

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION  
COMMITTEE OF THE WHOLE WORK SESSION  
CENTRAL HIGH SCHOOL ROOM #1136, 8135 S. WESTNEDGE, PORTAGE, MICHIGAN 49002  
FEBRUARY 7, 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.

<b>I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE</b>	
<b>II. REVISIONS/APPROVAL OF AGENDA</b>	<b>2</b>
<b>III. REPORTS</b>	
1. SUPERINTENDENT'S REPORT	3
a. BOND PROJECT UPDATE	
b. PA 48 REPORT	4
<b>IV. BOARD EDUCATION</b>	<b>5</b>
1. 2021 BOND IMPLEMENTATION PLANNING	
<b>V. COMMENTS OR COMMUNICATIONS</b>	<b>6</b>
1. BY CITIZENS	
2. BY BOARD TRUSTEES	
3. BOARD COMMITTEE REPORTS	
<b>VI. CONSENT AGENDA</b>	<b>7</b>
1. APPROVAL OF MINUTES	
a. JANUARY 24, 2022 REGULAR BUSINESS MEETING	8
b. JANUARY 31, 2022 SPECIAL MEETING	11
<b>VII. ASSURANCE OF DISTRICT PERFORMANCE</b>	
1. MONITORING REPORT 1.5, ENDS (GP 4.4)	12
2. MONITORING REPORT 2.4, FINANCIAL PLANNING / BUDGETING (GP 4.4)	27
<b>VIII. REQUIRED ACTION ITEMS - None</b>	
<b>IX. ACTION ITEMS - None</b>	
<b>X. DISCUSSION ITEMS</b>	
1. 2021-22 BUDGET AMENDMENT (OP 6231)	34
<b>XI. ADJOURN</b>	

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
FEBRUARY 7, 2022, 6:30 P.M.**

**Note Page**

**II. Revisions/Approval of Agenda**

**Recommended Motion:**

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



## PA 48 Sections 98b/104a Goals 2021-2022

September 15, 2021 February 7, 2022

### Elementary School: Fastbridge Math and Acadience Reading

80% of students meeting benchmark by the end of the school year.

Grade	Math Percent of students meeting benchmark		Reading Percent of students meeting benchmark	
	Fall	Winter	Fall	Winter
K	81%	73%	62%	78%
1	74%	74%	58%	64%
2	75%	74%	73%	75%
3	77%	77%	73%	73%
4	64%	64%	74%	76%
5	62%	63%	72%	76%

- Data is not from a cohort (students can be in either data set to be counted)
- “Meeting Benchmark” changes by time of year for the curriculum based measure components of Fastbridge and for all of Acadience.

### Middle School: NWEA Math and Reading

80% of students demonstrating growth by the end of the school year.

Grade	Math Percent of students with Growth from Fall to Winter	Reading Percent of students with Growth from Fall to Winter
6	76%	58%
7	72%	65%
8	69%	60%

- Cohort based data (students must be in both data sets to be counted)
- Growth is an increase in the student RIT score (Rauch score) which is standardized throughout all grades.

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
FEBRUARY 7, 2022, 6:30 P.M.**

**Note Page**

**IV. Board Education**

1. 2021 Bond Implementation Planning



**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
FEBRUARY 7, 2022, 6:30 P.M.**

**Note Page**

**VI. Consent Agenda**

1. Approval of Minutes
  - a. January 24, 2022 Regular Business Meeting
  - b. January 31, 2022 Special Meeting

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION**

**REGULAR BUSINESS MEETING  
JANUARY 24, 2022**

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, January 24, 2022, was called to order at 6:30 p.m. by President Van Antwerp. The meeting was held in Room #1136 of Portage Central High School. The Pledge of Allegiance was recited.

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

Board Trustees Absent: None

**REVISIONS/APPROVAL OF AGENDA**

**Motion offered by Mr. Droppers, seconded by Mr. Crowell, that the Board of Education approve the agenda as printed.**

**The motion carried unanimously.**

**REPORTS**

**Superintendent's Report**

**Bond Project Update**

Superintendent Bielang provided a brief update on bond construction work.

At the Central softball dugouts, work is complete on the roof, soffits and fascia. Final inspections have been scheduled for the dugouts and electrical work. The site will be restored in March once the weather breaks.

At North Middle School, exterior school lettering has been replaced on the south side of the building facing West Milham. The new letters are darker and were placed more to the right, making them easier to read.

The commissioning of West Middle School and Central Middle School is complete.

For the 2021 elementary bond project, Administration recently met with TowerPinkster, Fielding International and O-A-K to discuss a preliminary scope and sequence of the bond work. This meeting produced some ideas that will be shared next month. TowerPinkster and Field International also held a workshop with our elementary principals and instructional coaches. This inspired the principals to think about how much more we can do for teaching and learning if they didn't have to work around some of the barriers that exist in their current older buildings.

President Van Antwerp thanked Mr. Bielang for the update.

## **Financial Update**

Ms. Paula Johnson, Director of Finance, detailed the General Fund Budget Progress Report by Function and by Object for the six-month period ending December 31, 2021 compared to the same period in 2020.

Ms. Johnson shared highlights of the Consensus Revenue Estimating Conference held on January 14, 2022. This starts the State's budget development process. It appears at this time, state aide funding will go up. There was a significant drop in statewide public school enrollment between fall 2019 and fall 2020. Enrollment levels stabilized in 2021. Our district also experienced a decline in enrollment of approximately 220 students from the fall 2019 to fall 2020. In 2021, we were down 28 students.

Ms. Johnson provided an update on business office activity. Budget amendment work is underway. Student count day is February 9.

Ms. Johnson responded to Trustee questions.

## **COMMENTS OR COMMUNICATIONS**

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

MH Toth addressed the Board regarding use of ESSER funds.

Juliet Altman expressed her dissatisfaction with COVID-19 close contact tracing.

Micah Perkins, as a representative of the Michigan Building and Construction Trades Council, he would like to develop a relationship with schools in his region to inform students about the skilled trades.

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

Mrs. Novaria reminded board members of upcoming high school productions: at Northern High beginning this Thursday, *Peter and the Starcatcher*, and opening on February 11 at Central High, *Anastasia*.

Mr. Rathburn thanked administration and staff for their work and for keeping students in school and safe.

Mr. Droppers commented on the significance of the loss of Michigan public school students statewide as shared in Ms. Johnson's financial update.

Mr. Snyder thanked the public commenters for their remarks.

President Van Antwerp thanked staff for keeping our students in school and safe, and he thanked the public for their comments.

## **CONSENT AGENDA**

**President Van Antwerp presented the following Consent Agenda items for approval by the Board of Education: the January 10, 2024 Organizational Meeting / Committee of the Whole Work Session minutes; approve as presented, the purchase of student and teacher chairs for Central and Northern High Schools for a total purchase cost of \$74,227, the funds for which will come from the 2019 Bond Fund, Proposal #1 Unallocated Contingency; approve the 2022-23 Programs of Study for our Elementary, Middle, and High Schools, as presented; 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, the funds for which will be drawn from the General Fund starting in the 2022-23 school year; and authorize the purchase of 1,100 phones from Telnet Worldwide of Madison Heights, Michigan in an amount not-to-exceed \$135,750, the proceeds for which will come from the 2021 Bond Fund.**

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

With no further business to come before the Board, the meeting was adjourned at 7:05 p.m.

Respectfully submitted,  
Barb Atkinson, Recording Secretary

February 7, 2022

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION**

**SPECIAL MEETING  
JANUARY 31, 2022**

The Special Meeting of the Board of Education of Portage Public Schools held on Monday, January 31, 2022, was called to order at 6:01 p.m. by President Van Antwerp. The meeting was held in Conference Room #1 of the Administration Building. The Pledge of Allegiance was recited.

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

Board Trustees Absent: None

**REVISIONS/APPROVAL OF AGENDA**

**Motion offered by Mr. Droppers, seconded by Mrs. Novaria, that the Board of Education approve the agenda as printed.**

**The motion carried unanimously.**

**COMMENTS OR COMMUNICATIONS**

There were no comments or communications from the public or board members.

**DISCUSSION ITEMS**

**Update on Continuous Improvement Efforts Across the District**

Superintendent Bielang provided introductory remarks. Ms. KK Owen, Studer Education Coach Director, provided the update, which covered a review of the organizational excellence foundational principals, evidence-based leadership framework, building systems of improvement, highlights of continuous improvements, habits of improvement, sharing our continuous improvement story at the Carnegie Foundation Summit, district values work to date, and school values surveys.

As part of the continuous improvement efforts, work by the District Values Team was also shared by Diversity, Equity, and Inclusion Coordinator Dr. Erika Driver, Director of Educational Supports & Intervention Dr. Jeanine Mattson-Gearhart, and Supervisor of Educational Supports & Intervention Ms. Anne Gordon. They reviewed the cycle of improvement and strategies to support students using a continuum of Tier I instruction and support, and strategies to support the whole PPS community by improving our climate and culture through communication, social-emotional learning, DEI, and engagement. Work of the District Values Team was also covered and their next steps – roll out a draft of our district values, collect feedback, review the feedback, and make revisions toward the development of the final version of PPS District Values.

Trustee questions were addressed and discussion followed.

With no further business to come before the Board, the meeting was adjourned at 8:22 p.m.

Respectfully submitted,  
Barb Atkinson, Recording Secretary

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
FEBRUARY 7, 2022, 6:30 P.M.**

**Note Page**

**VII Assurance of District Performance**

1. Monitoring Report 1.5, Ends (GP 4.4)

**Recommended Motion:**

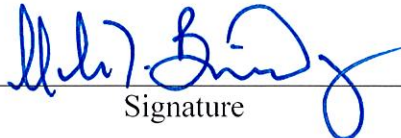
**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education accept as presented, the Monitoring Report on 1.5, Ends, as a reasonable interpretation and evidence of compliance with policy.**

**Portage Public Schools  
Monitoring Report**

Policy Type: Ends  
Policy Title: Ends Policy 1.5

**Certification**

I hereby present my monitoring report on Ends Policy 1.5 in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of February 1, 2022.

  
\_\_\_\_\_  
Signature

  
\_\_\_\_\_  
Date

Note: The data presented in this report continues to be impacted by circumstances resulting from the COVID-19 pandemic. The incidents of student behaviors (truancy, physical assaults, illegal possession, larceny, and attendance) are likely lower than expected due to the number of students electing to be in a virtual mode and other circumstances causing a less than normal environment during the 2020-21 school year

The Board of Education revised Ends Policy 1.4 in December 2020 to read: “Students demonstrate good citizenship through ethical behavior and respect for individual differences and cultures other than their own.” In October 2021 the Board re-ordered ends policies and Ends Policy 1.4 became Ends Policy 1.5.

Monitoring Report

Page -2-

Policy Type: Ends

Policy Title: Ends Policy 1.5

### **1.5 POLICY LANGUAGE**

Students demonstrate good citizenship through ethical behavior and respect for individual differences and cultures other than their own.

Given the way the end is written, students demonstrating “good citizenship” is defined by the board to mean:

1. Ethical behavior
2. Respect for individual differences
3. Respect for cultures other than their own

### **Interpretation**

**Ethical behavior.** I interpret “**ethical behavior**” to mean that students develop the ability to discern right from wrong as outlined in the Student Code of Conduct and other expectations developed at the building level.

The following data is used to measure ethical behavior:

- **Truancy Rates** - A student is considered truant when he or she has accumulated 10 or more full days of unexcused absences in any given school year.
- **Physical Assaults** - A physical assault means intentionally causing physical harm to another through force or violence (as defined by Michigan Law) on school property or at a school-sponsored event.
- **Illegal Possession** - Illegal possession is the illegal use, possession or sale of a controlled substance, prescription drug or narcotic (as defined by Michigan Law) on school property or at a school-sponsored event.
- **Larceny** - An incident of larceny (theft) is one that occurs on school property or at a school-sponsored event and is in excess of \$100 or consists of numerous events of minor theft of less than \$100.
- **Student Attendance** – The average daily attendance rate for all students K-12. This figure is calculated by looking at the possible class periods a student was scheduled for versus how many they attended. Excluded are those absences waived by the District (long-term illness, college visits, etc.) Note, individual students who reach certain benchmark absences are referred into our MTSS/PBIS process to receive appropriate assistance. When necessary, referrals are made to the truancy office at KRESA (Kalamazoo Regional Educational Service Agency). Unexcused absences are reported to parents/guardians via a phone call on a daily basis. Also, parents/guardians have access to their child’s attendance record through Skyward, 24/7.

Monitoring Report

Page -3-

Policy Type: Ends

Policy Title: Ends Policy 1.5

**Respect for individual differences.** I interpret “**respect for individual differences**” to mean that students recognize differences between individuals, understand their significance, and respond to others with interest, politeness, and care.

The District does not yet have a way of measuring student acquisition of these skills.

**Respect for cultures other than their own.** I interpret “**respect for cultures other than their own**” to mean that students recognize different cultures, understand their significance, and respond with interest, politeness, and care.

The District does not yet have a way of measuring student acquisition of these skills.

My interpretation is new based on the changes to this end statement.

## **Report**

### **Ethical Behavior**

The District provides and incorporates a number of activities, events and practices to help students develop the ability to discern right from wrong for themselves and the larger school community.

Behavioral expectations are clearly outlined in student handbooks at all levels. Expectations are regularly discussed and clarified in the classroom, at assemblies, and through one-on-one and small-group meetings.

A District-wide positive behavior support system is in place which focuses on and teaches kindness, respect, responsibility and safety. Conversations around expectations and disciplinary measures spring from this foundation identified by various names (SAIL, CREW, PBIS, BE-NICE, etc.).

Administrators strive to provide swift, immediate and personalized interventions for students who struggle to follow school rules and otherwise disrupt the learning environment. The focus is less on consequences and more on prevention, re-teaching, behavior modification, and restorative practices.

The District employs two School Resource Officers who play a key role in building relationships with students and serving as a visible presence that ethical behavior is an expectation by the community.

Monitoring Report

Page -4-

Policy Type: Ends

Policy Title: Ends Policy 1.5

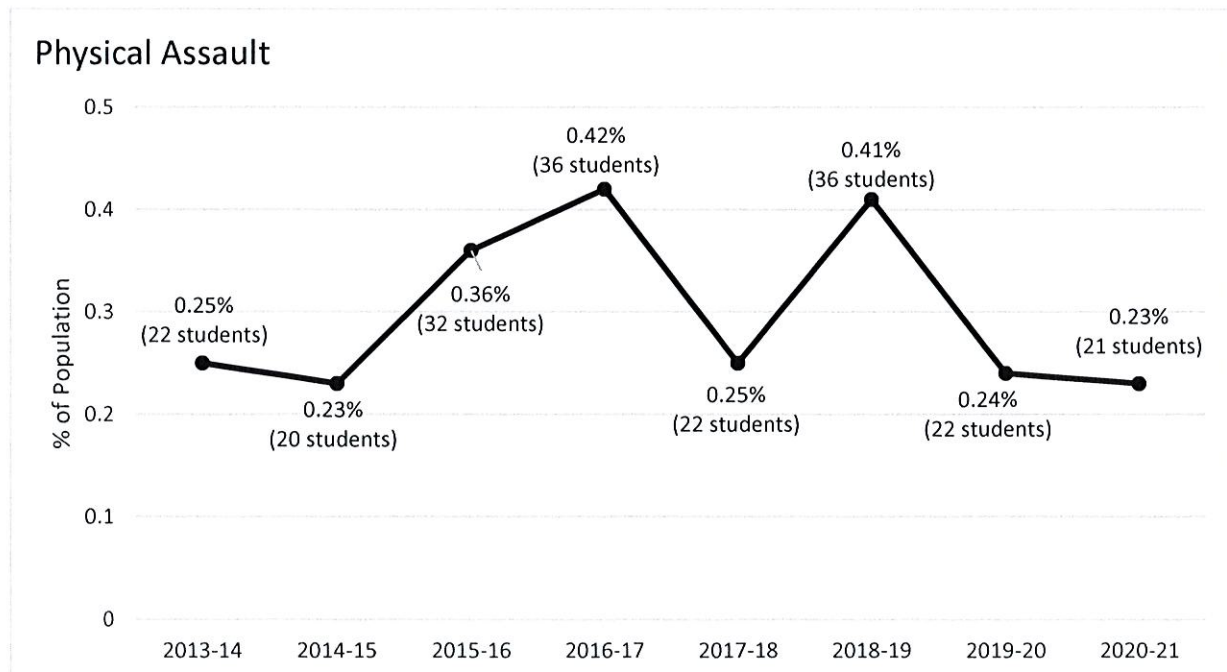
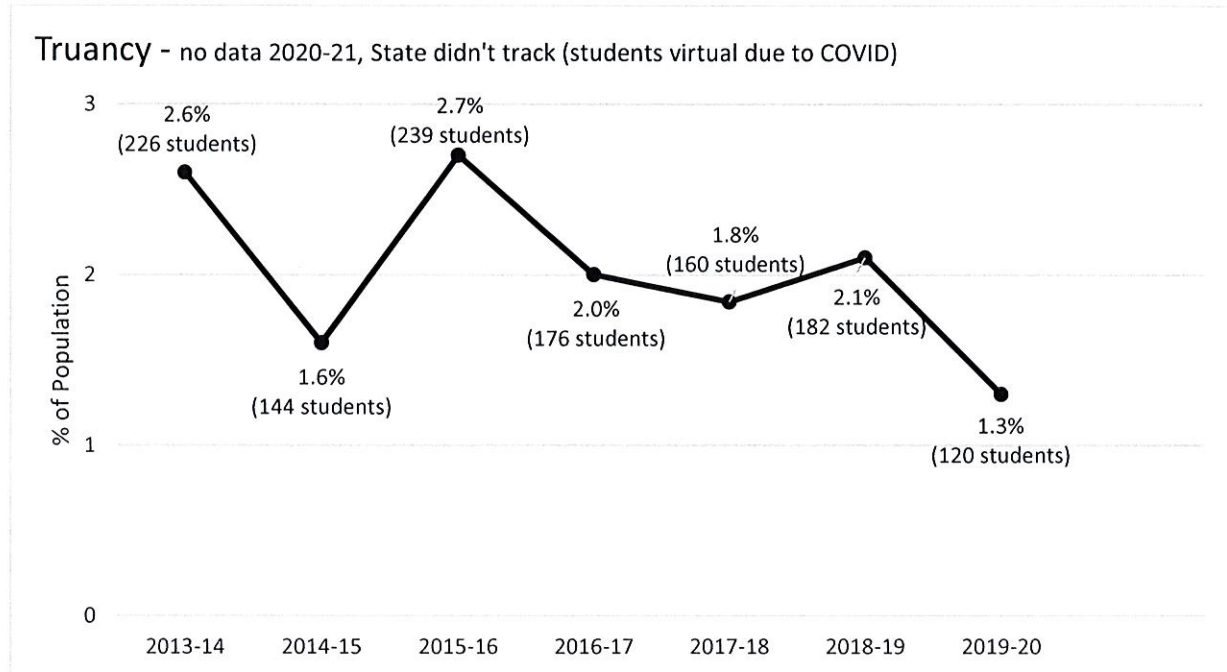
Essential life skills that promote ethical behavior are embedded in various parts of our K-12 curriculum. Sixth graders participate in Family and Consumer Science (FACS), an exploratory course that introduces a wide variety of essential life skills, which helps students with ethical awareness as well as cultural sensitivity.

Students and families at the elementary level are supported by building-level Engagement Specialists. Engagement Specialists help link students and families to district and community resources to provide appropriate services.

Some of the events and activities held around the District that are available to students to achieve this end include:

- Participation in the Michigan Cyber Safety Initiative Program
- Voter registration drives
- Michigan Blood Drives
- Breadlift
- Canned food drives
- Service through the International Baccalaureate Program
- Service through National Honor Society and other student organizations
- Day of Kindness activities
- Study Tables
- Volunteer Coordination
- Anti-bullying assemblies and activities
- PC Ambassadors
- Day of Facts: International Human Rights Day Activities
- Dangers of social media educational events
- School-sponsored events that promote empathy and foster a desire to actively assist others in the community
- On-line Digital Citizenship Classes
- S.A.V.E. – Students Against Violence Everywhere.

Below are the data relative to ethical behavior. *(Please note, the State did not track truancy during the 2020-21 school year, and other numbers and percentages were impacted due to many students being in a virtual environment. Caution is given when drawing conclusions based on 2020-21 data.)*

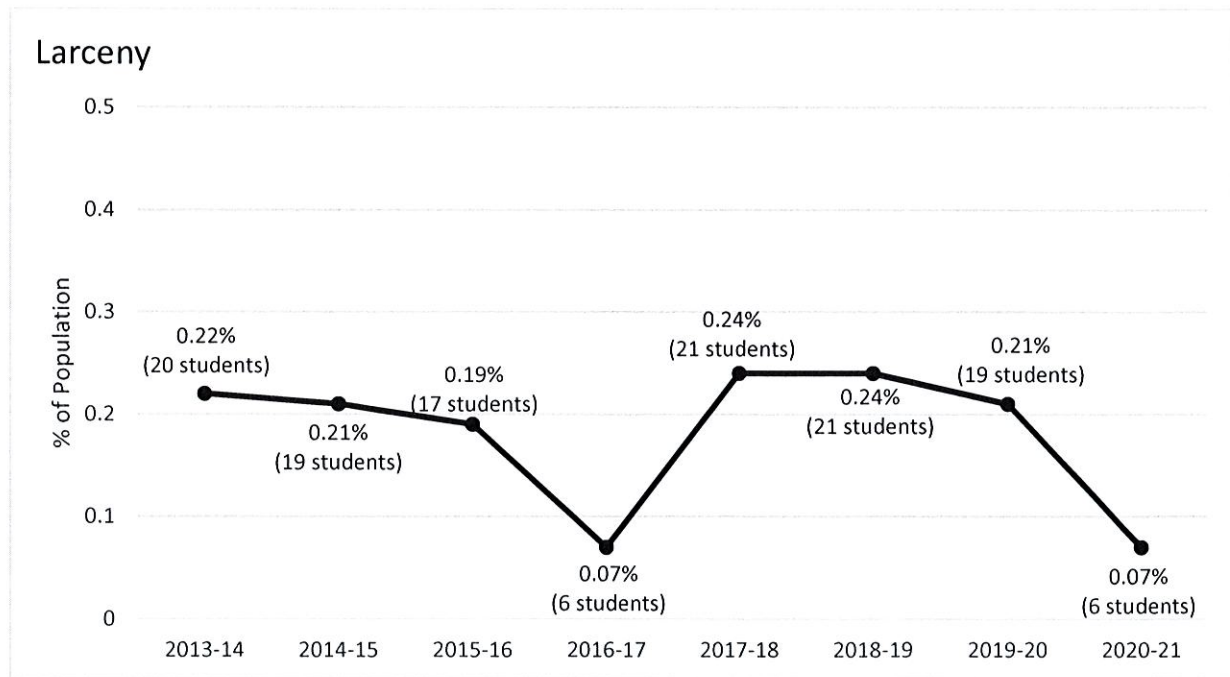
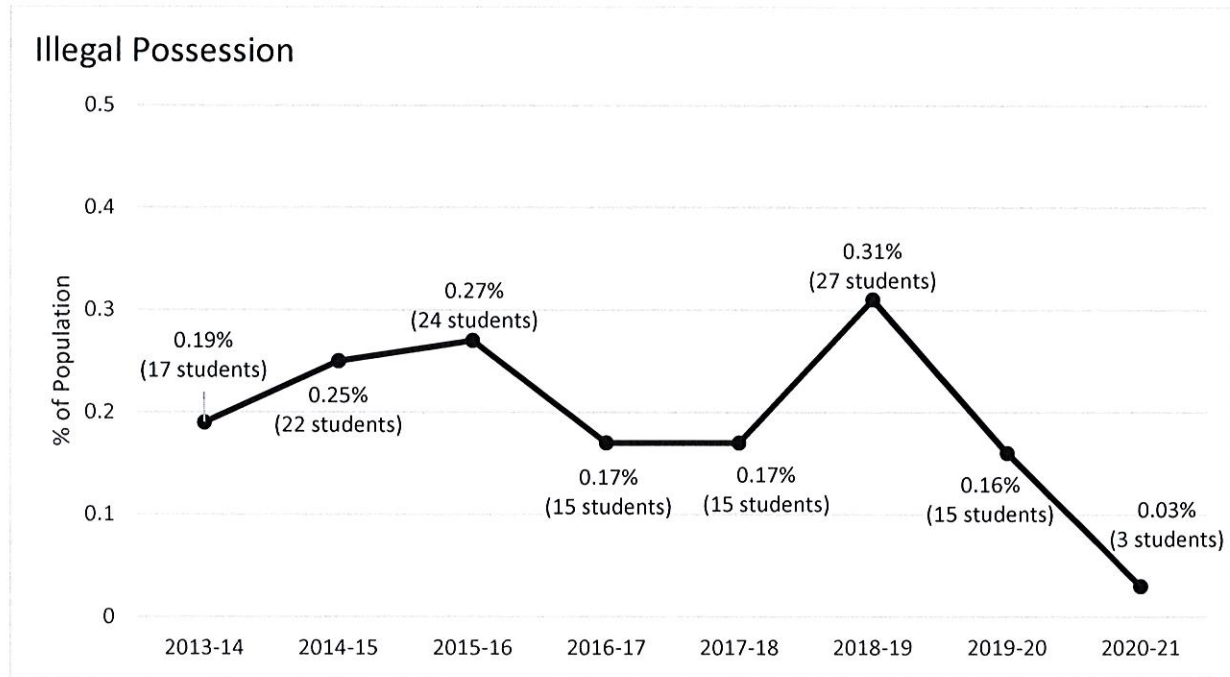


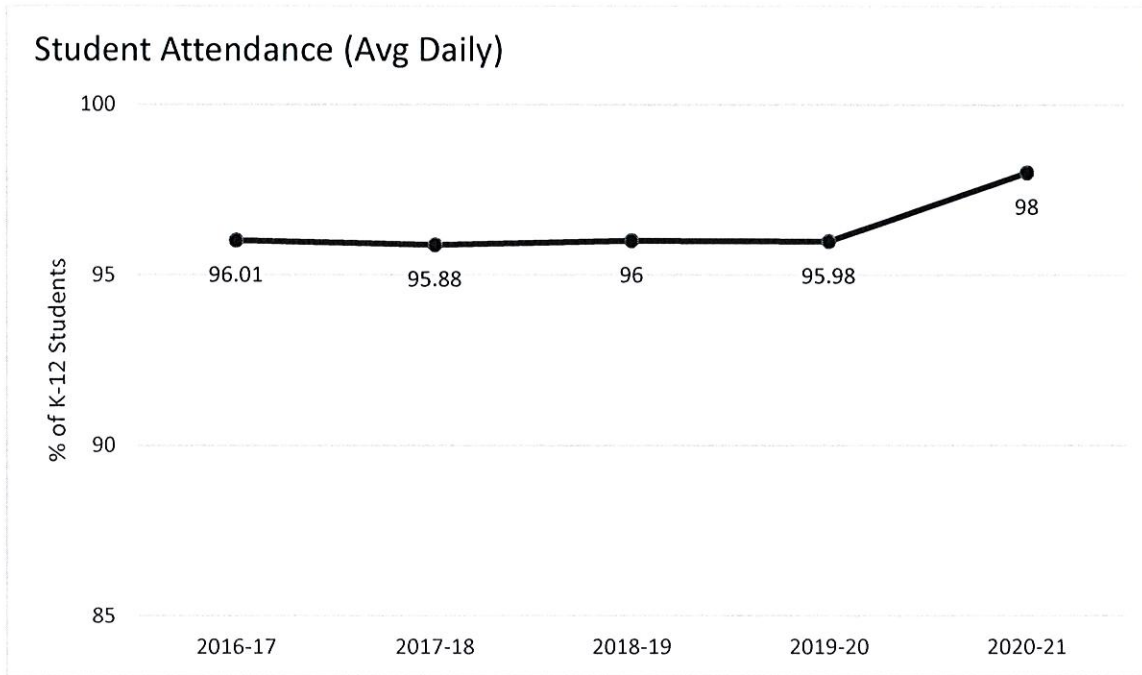
Monitoring Report

Page -6-

Policy Type: Ends

Policy Title: Ends Policy 1.5





Ideally, in the first three charts above, we would like to see these fields at the “zero” level and attendance at 100 percent. Because this data is not required to be reported to the state, we do not have access to data from our comparable communities to make that comparison. We continue to collect this information and look for appropriate strategies to reduce undesirable behaviors and maintain high attendance percentages.

### **Respect for Individual Differences**

The District supports a number of activities, clubs, and programs that help students become more aware of the various differences that exist among their peers and in society. Many of these activities, clubs, and programs are the same ones that contribute to students respecting cultures other than their own and through them; students are able to interact with others who are different from themselves. The following list is a sampling of what’s available to students to further this end:

- Moose Club
- Link Crew
- Winter clothing drives
- Mix it up days
- Middle School WEB... Where Everyone Belongs
- Anti-bullying programs

- Be the Change activities
- Superintendent's Student Advisory Board
- JEDI Club
- Empowerment Club

### **Respect for Cultures Other Than Their Own**

The District supports a number of activities and events and incorporates several practices to help students become culturally sensitive.

Among these are:

- Embedded in the English Language Arts, Social Studies, Music and Art Curricula are many lessons and activities that help students recognize cultural diversity and to practice acceptance of all people. Of particular note is the nine-week middle school elective called Cultural Studies. Students study the cultures of five ethnic groups to develop a deeper understanding of Native Americans, African Americans, Hispanic Americans, Asian Americans and Middle-Eastern Americans.
- Textbooks, novels and other instructional materials are selected with cultural sensitivity in mind.
- International Human Rights Day: Day of Facts sponsored by the DREAMS Club WMS.
- Various World Languages are offered to students along with clubs to support deeper understanding of the culture these languages represent. Travel to other countries is commonplace in the District except when the health and safety of our travelers is in question.
- The Great Start Readiness Program sponsors a "Family Diversity Night," where families share traditions from their culture.
- Many of our classroom teachers offer time to parents/volunteers to teach family traditions to students.
- The District annually hosts several foreign exchange students representing a number of different countries. Additionally, we annually host students from our IB Sister School in Denmark.
- Many of our buildings/teachers create activities to support diversity awareness during designated holidays/months such as Hispanic Heritage Month, Dr. Martin Luther King Jr., Day, The Holocaust Remembrance Day, Black History Month, Women's History Month, etc.
- Several of our buildings host KRESA off-site programs from which students learn more about with students in programs such as ASD and Deaf Education.

## Monitoring Report

Page -9-

Policy Type: Ends

Policy Title: Ends Policy 1.5

- CommuniTEEN provides an excellent vehicle to explore a variety of topics that relate to cultural diversity. The selected works and authors bring a wide variety of perspectives to PPS, which prompts dialogue between students, staff and community.
- At West Middle School, world religion presentations on Judaism, Hinduism, Buddhism, Christianity and Islam are given. Social Studies staff have practitioners of these religious traditions speak to the seventh grade students about the tenants of each practice, common assumptions, misconceptions and myths about them.
- Our Art Club and Comic Book clubs are working with students to better communicate stories and social/cultural issues through the medium of the arts.

The District continues to hold various events and activities on Martin Luther King Jr. Day and during Black History Month.

At the elementary level, teachers incorporate textbooks and other reading materials to promote thinking and discussion; video clips of Dr. King's speeches are used to facilitate discussion; hallway and classroom displays depict projects growing out of the work of Dr. King; music teachers utilize vocal selections written to honor Dr. King. Many, if not most, of these activities occur over an extended period of time.

At the secondary level speakers come in to talk about Dr. King, civil rights, current movements, etc.; students display projects about noteworthy African-Americans (brochures, posters, compositions, Hall of Fame posters).

Students do reflective writing about Dr. King's contributions to society; books and other related resources are on display in our media centers; videos and other media resources are used to spark classroom discussion; many of our classes have embedded in them research, units, discussion, etc., throughout the year that focus on issues related to diversity, civil rights, and social justice; and of course Portage Northern High School holds a Black History Month celebration which is run by students incorporating an all-school assembly.

WMS has several interactive activities: Reflection Points (Mirrors & Windows) throughout the school which allows students to interact with the social/cultural aspects of being a person of color, a field trip to the Underground Railroad House in Schoolcraft, after school culture activities – Step Dancing, The Green Book, sale of BHM t-shirts with historical and relevant facts, and a kick-off speakers addressing the themes of GRIT, Resilience and Perseverance.

During the 2020-21 school year, the District created and filled the position of Diversity, Equity and Inclusion (DEI) Coordinator. Dr. Erika Driver, a Portage Northern graduate, currently holds that role. Her focus is not only on the cultural aspects of differences but also on individual differences.

Monitoring Report

Page -10-

Policy Type: Ends

Policy Title: Ends Policy 1.5

The District also is in the midst of creating a definition of equity and identifying the common values we want to operate under as we enter our next 100 years of existence.

Also included in this report, as information only, is a graphic representation of diversity in our schools and workforce. As a District, we continue to look more closely at this information and how it impacts teaching and learning.

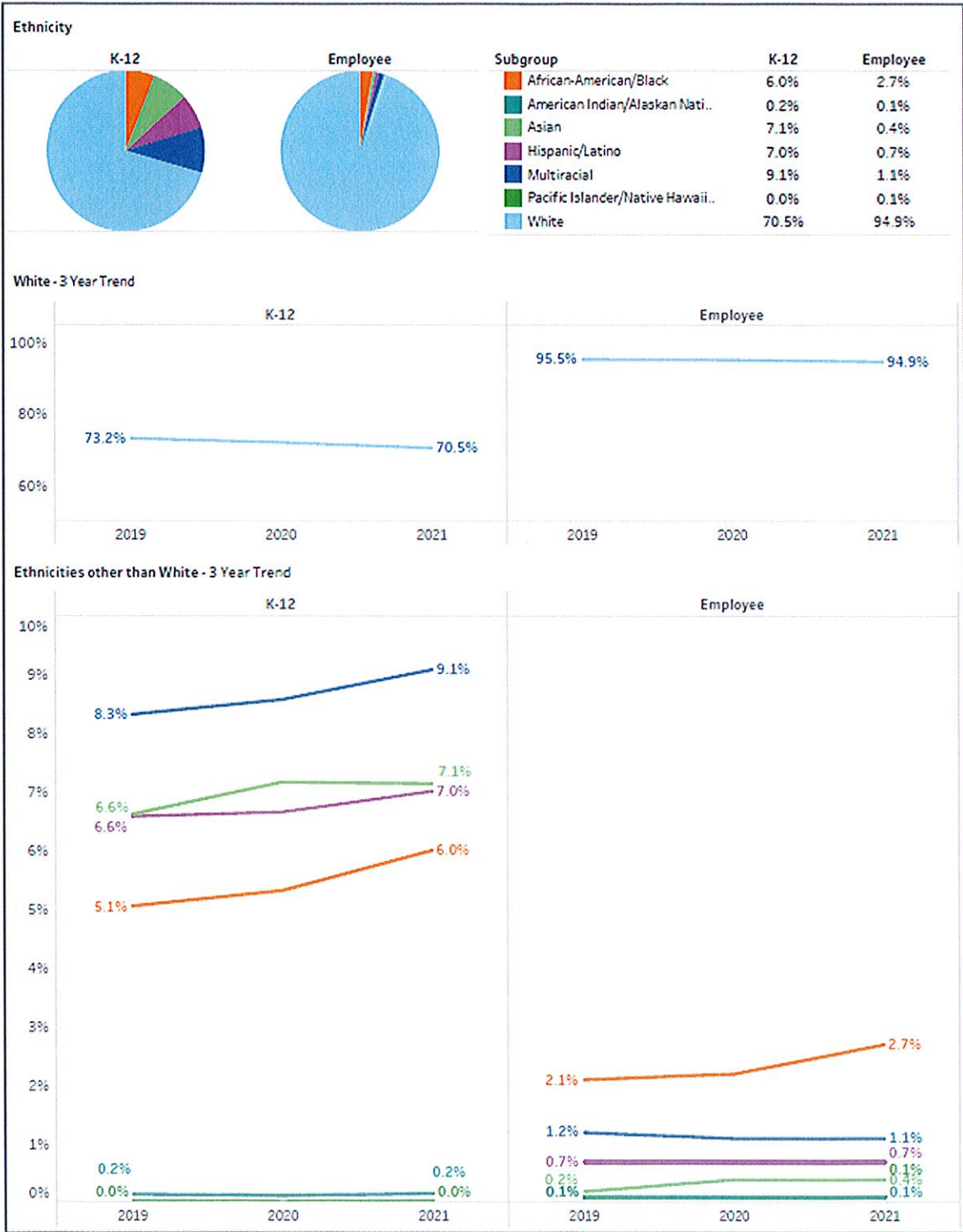
Monitoring Report

Page -11-

Policy Type: Ends

Policy Title: Ends Policy 1.5

Diversity in our Schools and Workforce



Diversity in our Schools and Workforce



Monitoring Report

Page -13-

Policy Type: Ends

Policy Title: Ends Policy 1.5

**Conclusion Statement**

The organization met expectations.

## Monitoring Report Evaluation Form

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

Is the Superintendent's interpretation reasonable? Yes  No

Comments:

Is evidence of compliance reasonable? Yes  No

Comments:

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### Comments Regarding Further Policy Development

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

2. What policy language would address your concern?

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

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
FEBRUARY 7, 2022, 6:30 P.M.**

**Note Page**

**VII Assurance of District Performance**

2. Monitoring Report 2.4, Financial Planning / Budgeting (GP 4.4)

**Recommended Motion:**

**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education accept as presented, the Monitoring Report on 2.4, Financial Planning / Budgeting, as a reasonable interpretation and evidence of compliance with policy.**

February 7, 2022

**Portage Public Schools  
Monitoring Report**

Policy Type: Executive Limitation  
Policy Title: (2.4) Financial Planning/Budgeting

**Global Board Policy**

Financial planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from the Board's Ends priorities, risk fiscal jeopardy, or fail to be derived from a multi-year plan. It is the policy of the Board of Education to comply with all applicable laws, regulations, and the provisions of federal and state grant agreements in the conduct of its financial operations. The Board of Education instructs the Superintendent to develop appropriate operating procedures to ensure such compliance.

**Certification**

I hereby present my monitoring report on Executive Limitation, 2.4, "Financial Planning/Budgeting" in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of February 1, 2022.

  
\_\_\_\_\_  
Signature

February 1, 2022  
Date

**Interpretation**

I submit that the Board's Policy is comprehensively interpreted in the succeeding five sections. My interpretations of those sections, the report, and conclusion statements are presented below. My interpretations have not changed since the last report.

Monitoring Report

Page -2-

Policy Type: Executive Limitation

Policy Title: (2.4) Financial Planning/Budgeting

### **2.4.1 POLICY LANGUAGE**

The Superintendent shall not risk the organization incurring those situations or conditions described as unacceptable in the Board's policy Financial Condition and Activities.

#### **Interpretation**

I interpret this to mean that our financial planning must adhere to the following:

- The proposed budget for the fiscal year (July 1 – June 30) does not anticipate an excess of expenditures over revenue that would result in an end of year fund balance level below 7% of expenditures, based on identified assumptions, unless approved by the Board.
- There is no planned borrowing from outside sources to provide revenue to create a balanced budget.
- Monthly cash flow plans are in place to meet payroll and vendor account obligations.

#### **Report**

The Board approved 2021/22 budget incorporated the planning assumptions shared by administration and resulted in a balanced budget, which relied on using a portion of the unassigned fund balance. There is no planned borrowing for the current fiscal year nor was there in the preceding year (ending June 30, 2021). All payroll obligations have been met as scheduled. Vendor payments are typically made within a 30-day time period.

The Monitoring Report for Executive Limitation Policy (2.5) Financial Condition and Activities, which contains the conditions described above, was presented and approved by the Board in October 2021.

#### **Conclusion Statement**

The organization met expectations.

### **2.4.2 POLICY LANGUAGE**

The Superintendent shall not develop a budget without conducting a formal process for planning for the future of the organization.

#### **Interpretation**

I interpret this to mean that protocols are in place to collect and analyze viable data in the development of the Board-adopted annual budget as required by law.

Monitoring Report

Page -3-

Policy Type: Executive Limitation

Policy Title: (2.4) Financial Planning/Budgeting

### **Report**

Administration conducts a planning process, which includes but is not limited to a review of existing and anticipated instructional and operational programs needed to meet the Board's Ends in a cost effective manner. Enrollment projections are forecasted, as are anticipated financial revenues.

The planning process coincides with the State's financial planning process for school districts, and includes a minimum of two amendments to the initial budget adopted in June of each year. Significant adjustments to the budget plan are documented during the amendment process. During the 2020/21 school year, amendments occurred in February and June.

### **Conclusion Statement**

The organization met expectations.

### **2.4.3 POLICY LANGUAGE**

The Superintendent shall not plan the expenditure in any fiscal year that causes annual unassigned fund balances to fall below 7%. (The Board of Education authorizes the Superintendent to establish any standards and procedures, which may be necessary for its implementation.)

### **Interpretation**

I interpret this to mean that in planning the annual budget, the anticipated end-of-year unassigned fund balance is 7% or greater.

### **Report**

The 2020-21 budget ended with an unassigned fund balance of 13.2%. The 2021-22 budget approved by the Board in June 2021 anticipated an end-of-year unassigned fund balance of 9.89%.

### **Conclusion Statement**

The organization met expectations.

### **2.4.4 POLICY LANGUAGE**

The Superintendent shall not develop a budget without employing credible projections of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.

- A. Develop a budget which does not include "full costing" to include all sources of revenue and expense whether or not they are revenues, gifts, or grants.

## Monitoring Report

Page -4-

Policy Type: Executive Limitation

Policy Title: (2.4) Financial Planning/Budgeting

### **Interpretation**

I interpret this as follows:

- The credible projections of revenues will come from substantiated resources such as - House and Senate Fiscal Agency; Citizen Research Council; Michigan School Business Officials; MASA/MAISA and the Governor's Office.
- That credible projections of expenditures are defensible based on prior years' experience, and/or which reflect analysis of effective practices, services and programs.
- That full costing takes into consideration all financial aspects of District programs and operations.
- That planning assumptions – the key determining factors used in establishing estimates of revenues and expenditures – are disclosed in writing.
- That there are separate operating and capital budgets.

### **Report**

During the budget development process and at the time of the adoption of the budget, projected revenues are based on credible sources that are documented. [Examples include: Governor's Office; Stanfred enrollment projections; House and Senate Fiscal Agency Reports; Citizens Research Council; MSBO; MASA; MPSERS; Health Insurance Carriers.] This detail is documented in the budget plan adopted by the Board in June 2021. Additional information was also shared with the Board at work sessions and regular meetings leading up to budget adoption - especially the potential negative impacts caused by the COVID-19 pandemic.

Staffing projections are determined conservatively according to formulas and standards that have been developed by the District. District programs and services are reviewed on a regular basis and costs associated with those programs and services are analyzed during the budget planning process. Various negotiated agreements are also reviewed with contractual obligations factored into budget projections. Beginning in January of each year, central office administrators meet frequently with the Business Office to provide input into budget planning. Staffing projections were impacted by COVID-19. The District added staff in order to provide virtual program options for K-12 students.

The budget clearly separates capital revenues and expenses from operating revenues and expenses. The District budget consists of five different and separate funds: General Operating Fund, Debt Retirement Fund, Food Service Fund, Building and Site Sinking Fund, and the combined Debt Services Fund. Of these, the Building and Site Sinking Fund is dedicated to capital revenues and expenditures. A portion of the General Operating Fund is dedicated to capital outlay expenditures, which are specifically delineated in the budget.

Monitoring Report

Page -5-

Policy Type: Executive Limitation

Policy Title: (2.4) Financial Planning/Budgeting

Appropriate documentation exists and effective procedures are in place to assure that payroll and vendor obligations are met.

### **Conclusion Statement**

The organization met expectations.

### **2.4.5 POLICY LANGUAGE**

The Superintendent shall not provide less for board prerogatives during the year than is set forth in the Cost of Governance policy.

### **Interpretation**

I interpret this to mean that the annual budget will consider costs associated with:

- Board Member Stipends
- Annual Financial Audit
- Board Member Professional Development
- Board Member Conference/Workshop Attendance and Travel
- Ownership Linkage Activities
- Board Meeting Costs
- Board Legal Expenses
- Other activities as referenced in Policy 3.10

### **Report**

The annual budget allows for Board expenditures as outlined in Policy 3.10, Cost of Governance and in the Board's bylaws.

Among Board prerogatives this past year were:

- Financial Audit
- MASB Conference Attendance
- Participation in KCSOA Events
- Legal Costs
- Facilitation of Review of/Revisions to the Board's Governance Policies

### **Conclusion Statement**

The organization met expectations.

## Monitoring Report Evaluation Form

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

Is the Superintendent's interpretation reasonable? Yes  No

Comments:

Is evidence of compliance reasonable? Yes  No

Comments:

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### Comments Regarding Further Policy Development

1. Do you have a concern that is not addressed in this policy?
2. What policy language would address your concern?

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

Adopted: 9/22/08

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

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
FEBRUARY 7, 2022, 6:30 P.M.**

**Note Page**

**X. Discussion Items**

1. 2021-22 Budget Amendment (OP 6231)



To : Mark Bielang, Superintendent  
From : Paula Johnson, Director of Finance  
Date : February 2, 2022  
Subj : General Fund Budget Amendment #1 Resolution for 2021/22

**Recommendation**

That the Board of Education approve the attached budget amendment resolution to the General Appropriations Act (General Fund) for the 2021/22 year at the February 21, 2021 Board meeting.

**Background Information**

This amendment to the District's operating fund represents the first of two planned revisions during this school year. Typically, the budget is amended each year in February and June. The extensive amendment process demonstrates our commitment to a continuous budget cycle that updates the Board and community as new and improved information becomes available.

The modifications incorporated in this document are the result of a number of factors that we have previously discussed:

1. Estimates from the 2020/21 final budget amendment were updated due to information available from our 20/21 audit. The District's fund balance increased by \$3,509,166 compared to a projected increase \$637,305. Expenses came in lower than expected due to the pandemic learning year and the additional federal funding that was received due to coronavirus. Other revisions come from a detailed account analysis of budget to actual during the last school year along with individual meetings with department heads.
2. Changes in budgets necessitated by actual enrollments, actual staffing, and program adjustments. The preliminary budget was built on a blended enrollment of 8,741 students. After the October count the District's blended enrollment is 8,665. Enrollment is still down due to COVID-19.
3. Information received after the budget was adopted in June, 2021.

Typically, the first budget amendment is the most extensive one completed during the year. This is certainly the case again this year. Foundation grant revenues have been adjusted to reflect the results of our fall membership count combined with the previous spring count using the 90/10 blend as in previous years. In addition, salaries and fringe benefits have been adjusted to actual staffing levels and reflect negotiated contracted settlements. The resolution attached that will be passed on February 21 is provided at the functional level.

Also attached is the Comparison by Major Categories and Fund Balance Schedule, which is a format familiar from the budget adoption process in that it compares major categories and gives you both projected total fund balance and unassigned fund balance information. After the amendment, unassigned fund balance is projected to be 11.53% down from 13.22% at 6/30/2021. This allows us to maintain compliance with Board Policy Executive Limitations 2.4 and 2.5 for the planning and expenditure of funds so that unassigned fund balance does not fall below 7%.

<b>Revisions</b>	<b>Amount</b>
<b>Revenues:</b>	<b>(rounded)</b>
<b>Local:</b> Change in property tax collections based on increase in taxable value. Increase adjustments to both the special education and enhancement mileages. A reduction of revenue for eliminating athletic pay to participate fees for 21/22.	<b>\$1,088,236</b>
<b>State:</b> Overall net increase in the foundation grant above the estimate used at preliminary. Budget was built on \$8,311 per pupil, \$8,700 was received. UAAL revenue was also adjusted to reflect an increase. ESSER supplemental funds was also added.	<b>\$4,724,146</b>
<b>Federal:</b> ESSER I, ESSER II, 23(b) funds, Coronavirus Relief Funds (CRF) were added to the budget. All of these are one time funds.	<b>\$1,663,619</b>
<b>Incoming Transfers &amp; Other Transactions:</b> Adjusted for misclassification of a revenue account since preliminary budget.	<b>(\$120,000)</b>
<b>Revenue Subtotal -</b>	<b>\$7,356,001</b>
<b>Expenditures:</b>	
Salaries for all groups have been adjusted since the preliminary adoption to reflect any changes in staffing and settled contracts. Virtual school costs are also included.	<b>\$2,833,296</b>
Health, dental, vision, life and LTD costs have all been updated to reflect current employee elections at known rates after applying any hard caps. Corresponding FICA and retirement benefit costs have also been updated. This also includes an increase in the UAAL rate based on the revenue received through state aid.	<b>\$1,424,741</b>
Purchased services costs have increased due to several factors: Contracted substitute costs have been adjusted. Software contracts/licenses, KAMSE costs, insurance coverage with Set-Seg, technology hardware repairs, GRBS custodial services and internet costs have all increased.	<b>\$1,390,598</b>
Supply costs and debt service payments were revised. Changes are reflective of the buildings using carry-over funds from last year and adjustments based on Fall enrollment. Curriculum supplies and testing/assessments have increased. Chromebooks and PPE have been purchased with ESSER and CRF funding. Capital Outlay was adjusted for additional purchases approved since preliminary budget.	<b>\$1,829,890</b>
<b>Expense Subtotal -</b>	<b>\$(7,478,525)</b>
<b>Total revisions accounted for in these items</b>	<b>\$(122,524)</b>

After all of the proposed changes are considered, the revised budget reflects excess expenditures over revenues of \$(840,699) for the year, as compared to \$(718,175) which was adopted in June and reflects a negative difference of \$(122,524).

For the County Wide Special Education Millage funds, although K/RESA submitted a revised budget to the District where all costs would be reimbursed, the district only receives 90% of the estimated allocation in the current year, with the estimated 10% balance remitted to districts in the subsequent year after all actual costs are determined.

The Governor is expected to release the Executive budget recommendation in early February for the State's 2022/23 fiscal year. This will provide us information as we begin preparation of the 2022/23 school year budget.

**PORTAGE PUBLIC SCHOOLS  
GENERAL FUND BUDGET APPROPRIATIONS RESOLUTION  
2021/22 AMENDED BUDGET #1**

Be it resolved that this resolution shall be the General Fund appropriations of Portage Public Schools for the fiscal year 2021/22. A resolution to make appropriations; to provide for the expenditures of appropriations; and to provide for the disposition of all revenue received by Portage Public Schools.

Be it further resolved that the total unappropriated fund balance and total revenues to be available for appropriations in the General Fund of Portage Public Schools for the fiscal year 2021/22 is as follows:

	<b>Actual 2020/21</b>	<b>Adopted Budget 2021/22</b>	<b>Amended Budget #1 2021/22</b>
Total Fund Balance, Beginning of Year, July 1	10,475,284	10,394,414	13,984,450
<b>REVENUES:</b>			
Local Sources	24,934,008	26,173,203	27,261,439
State Sources	71,472,476	71,327,000	76,051,146
Federal Sources	5,097,860	1,485,408	3,149,027
Incoming Transfers and Other Transactions	162,272	297,500	177,500
<b>Total Revenues and Other Transactions</b>	<b>101,666,616</b>	<b>99,283,111</b>	<b>106,639,112</b>
<b>Total Available to Appropriate</b>	<b>112,141,900</b>	<b>109,677,525</b>	<b>120,623,562</b>

Be it further resolved that \$107,479,811 of the total available to appropriate is hereby appropriated in the amounts and for the purposes set forth as follows:

<b>EXPENDITURES:</b>			
<b>Instruction:</b>			
Basic Programs	52,035,132	52,369,564	56,518,923
Added Needs	7,890,315	8,406,450	9,377,697
<b>Total Instruction</b>	<b>59,925,447</b>	<b>60,776,014</b>	<b>65,896,620</b>
<b>Supporting Services:</b>			
Pupil	7,002,420	7,645,531	8,015,490
Instructional Staff	5,199,762	5,065,416	5,798,791
General Administration	694,833	798,456	746,744
School Administration	5,618,638	5,790,688	5,991,229
Business Services	963,348	1,412,177	1,133,255
Operations and Maintenance	9,672,199	8,874,870	9,433,131
Transportation	2,608,198	3,354,732	3,484,731
Central Services	3,247,134	2,688,061	3,101,641
Athletics	1,553,244	1,876,444	2,031,466
<b>Total Supporting Services</b>	<b>36,559,776</b>	<b>37,506,375</b>	<b>39,736,478</b>
<b>Community Services</b>	<b>1,582,310</b>	<b>1,628,980</b>	<b>1,756,796</b>
<b>Other Financing Use - Debt Service</b>	<b>89,917</b>	<b>89,917</b>	<b>89,917</b>
<b>Total Expenditure Appropriation</b>	<b>98,157,450</b>	<b>100,001,286</b>	<b>107,479,811</b>
<b>Excess (Deficit) of Revenues over Expenditures</b>	<b>3,509,166</b>	<b>(718,175)</b>	<b>(840,699)</b>
<b>Total Fund Balance (Assigned and Unassigned), End of Year, June 30 (Estimate)</b>	<b>\$ 13,984,450</b>	<b>\$ 9,676,239</b>	<b>\$ 13,143,751</b>

**PORTAGE PUBLIC SCHOOLS  
GENERAL FUND BUDGET APPROPRIATIONS RESOLUTION  
2021/22 AMENDED BUDGET #1**

Be it further resolved that no board of Education member or employee of the School District shall expend any funds or obligate the expenditure of funds except pursuant to appropriations made by the Board of Education and in keeping with the budgetary policy statement previously adopted. Changes in the amount appropriated shall require approval by the Board of Education.

Be it further resolved that the Superintendent is hereby charged with general supervision of the execution of the budget as adopted by the Board of Education and shall hold the directors and department heads responsible for performance of their responsibilities within the amounts appropriated.

**PORTAGE PUBLIC SCHOOLS**  
**2021/22 AMENDED GENERAL FUND BUDGET**  
**COMPARISON BY MAJOR CATEGORIES AND FUND BALANCE INFORMATION**

	<u>Actual 2020/21</u>	<u>Adopted Budget 2021/22</u>	<u>Amended Budget #1 2021/22</u>	<u>Increase (Decrease)</u>
<b>Revenues</b>				
Not Program Related	85,330,184	85,131,971	90,586,371	5,454,400
Program Related	16,336,434	14,151,140	16,052,741	1,901,601
<b>Total Revenues</b>	<u>101,666,618</u>	<u>99,283,111</u>	<u>106,639,112</u>	<u>7,356,001</u>
<b>Expenditures</b>				
Salaries	47,804,424	48,838,707	51,672,003	2,833,296
Fringe Benefits:				
FICA **	3,414,998	3,753,861	3,912,578	158,717
Retirement **	20,513,756	20,868,345	22,391,392	1,523,047
Health Insurance	8,177,349	9,165,980	8,869,582	(296,398)
Dental Insurance	572,147	598,660	642,041	43,381
Vision Insurance	148,932	166,707	153,172	(13,535)
Long-Term Disability	163,308	170,414	165,418	(4,996)
Life Insurance	39,266	42,647	44,369	1,722
Other Fringe Benefits	656,137	642,316	655,119	12,803
<b>Total Fringe Benefits</b>	<u>33,685,893</u>	<u>35,408,930</u>	<u>36,833,671</u>	<u>1,424,741</u>
(Note: ** Mandated fringe benefit)				
Purchased Services	10,276,346	10,768,736	12,159,334	1,390,598
Supplies, Materials, Other	5,449,779	4,559,191	6,237,300	1,678,109
Capital Outlay	854,203	338,913	490,694	151,781
Debt Service	86,809	86,809	86,809	0
<b>Total Expenditures</b>	<u>98,157,454</u>	<u>100,001,286</u>	<u>107,479,811</u>	<u>7,478,525</u>
<b>Excess (Deficit) of Revenues over Expenditures</b>	<u>\$ 3,509,164</u>	<u>\$ (718,175)</u>	<u>\$ (840,699)</u>	<u>\$ (122,524)</u>
<b>Total Fund Balance Information</b>				
Fund Balance Beginning	10,475,284	10,394,414	13,984,450	
Income (Deficit) - Allocated to Unreserved	3,509,164	(718,175)	(840,699)	
<b>Estimated Ending Fund Balance</b>	13,984,448	9,676,239	13,143,751	
Estimated Non-Spendable and Assigned				
Fund Balance Restrictions	1,008,968	500,000	750,000	
<b>Estimated Ending Unassigned Fund Balance</b>	<u>\$ 12,975,480</u>	<u>\$ 9,176,239</u>	<u>\$ 12,393,751</u>	
<b>As a Percentage of Expenditures</b>	13.22%	9.18%	11.53%	

**PORTAGE PUBLIC SCHOOLS  
GENERAL FUND AMENDMENT #1  
PROGRAM LEVEL SUPPORTING DETAIL**

	<u>Adopted Budget 2021/22</u>	<u>Amendments/ Transfers</u>	<u>Amended Budget #1 2021/22</u>
<b>REVENUES:</b>			
From Local Sources:			
Property Tax Levy (17.5695 mills)	14,544,561	679,810	15,224,371
Regional Enhancement Millage (1.5 mills)	3,305,000	110,000	3,415,000
Earnings from Investments and Deposits	1,675	(600)	1,075
Interest on Delinquent Taxes	14,548	0	14,548
Reimbursements from Other Funds:			
Accounting Services and Indirect Costs	170,000	0	170,000
Other Local Sources	44,810	23,781	68,591
From State Sources:			
Foundation Grant Allowance	57,746,394	2,034,191	59,780,585
Other State Categoricals/Foundation Adjustments	9,082,040	781,568	9,863,608
From Federal Sources:			
Medicaid Administrative Outreach Program	27,000	14,932	41,932
Program Related Revenues:			
Great Start Readiness Program	1,750	0	1,750
Contributions for Instructional Programs	28,000	30,037	58,037
Pay to Participate Fees	202,000	(202,000)	0
Online Class and IB/AP Test Fees	144,248	(16,017)	128,231
Athletic Gate Receipts and Contributions	133,296	52,568	185,864
Enrichment Class and Advertising Fees	21,217	(19,717)	1,500
Childcare and Preschool Fees	1,736,248	45,108	1,781,356
Technology Services	185,000	0	185,000
County Special Education and State Categoricals	7,686,788	557,855	8,244,643
At Risk Grant	1,662,850	0	1,662,850
Title 1 Grant	756,872	0	756,872
Title 2 Grant	290,434	0	290,434
Other Grants	341,777	148,225	490,002
Maintenance and Operations Facility Rental Fees	60,000	(40,000)	20,000
Transportation Special Education Categoricals and Billings	838,000	(30,073)	807,927
Coronavirus Relief Funds	0	189,825	189,825
Elementary & Secondary School Emergency Relief Funds (ESSER)	258,603	2,996,507	3,255,110
<b>TOTAL REVENUES</b>	<u>\$ 99,283,111</u>	<u>\$ 7,356,000</u>	<u>\$ 106,639,111</u>

**PORTAGE PUBLIC SCHOOLS  
GENERAL FUND AMENDMENT #1  
PROGRAM LEVEL SUPPORTING DETAIL**

	<u>Adopted Budget 2021/22</u>	<u>Amendments/ Transfers</u>	<u>Amended Budget #1 2021/22</u>
<b>EXPENDITURES:</b>			
<b>Instructional Services</b>			
Amberly Elementary	3,762,334	348,765	4,111,099
Angling Road Elementary	2,973,355	88,040	3,061,395
Central Elementary	3,222,801	106,911	3,329,712
Haverhill Elementary	3,618,642	(135,356)	3,483,286
Lake Center Elementary	4,261,430	(16,337)	4,245,093
Moorsbridge Elementary	3,912,700	243,576	4,156,276
12th Street Elementary	3,980,909	454,048	4,434,957
Woodland Elementary	3,477,766	132,935	3,610,701
Central Middle	4,807,750	303,959	5,111,709
North Middle	4,201,595	157,022	4,358,617
West Middle	4,942,845	4,737	4,947,582
Central High	10,214,507	485,905	10,700,412
Northern High	9,535,280	7,185	9,542,465
Auditorium Management	140,185	21,779	161,964
Childcare and Preschool Program	1,646,248	135,219	1,781,467
Community High School Program	1,626,316	99,378	1,725,694
Coronavirus Relief Funds	0	189,825	189,825
Education for Employment	902,362	172,393	1,074,755
Education for the Arts	100,413	(13,470)	86,943
Elementary & Secondary School Emergency Relief Funds (ESSER)	258,604	2,996,506	3,255,110
High School Athletics	1,736,168	10,673	1,746,841
Homebound Services	7,527	5,028	12,555
Instructional Services Administration	929,149	187,400	1,116,549
Middle School Athletics	242,741	49,408	292,149
Non-Public Schools- Shared Time Program	678,035	8,635	686,670
<b>Technology and Student Information Systems</b>			
Media Services	182,907	44,499	227,406
Technology Services	2,719,816	307,786	3,027,602
<b>Special Education Services</b>			
Special Education Program	9,787,431	861,096	10,648,527
At Risk Grant	1,662,850	0	1,662,850
Title 1 Grant	756,872	0	756,872
Title 2 Grant	290,434	0	290,434
<b>Curriculum and Professional Development</b>			
Curriculum Development	1,065,054	96,759	1,161,813
Professional Development	162,704	50,231	212,935
Other Grants	391,263	186,891	578,154
<b>Operations</b>			
Budget and Finance	1,702,885	(218,634)	1,484,251
Central Services	155,322	(44,566)	110,756
Maintenance and Operations	4,969,501	87,209	5,056,710
Transportation	3,271,112	(67,000)	3,204,112
<b>Community Relations</b>			
Communications	317,817	7,731	325,548
Community Enrichment Program	124,350	(17,572)	106,778
<b>Human Resources</b>			
Administration	704,456	5,288	709,744
<b>TOTAL EXPENDITURES</b>	<u>\$ 100,001,286</u>	<u>\$ 7,478,525</u>	<u>\$ 107,479,811</u>
<b>EXCESS (DEFICIT) REVENUES OVER EXPENDITURES</b>	42 <u>\$ (718,175)</u>	<u>\$ (122,525)</u>	<u>\$ (840,700)</u>