Change
5th M-STEP ELA	67%	56%	-11%	42%	25%	-18%	37%	23%	-14%
5th M-STEP Math	51%	38%	-13%	28%	14%	-14%	19%	15%	-4%
8th M-STEP ELA & PSAT 8/9 EBRW*	68%	83%	15%	46%	66%	20%	34%	75%	41%
8th M-STEP Math & PSAT 8/9 Math*	54%	56%	2%	31%	37%	6%	19%	44%	25%
11th SAT EBRW	77%	73%	-4%	56%	54%	-2%	46%	41%	-5%
11th SAT Math	54%	49%	-5%	29%	20%	-9%	22%	23%	2%
3rd Acadience ORF	77%	71%	-5%						

* 2017 and 2018 results are from M-STEP; 2019 and 2021 results are from PSAT 8/9.

Approaching Comparator Schools Summary 2017-2019, and 2021

Met Expectations:	Ranking 1 or 2 in change relative to comparator districts
Partially Met Expectations:	Ranking 3 or 4 in change relative to comparator districts
Did Not Meet Expectations:	Ranking lower than 4th in change relative to comparator districts

	All Students															
	SAT EBRW 11th Grade				SAT Math 11th Grade				M-STEP ELA 5th Grade				M-STEP Math 5th Grade			
	3 yr avg	2021	Change	Rank	3 yr avg	2021	Change	Rank	3 yr avg	2021	Change	Rank	3 yr avg	2021	Change	Rank
Portage	77%	73%	-4%	T-4	54%	49%	-5%	T-3	67%	56%	-11%	T-6	51%	38%	-13%	8
Grand Blanc	69%	66%	-3%	3	46%	33%	-13%	8	63%	54%	-8%	4	37%	29%	-8%	4
Grandville	71%	67%	-4%	T-4	53%	48%	-5%	T-3	65%	61%	-5%	3	53%	44%	-9%	5
Hudsonville	76%	68%	-8%	7	57%	51%	-6%	6	76%	65%	-11%	T-6	61%	52%	-10%	6
Huron Valley	68%	66%	-2%	2	45%	40%	-5%	T-3	55%	44%	-11%	T-6	45%	34%	-12%	7
Midland	80%	71%	-9%	8	62%	52%	-10%	7	62%	58%	-4%	2	41%	41%	0%	1
Traverse City	69%	70%	1%	1	53%	52%	-1%	1	62%	52%	-10%	5	44%	38%	-6%	3
Zeeland	68%	63%	-5%	6	50%	46%	-4%	2	71%	69%	-2%	1	53%	52%	-1%	2
State	58%	57%	-1%		37%	35%	-2%		48%	44%	-4%		35%	30%	-5%	

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Exceeding Comparator Schools Summary: 2021

Met Expectations:	Ranking 1st to comparator districts*
Did Not Meet Expectations:	Ranking lower than 1st to comparator districts*

	All Students	Economically Disadvantaged	African American/Black
5th M-STEP ELA	5	8	2 of 2
5th M-STEP Math	T-5	8	1 of 2
8th PSAT 8/9 EBRW	1	3	1 of 4
8th PSAT 8/9 Math	1	2	1 of 4
11th SAT EBRW	1	2	2 of 2
11th SAT Math	4	7	1 of 2
SAT - Total Average	1	6	2 of 3

* In 2019 we updated the interpretation and established a new baseline.

Further Analysis

In reviewing the data, the Curriculum, Instruction, and Assessment Office along with the Educational Supports and Intervention Office (formerly the Special Education Office) take seriously both positive and negative moves relative to prior years and to our comparator communities. These key measures of our overall performance are critical to our mission and vision. We also know that these three don't comprise every educational assessment that is at the heart of Ends Policy 1.1 – but they are an important snapshot of our work. We analyze these performance indicators carefully over time, even as the data present as a snapshot.

COVID has had an impact on our data, just like every other industry and institution worldwide. Specifically to this report and the data herein, COVID presents some confounding metrics that have potentially impacted our data in both positive and negative ways. Students were impacted by shifting modalities throughout the start of the pandemic and throughout the 2020-2021 school year. This has a particular impact on students who need any extra support. Our teams of teachers, administrators, and support staff have worked relentlessly to create successful systems of learning during this pandemic. A key impact on this is that many initiatives, projects, curriculum work, and coaching elements have been paused while we work on the health and wellness of the people in our school community.

We continue to interpret “approaching” and “exceeding” as we did for the January MR 1.1 report. “Approaching” provides a snapshot of our ranking on change relative to the prior three year average. The three-year average reduces the impact that a particular cohort of students has on the overall data. All the schools in our comparator group are ranked according to their relative change to the prior three-year average. This indicates if we are trending towards the top or not, regardless of change

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in performance or test conditions. The three-year average has a gap due to no data being available in the spring of 2020.

“Exceeding “ is interpreted to mean that we are the first school when ranked relative to comparable communities. We now include our overall ranking relative to comparable communities in the table to provide the detail of our ranking. We also include rankings when there are limited numbers of comparable communities, and we indicate this on the table by the number of schools whose data we are able to access.

Reviewing our performance on the “Prior Years Summary”, we compare to our previous three year average to minimize the impact of a particular cohort of students. We have six metrics that are +2%, two that are flat, and 11 that are declining. With the change of assessments for the 8th grade students from the M-STEP to PSAT, we have included the data in the “prior years” table, but since our comparators may have different approaches to this shift, we are not included it in comparable communities information. Overall, our middle school scores are the most positive, with two indicators improving. Fifth grade changes were concerning for our teams, with declines across all groups.

Reviewing our performance on the “Comparator Schools Summary”, we have an “Approaching” metric that uses the three-year average ranking. These are district-wide measures for 5th and 8th grades. Two of our metrics are flat and two are declining relative to our peers. We also have our “Exceeding” metric, where we rank against comparator districts on just the spring of 2021 assessments. Here, we have 10 of our metrics ranking first, and 11 not ranking first.

Response

In brief, over the past year, we have shared regularly with the Board on our responses to both COVID and our learning program.. Those responses take into account the data in this report and other data sources. Ultimately, to meet our mission and uphold our vision we are a reflective organization, focusing on our current performance and continuously seeking to improve student learning. We continue to pursue our district vision in support of our mission - no matter the circumstances.

Primarily, our Continuous Improvement (CI) work is front and center in our processes to support improved student learning. Our CI work with principals and building teams includes our district data review days. These provide a systemic format for us to focus on improvement. As shared before, this year, we have focused on our Tier 1 (classroom) learning systems and our Culture and Climate. We believe that these two elements, hand-in-hand apply Maslow’s hierarchy of needs for our school communities.

Our Curriculum Review Cycle has provided a new framework for our processes to review and refine our curriculum standards and materials that are associated with our courses and instruction at all levels in our District. The review cycle has been implemented with our elementary math and literacy instruction and is currently being started with our secondary English Language Arts.

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Specifically, in our Elementary Literacy and Mathematics instruction:

- We added a district wide literacy coach in January of 2021 to support coaching and instruction with all our elementary reading specialists.
- Elementary grade level teams along with our CIA leaders have reviewed our priority standards in reading and mathematics. This review includes a deep review of standards and instructional support for students who need support.
- We have replaced our elementary math screening tool with a new screener that provides more progress monitoring and intervention support.
- We have been providing LETRS (Language Essentials for Teachers of Reading and Spelling) to a cohort of our teachers to improve “literacy knowledge and professional practice” in literacy instruction. This has subsequently been supported by the State of Michigan and MDE, and we have added over 80 elementary teachers to this training.
- We have added an early childhood and elementary ESI Coordinator to coach and support special educators in problem solving for students with special learning needs.

Specifically, in our Secondary Literacy and Mathematics instruction:

- We established curriculum for our high school literacy intervention program at all three high schools. This program is designed specifically for high school students and connects well with our middle and elementary programs.
- Our Central Middle School math staff are piloting a math intervention using our NWEA math screener system. The system uses NWEA and Khan Academy to identify particular topics of math support.
- Our ELA team leaders have been conducting focus groups with teachers and students to determine curriculum needs relative to our curriculum review cycle.
- We have added a middle ESI Coordinator to coach and support special educators in problem solving.
- We have added an instructional specialist for students with Autism Spectrum Disorder to support teacher best practices and provide a least restrictive environment.

Social Emotional Learning is a key area in which we are responding. All of the elements in Global Ends 1.0 are interlinked, and during COVID it has been clear that Ends 1.3, 1.4, and 1.5 are being impacted.

- We have conducted multiple Trauma-Informed training sessions throughout this fall, and will continue to support our understanding of the impact of trauma on our students.
- We are reviewing our use of 31n6 mental health funds provided to the district to increase the availability of counseling.
- We added a school Psychologist this year to create a ratio of one psychologist at each secondary building and a ratio of approximately 1:1200 students.
- We increased the number of our Cognitive Behavior Therapy group sessions with students.
- We have added the role of Behavior Technician K-5 to support building in response to students with greater behavioral needs and teach positive replacement behaviors.
- Our Engagement Specialists at the elementary level are being used as coaches to classroom teachers to support SEL activities in the classroom.

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- We utilize Zones of Regulation at the elementary level and Second Step SEL curriculum at the middle school level to instruct students and build resiliency.
- Our ESI team is establishing or reestablishing Peer-to-Peer programs in all buildings to connect students of all ability types together to promote inclusion, independence, and socialization.

The impact of COVID cannot be overstated, and our response relative to academic progress has included a number of key components. We continue to refine and review key components to improve student learning in these unique times.

- Summer Learning Opportunity was utilized in the summer of 2021 and is being planned for the summer of 2022.
- We provided a multi-modal program at all levels for families and students to remain remote or blend their instructional program.
- We have adjusted the role of our district-wide instructional coaches to meet academic needs of students.

As Monitoring Report 1.1 has deep ties to the other global ends 1.0 elements, we understand the importance of our academic progress. This report and the other Ends 1.0 reports serve as guideposts for us to improve and build our students for success and as a touchstone on our performance as a district. We continue to believe and invest in our research-based systems and processes. We continue to believe in our staff and specifically our classroom teachers as world-class instructors. And we continue to believe in our students, and the potential they offer to the Portage community and beyond as we submit this Monitoring Report.

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X. Action Items

1. New Teacher Appointments (OP 3120)

Recommended Motion

Motion offered by _____, seconded by _____, that the Board of Education approve the following new teacher appointments, as presented:

- Jeff Wykrent, Industrial Technology Teacher, Northern High School
- Alyssa Piñon, Kindergarten Teacher, Portage Virtual Elementary

To: Board of Education
From: Bradley Galin, Director of Human Resources
Date: January 10, 2022
Re: New Teacher Appointments

RECOMMENDATION

It is recommended that the Board of Education approve the following new teacher appointments:

Jeff Wykrent, Industrial Technology, Northern High School – Jeff joins PPS after most recently teaching at Van Buren ISD. Jeff holds both his undergraduate and graduate degrees from Western Michigan University.

Alyssa Piñon, Kindergarten, Portage Virtual Elementary – After previous stints teaching Young 5's and 3rd grade at PPS, Alyssa is returning to join our virtual elementary team. Alyssa graduated from St. Mary's College in Indiana.

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XI. Discussion Items

1. CHS/NHS Replacement Furniture Purchase (OP 6320)



To: Mark Bielang, Superintendent

From: Johnny Edwards, Assistant Superintendent of Operations

CC: Paula Johnson, Director of Finance

Date: January 10, 2021

Re: CHS & NHS Replacement Furniture

RECOMMENDATION

I am recommending the Board of Education approve the purchase of student and teacher chairs from the distributors below for Central and Northern High Schools. A total purchase cost of \$74,227.00 will come from the 2019 Bond Fund, Proposal #1 Unallocated Contingency.

Vendor	Cost Per Unity	Count	Total Cost	Bid Sections Recommended
Great Lakes	\$131.00	425	\$55,675.00	Student Chairs
Custer Furniture	\$386.50	48	\$18,552.00	Staff/Teacher Chairs
Totals			\$74,227.00	

BACKGROUND INFORMATION

The previous major furniture allocation for Central and Northern High Schools was purchased during the 2012 Bond implementation. Since this time, we have been generally satisfied with the student and teacher chairs but now there is wear and tear outside of the manufacturer warranty. We are unable to adequately repair the existing student and teacher chairs.

I am recommending the purchase of additional student and staff chairs for Central and Northern high schools. The student chairs are consistent with the design of their existing furniture items. The recommended Steelcase chairs for staff/teachers are consistent with what we purchased for our middle school projects. These chairs are robust and have an extended warranty for repairs.

BIDDING PROCESS

These items were competitively bid with five (5) responses received. Great Lakes Furniture was the lowest bidder that met our specifications for the student chairs. Custer was not the lowest bidder for the teacher chairs. However, the bid response received was closest to the requested specification. Awarding Custer this bid would replace several teacher chairs with the same chairs as were recently purchased for our middle schools, thus creating consistency across schools. Additionally, the teacher/staff chairs have a 12-year extended warranty. The bid tab is enclosed.

I would be happy to answer any questions you may have about this recommendation.

Portage Public Schools
RFP #10700 - CHS & NHS Chairs
December 9, 2021 @ 10 AM

Vendor Name	Holland Desk & Chair		Custer		Great Lakes Furniture Supply		Dew-El Corporation		Lakeshore Learning		
Address	Grand Rapids MI		Grand Rapids MI		Holland MI		Holland MI		Carson CA		
Contact Name	Tm Mears		Emily Heilig		Ron Chrisman		Amanda Harnish		Rafael Muro		
Familial	YES		YES		YES		YES		YES		
Iran Econ Act	YES		YES		YES		YES		YES		
Legal Status Form	Qty	YES	YES		YES		YES		YES		
Student Chairs	300.00	\$105.14	\$31,542.00	\$95.00	\$28,500.00	\$131.00	\$39,300.00	\$116.60	\$34,980.00	\$132.05	\$39,615.00
Teacher Chairs	30.00		\$0.00	\$386.50	\$11,595.00		\$0.00	\$265.90	\$7,977.00		\$0.00
Shpping/Handling	1.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
Grand Total			\$31,542.00		\$40,095.00		\$39,300.00		\$42,957.00		\$39,615.00
Alternates Bid?		YES		YES - For Student Chairs Only		NO		YES		YES	
Lead Times?		11-12 Weeks		4-7 Weeks ARO		2-3 Weeks ARO		2-6 Weeks ARO		2 Business Days ARO	

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2. Approve 2022-23 Program of Studies (OP 2210)

To: Mark Bielang, Superintendent
Board of Education

From: Mike Huber, Director of Curriculum and Professional Development

CC: Jeanine Mattson-Gearhart, Director of Special Education
Michael Pascoe, Asst. Superintendent of Instruction
Kelly Jensenius, Director of Elementary Education

Date: January 5, 2022

RECOMMENDATION

We are recommending that the Board of Education approve the 2022-2023 Programs of Study for our Elementary, Middle, and High Schools. These programs of study are linked in their entirety, and a synopsis of the changes is listed below. All the new courses were approved by CIC prior to publication of the Programs of Study. All changes were reviewed by the department or grade level team leader as well as the Curriculum, Instruction, and Assessment office prior to publication.

I am happy to answer any questions that you may have regarding the 2022-2023 Programs of Study.

Very Respectfully Submitted,

Michael Huber

Elementary School Program Changes ([PDF of the Elementary School Program of Studies](#))

- General updates to names, dates, roles, positions, and table of contents
- Adjusted the location of various elements within the program booklet.
- Updated Early Childhood and Kindergarten Language Arts program descriptions
- Minor updates to Math and Upper Elementary Science
- Added Human Growth and Development (HGD) fifth grade curriculum description
- Removed our Spanish language materials
- Updated our Technology description throughout all grade levels
- Removed the Language Development section (it was only in Early Childhood) and adjusted “Learner Behaviors” to “Social-Emotional Skills & Learning Behaviors” - updated that entire section for all grades; removed Motor Skills section and moved any Y5 motor skills to the corresponding content area.

Middle School Program Changes ([PDF of the Middle School Program of Studies](#))

- General updates to names, dates, roles and positions.
- Included the possibility but not the guarantee of a virtual program.
- Clarified our Music Elective (alternate days for grade 6 and year-long for grades 7 & 8)
- Updated language on our Tech Education Course offering
- Included New Courses:
 - **Digital Media:** in our art department, focused on using digital media skills for photoshop, publications, and other media using digital tools.

High School Program (PDF of the High School Program of Studies)

- General updates to names, dates, roles, and positions.
- General updates to EFE (now CTE), EFA, including updates to PE and Music EFA courses.
- NCAA eligible course lists and references updated.
- Updated Early Middle College Language
- Added clarity to Fine and Applied Arts (FAA) courses and Senior Related Math (SRM) courses by adding acronyms to the key and program identifiers in the course descriptions.
- Updated pathways chart for science based on changing course titles and Earth Science.
- Included minor language changes to various course descriptions throughout the program
- Included New Courses
 - **Earth Science - Year Long**: based on the changes to the MMC and Michigan Science Standards, the class of 2024 is required to take a year of earth science or an IB group IV science course to graduate.
 - **Computer Science Principles**: a new course in our science department based on the Code.org curriculum. This new course will be offered at CHS and NHS.
 - **EFA Art Courses**
- Included Course Name Changes
 - **Jewelry course changing to Jewelry & Metalsmithing**
 - **Various Science course name changes**
- Course Removals
 - **Honors Level 2 science courses** removed, as they have been combined to create advanced courses, and students have access to IB courses in science.
 - **Earth Science - Semester long** has been removed due to the new year long course.

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XI. Discussion Items

3. Phone System Service Replacement (OP 6320)

January 10, 2022



Information and Technology Systems
8107 Mustang Drive, Portage, MI 49002
(269) 323-5100 -- help@portageps.org

MEMO

To: Mark Bielang, Superintendent
Fr: Daniel J. Vomastek, Director
Dt: January 4th, 2022
Re: Recommended Award - Phone Services

RECOMMENDATION

I recommend the Board of Education authorize the award of a phone services contract to Telnet Worldwide of Madison Heights, Michigan in a base amount of \$167,768 annually for a term of five years, funds to be drawn from the General Fund starting in the 22-23 school year.

BACKGROUND

Our Cisco-based phone system dates back to 2008 and is due for replacement. While we have been happy with the quality of the Cisco product, replacing it with an upgraded Cisco system has several drawbacks including high costs and complexity of management.

The solution offered by Telenet is cloud hosted - the only physical equipment we will have onsite will be end-user devices. This will significantly reduce in-house management, as Telnet itself will provide direct support for core system maintenance and database related tasks. Selecting this solution also allows us to terminate our legacy telephone connections to the outside world - all calls will be routed through our internet connections.

KEY ADVANTAGES

Some of the key advantages the Telenet solution offers over our current system:

- 24/7 support - much like our copier fleet we won't have to rely on in-house staff for the majority of maintenance or repair tasks
- Open source phones - we can purchase phones from any vendor and at lower costs
- Virtual phone support - each user will have access to a web portal to manage their phone and account, including the ability to send/receive calls from their computer if they so choose
- Mobile app support - users will have access to their school extension off-site to send/receive calls via either an Android or iOS application (a much requested feature, even prior to COVID)
- Simplified E911 management - at present we have no easy way to stay current with E911 regulations
- Vastly improved features - in particular for call routing, hunt groups, and auto attendants all including the ability to schedule based on dates/times
- Real-time system monitoring - at present we have⁷¹ little ability to monitor the health of our system

COST COMPARISON

Currently our phone system's direct service cost is approximately \$85,836 per year. At first glance the Telnet solution appears more costly. It is important to note this is a new system - were we to opt for an in-house solution the cost differential would vanish due to substantially increased hardware costs. While these hardware costs would initially be one time, we would lose many of the benefits the hosted solution brings. And with all things technology, no hardware cost is truly one-time.

AWARD INFORMATION

This bid/award is more complicated than typical - there is no 'apples to apples' comparison. We reviewed company history, quality and fit of the proposed solution, support options, and other factors in addition to quoted costs.

Initially we conducted interviews with five of the RFP respondents. Of those five, two were invited back for an extended demo/interview with staff from technology, facilities, and communications. Telnet was the unanimous choice of those participating in this process. As this is a hosted solution, we also visited Telnet's primary data center (near Detroit) to access the quality of their operations first hand. Their operations are impressive. It is worth noting Telenet maintains a full backup data center in Atlanta and has been in business for over 20 years. While PPS would become their largest hosted K-12 customer, they have provided services for hundreds of educational institutions throughout the state. Major customers in our area include the Seelye Auto Group and the Merit Network.

The cost quoted here will vary depending on the number of active extensions we maintain, and does include a nominal one time installation fee. At present PPS maintains approximately 1,110 active extensions, although we do have access up to 2,000 extensions as needed.

I would be happy to answer any other questions you or the Board may have.

RRP #10697

Response Due: October 28, 2021 @ 11:00 am

2021 Communication System

Vendor Name:	Millenia	MetroNet	CMS Solutions	Teoma Systems	Classic Office Systems Inc
Legal forms? - Iran, Portage Affiliation, Legal Status of Bidder, Familial, Final Agreement	Yes	Yes	YES	YES	YES
CORE SYSTEM					
Total	\$ 378,843.97	\$ 125,400.00	\$ 349,762.00	\$ 475,720.10	\$ 413,500.71

Vendor Name:	CTS	TelNet	Encore Technology	People Driven Technology	BSB Communications
Legal forms? - Iran, Portage Affiliation, Legal Status of Bidder, Familial, Final Agreement	YES	YES	YES	YES	YES
CORE SYSTEM					
Total	\$ 277,174.64	\$ 197,868.00	\$ 208,584.00	\$ 354,420.00	\$ 413,097.13

Vendor Name:	All-Tronics				
Legal forms? - Iran, Portage Affiliation, Legal Status of Bidder, Familial, Final Agreement	YES				
CORE SYSTEM					
Total	\$ 558,853.92				

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4. Phone System Equipment Replacement (OP 6320)

January 10, 2022



Information and Technology Systems
8107 Mustang Drive, Portage, MI 49002
(269) 323-5100 -- help@portageps.org

MEMO

To: Mark Bielang, Superintendent
Fr: Daniel J. Vomastek, Director
Dt: January 4th, 2022
Re: Recommended Purchase - Phones

RECOMMENDATION

I recommend the Board of Education authorize the purchase of 1,100 phones from Telnet Worldwide of Madison Heights, Michigan in an amount not to exceed \$135,750, proceeds being drawn from the 2021 Bond Fund.

BACKGROUND

In conjunction with the phone system replacement previously reviewed, we will need to purchase new phones. This purchase will cover the approximately 1,100 phones currently in use at PPS.

It is important to note the final cost will be closer to \$112,000 - as we deploy the system we will be opting for lower cost phones wherever we can.

AWARD INFORMATION

These phones were included as a component of Telnet's response to our RFP. It represents their preferred make/model. They have quoted a mix of high-end office phones for \$187.50 per unit, and standard phones for \$70 per unit. These prices are below retail, and include professional services for provisioning and configuration. For context, office-grade phones for our current system have typically cost us \$300 or more per unit.

I would be happy to answer any other questions you or the Board may have.

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5. FOIA Fee Appeal (OP 8310, FOIA)