

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
COMMITTEE OF THE WHOLE WORK SESSION
CENTRAL HIGH SCHOOL AUDITORIUM, 8135 S. WESTNEDGE, PORTAGE, MICHIGAN 49002
NOVEMBER 8, 2021, 6:30 PM
AGENDA**

VISION STATEMENT

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

MISSION STATEMENT

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

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II. Revisions/Approval of Agenda

Recommended Motion:

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

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IV. Board Education

1. Presentation of Monitoring Report 1.1 (Middle School)

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VI. Consent Agenda

1. Approval of Meeting Minutes
 - a. October 25, 2021 Regular Business Meeting

2. Approve Virtual Program

That the Board of Education approve the addition of our Virtual Elementary Program and select courses for our Middle School Virtual Program to our Elementary and Middle School Programs of Study, as presented.

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

OCTOBER 25, 2021

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, October 25, 2021, 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 Mrs. Novaria, 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, testing/adjusting/balancing is complete. Commissioning work is ongoing. We are exploring adding sound panels in the art class and sound lab.

The Central softball dugout work continues with completion on track for late November.

For the elementary bond project, architectural proposals have been reviewed. A recommendation will be presented to the Board at the November 8, 2021 meeting.

Mr. Edwards addressed questions from the Board.

Bond Budget Update

Mr. Johnny Edwards reviewed the future bond enhancement list, which detailed costs to date and showed remaining enhancement projects, including those that are actively being pursued or in progress.

Mr. Edwards addressed questions from Trustees.

Financial Report

Ms. Samantha Stevens, Business Manager, detailed the General Fund Budget Progress Report by Function and by Object for the three-month period ending September 30, 2021 compared to the same period in 2020. Ms. Stevens responded to Trustee questions.

Ms. Stevens provided an update on business office activity. Student count day was October 6, 2021. Work continues to finalize that data to submit to the state. General Fund amendment work will begin once the count is certified. We had a successful bond sale!

Other – Items of Interest

Superintendent Bielang provided items of interest.

Kalamazoo RESA's CTE project is getting closer to becoming a reality with the announcement of the building site and a generous monetary gift.

We are facing challenges filling bus-driving positions. We may have to make route adjustments if we cannot fill driver slots.

Pulse survey results are in for the student, parent, and employee engagement surveys conducted earlier this fall. The goal of these surveys is to find our strengths as well as weaknesses and develop an action plan to address those. Approximately 3,600 participated in the student survey, over 2,000 participated in the parent survey and 413 participated in the employee engagement survey. A 90-day pulse survey will be conducted in December.

COMMENTS OR COMMUNICATIONS

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

Donny Hall-Curnutte addressed the Board regarding diversity and equity in learning.

Grace Van Staveren commented on diversity, equity and inclusion in school.

Lilly Davis addressed the Board regarding diversity in school.

Fiona Doyle address the Board regarding educational equity for students with disabilities.

Elise Ward spoke about inequity in education and implicit bias training.

Dr. Ryan Freeland addressed the Board regarding honoring former coach Bob Knight.

Kimberly Larson commented on COVID-19 protocols.

Karen Smoots addressed the Board regarding masking; it should be a choice.

Kelly Sackett shared comments against masking.

Rob Walk addressed the Board regarding masking.

Josh Cunningham addressed the Board regarding renaming McCamley Field in honor of former coach Bob Knight.

Mary Beth Henry addressed the Board regarding diversity, equity, and inclusion.

Jessica VanDyke commented on COVID protocols; masking should be a choice.

Abigail VanDyke spoke out against masking for students.

Aly Lipari shared comments in support of the student JEDI Club and DEI.

Emily Crawford addressed the Board regarding masking and COVID-19 vaccines.

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

Mrs. Novaria paid accolades to Kurt Twitchell, Northern's football coach, for inviting his players to attend the recent band invitational in order to support the band that supports the team.

Mr. Rathburn expressed his enthusiasm for KRESA's future CTE building, thanked staff for their work in these difficult times, and expressed how Coach Knight affected his life.

Mr. Droppers congratulated KRESA on their CTE project and thanked the community for supporting this effort.

Dr. Shelton-Harris expressed how Coach Knight supported her as an employee.

Mr. Snyder paid condolences to the family of Bob Knight.

Mr. Van Antwerp expressed condolences to the family of Bob Knight on behalf of the Board. He shared a positive story about Mr. Knight. Addressing the audience, Mr. Van Antwerp conveyed the Board always welcomes public comment.

CONSENT AGENDA

President Van Antwerp presented the following Consent Agenda items for approval by the Board of Education: approve meeting minutes from the October 11, 2021 Committee of the Whole Work Session; approve the proposed bylaw and policy updates, as presented; and approve the proposed revisions to Policy 1.0 – Global Ends, as presented.

There being no objections, the motion carried unanimously.

ACTION ITEMS

There were no action items.

DISCUSSION ITEMS

MASB Delegate Assembly Handbook Resolutions

President Van Antwerp reviewed resolutions from the handbook. Most changes are minor, such as a title change, some are driven by changes in the law. There is a new resolution regarding social/emotional learning, which jives with our resilience statement in Policy 1.0.

Commemoration and Naming of School Facilities

President Van Antwerp stated commemoration and naming of facilities is on tonight's agenda because of requests received from the community to rename McCamley Field in honor of former coach Bob Knight. President Van Antwerp reviewed the policy regarding commemoration/naming of school facilities. He shared the background regarding Mr. McCamley and the naming of the field after him and asked for the Board's input on how to move forward. There was a consensus of the Board that Coach Knight be honored in some way, the process toward making a decision on how to honor Mr. Knight be careful and thoughtful and begin with a review of policy, and that a committee be formed. Dr. Ryan Freeland offered to head up a committee. Per President Van Antwerp, we will work as quickly as we can through this process.

Approve Virtual Program

Per Mr. Mike Huber, Director of Curriculum and Professional Learning, and Ms. Kelly Jensenius, Director of Elementary Education, shared background information and detailed the recommendation to approve virtual program additions to the Elementary and Middle School Programs of Study. Mr. Huber and Ms. Jensenius addressed questions from Trustees.

With no further business to come before the Board, the meeting was adjourned at 8:10 p.m.

Respectfully submitted,
Barb Atkinson, Recording Secretary

To: Mark Bielang, Superintendent
Board of Education

From: Mike Huber, Director of Curriculum and Professional Development
Kelly Jensenius, Director of Elementary Education

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

Date: October 22, 2021

RECOMMENDATION

We are recommending that the Board of Education approve the addition of our Virtual Elementary program and select courses for our Middle School Virtual Program to our Elementary and Middle School Programs of Study.

Elementary Level	Middle Level
K-5 Art K-5 Music K-5 Physical Education K-5 Math K-5 Science K-5 Social Studies K-5 English Language Arts 3-5 Media	Middle School Fitness Middle School French Middle School Electives Sign Language Coding 2D Art Journalism Photography

BACKGROUND INFORMATION

During the pandemic, Michigan passed legislation to temporarily lift pupil in-person requirements in order for schools to maintain foundational pupil funding. With many school districts continuing to offer virtual programming and with expiration of COVID emergency allowances, Michigan needed to create new rules and guidance for virtual programs. This led to updates to Michigan’s Virtual Program statute 388.1621f and to Michigan’s Pupil Accounting Manual (the PAM).

Based on these updates, there are two types of virtual programming, Distance Learning and Virtual Learning. Briefly described, *distance learning* is where the students are receiving course instruction for the same amount of time as their in-person peers, on the same daily schedule, and on the same content standards. *Virtual learning* is where students have a modified in-person amount of time, an adjusted daily schedule, and potentially modified content standards.

Our elementary program is a *virtual learning* program that has the same content standards as our in-person elementary program. We have modified the in-person time requirement to allow for a more flexible schedule and to provide time away from a computer screen to do course work.

Our middle and high school programs are based almost entirely on *distance learning*. These students attend a traditional 7 period day, regardless of their modality of instruction. They are expected to attend their daily classes. And when working independently (as they would in an in-person classroom, generally at the end of their class period) their class teacher is immediately available. We do have a few electives being offered as *virtual learning* at the middle school level. At the high school level, our program is fully aligned with our current program of studies.

For our elementary students in our *virtual learning program*, we ensure a number of expectations are occurring so that we are meeting State and Federal guidelines.

Separate course syllabi for our virtual programs that include specific details on the course content and learning standards. These syllabi need to be explicit for any *virtual learning program*.

A student's Education Development Plan (EDP) needs to be developed to count these students as a part of PPS membership.

Track and record weekly "two-way interactions" for the duration of any virtual learning program. A "two-way interaction" is defined as when a teacher and student (or guardian/parent) connect via email, phone call, or a video chat on progress on a learning objective. Parent or guardian facilitated two-way interaction may be required if the pupil is in grades K-5 or in a special education program and due to the student's age or disability, the pupil does not possess the skills necessary to participate in two-way interaction unassisted.

Explicit virtual program information in our Program of Studies. This is why we are submitting this recommendation today.

To develop these elements and ensure that we are meeting expectations, we have been assisted by Ryan Miller our Pupil Accounting Data System Analyst, and Jill Slaughter the KRESA Pupil Accounting and Data Quality Consultant. Jill and Ryan have supported Jessica Winstanley, Instructional Coach and Dr. Mackenzie Sheahan, Elementary Virtual Principal, in the development of our elementary course syllabi, education development plans, and two-way interaction documentations. We appreciate the support that this team has provided in ensuring a high-quality virtual learning program is in place for the students in Portage Public Schools.

We are happy to answer any questions that you may have concerning this recommendation.

Very Respectfully Submitted,

Michael Huber
Kelly Jensenius

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VII Assurance of District Performance

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

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

**Portage Public Schools
Monitoring Report**

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

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

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

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

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

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

Certification

I hereby present my Monitoring Report on Ends Policy 1.1 (High School) in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of November 2, 2021.



Signature

November 2, 2021
Date

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

Table of Contents in Monitoring Report 1.1

Policy Language 1.1

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Report Overview

Impacts of COVID on Data

High School

 The SAT and PSAT Assessment Suite

 PSAT Assessment

 SAT and PSAT Data

 Overview of trends on High School Measures

Middle School

 The M-STEP Assessment

 The PSAT 8/9 Assessment

 PSAT and M-STEP Data

 Overview of trends on Middle School Measures

1.1 POLICY LANGUAGE

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

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

Interpretation

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

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

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

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

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

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

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
FastBridge *	Mathematics	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

* FastBridge is a new Math assessment that is being piloted this year in our elementary classrooms to improve our understanding of our students’ mathematical knowledge and skills.

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

Impacts of COVID on Data

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

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

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

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

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

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

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

¹ College Board website and MDE website and publications.

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

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.

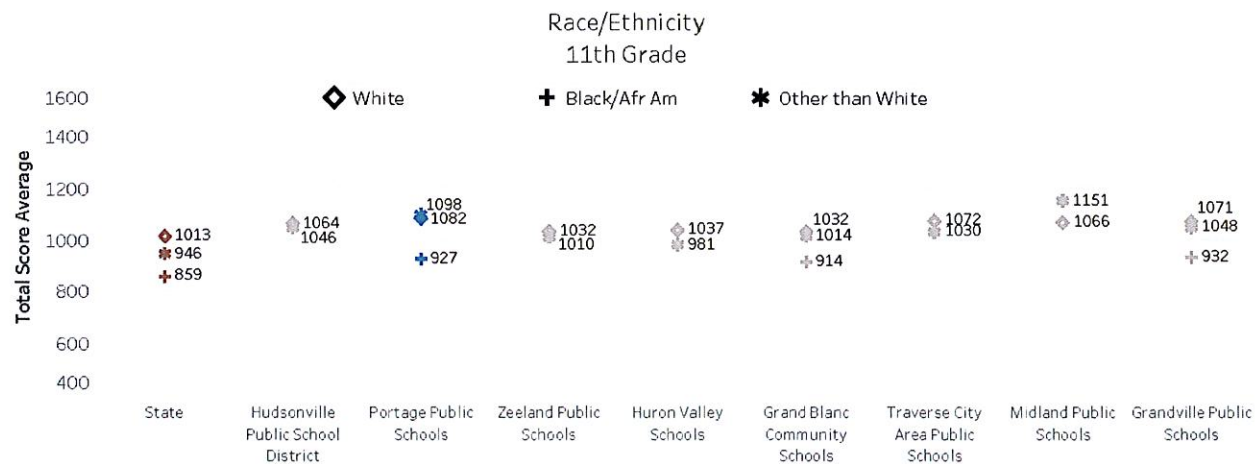
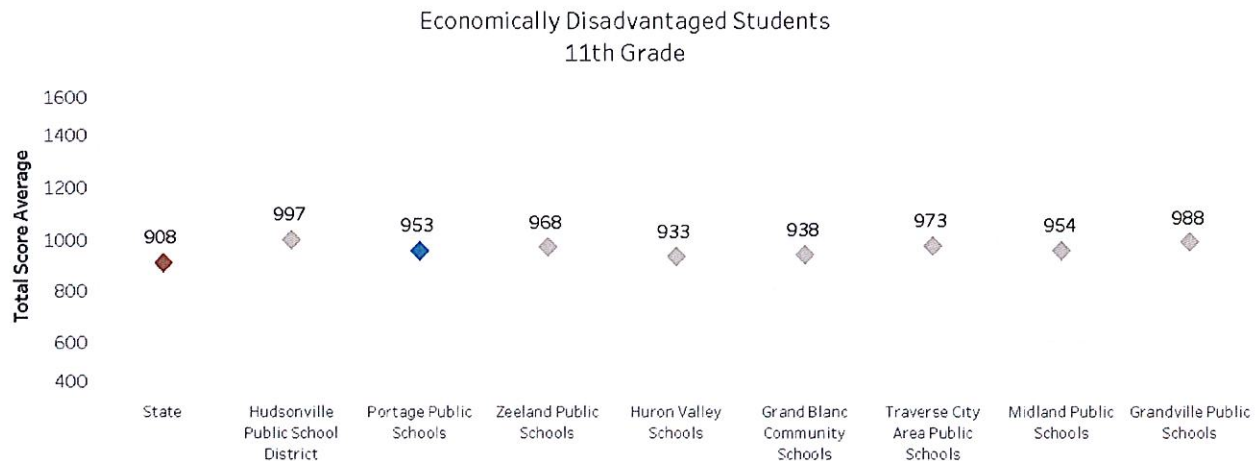
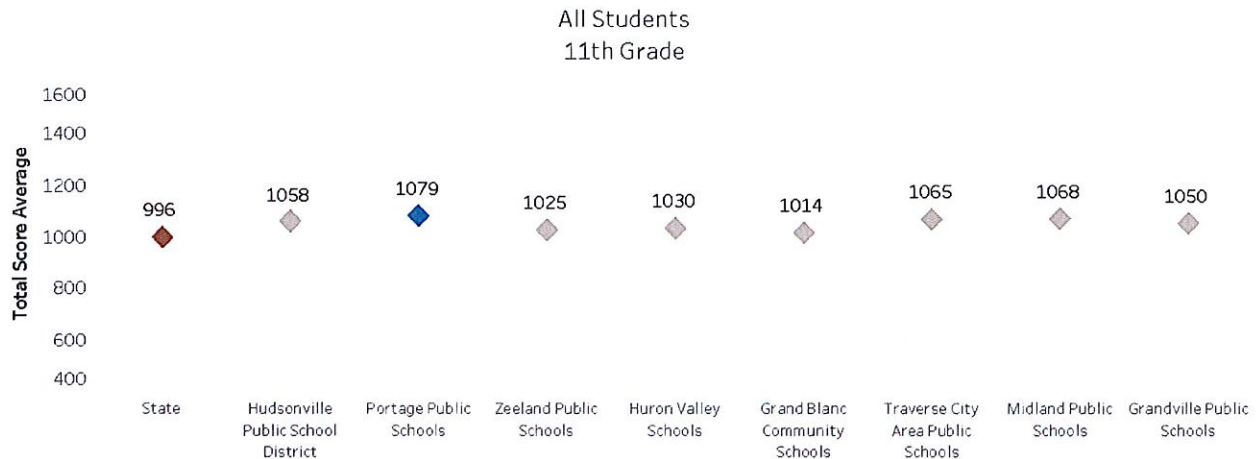
Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

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



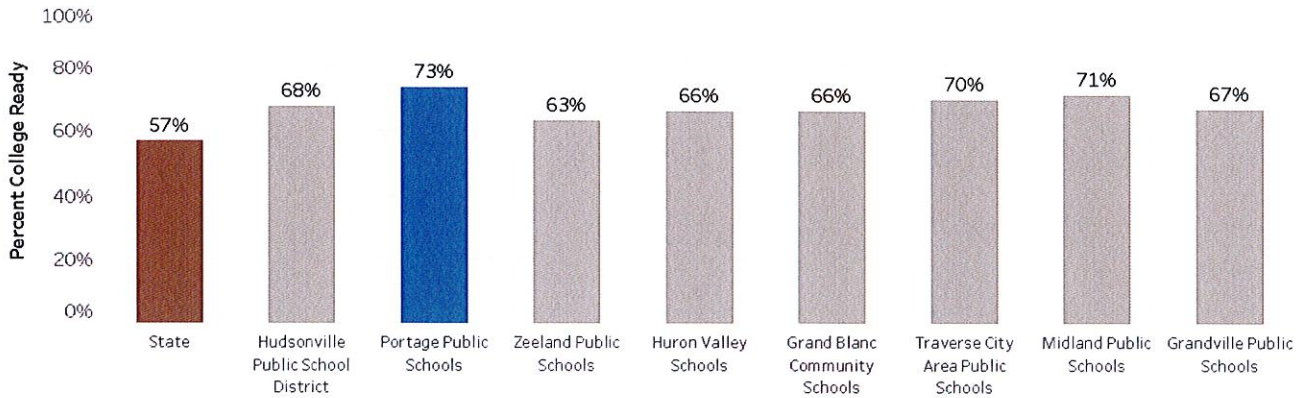
Notes:

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

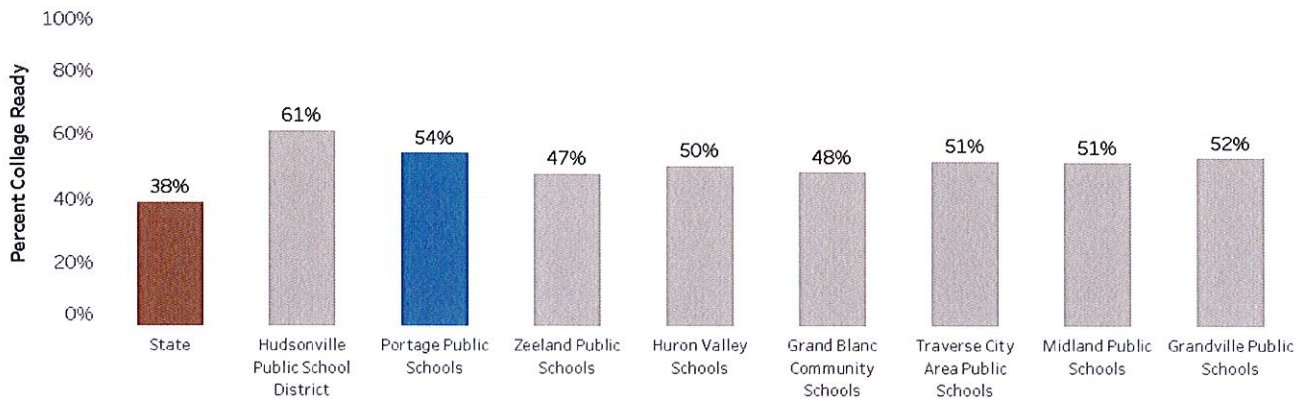
The Black/African American subgroups for Hudsonville, Zeeland, Huron Valley, Traverse City, and Midland school districts were too small for those scores to be available.

2021 SAT Evidence Based Reading & Writing

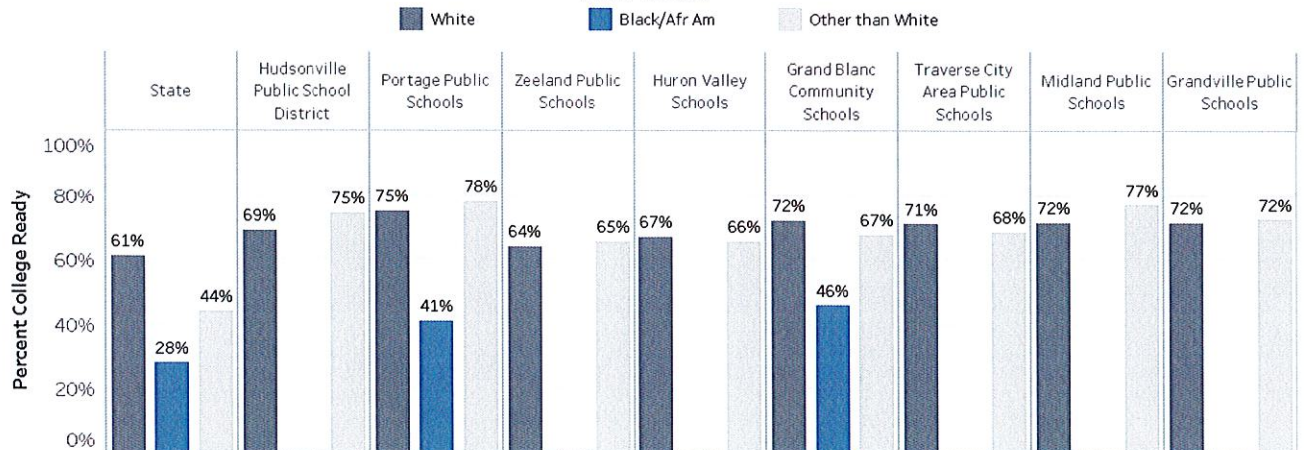
All Students
11th Grade



Economically Disadvantaged
11th Grade



Race/Ethnicity
11th Grade



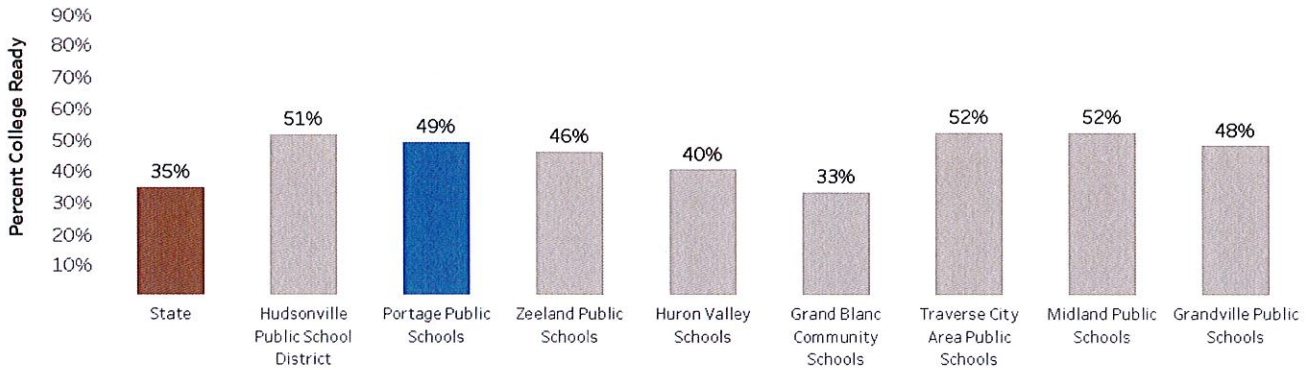
Notes:

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

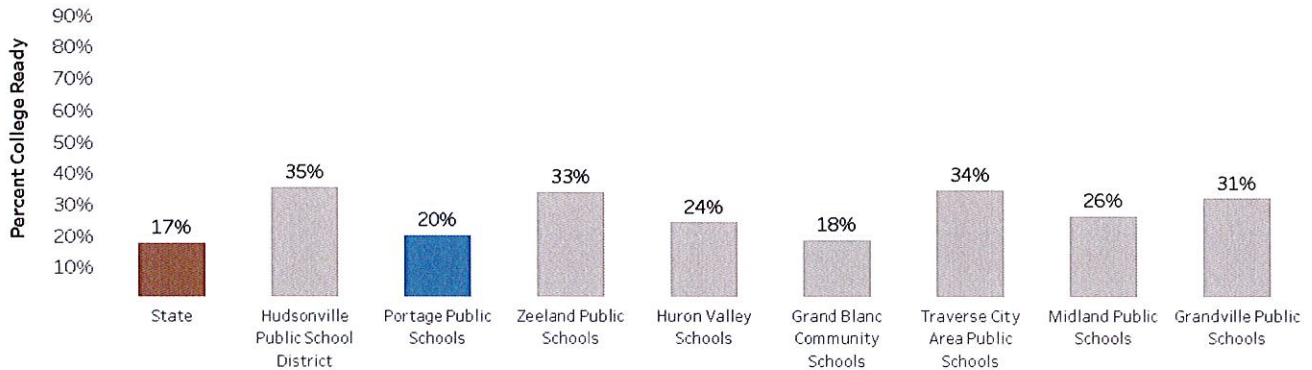
The Black/African American subgroups for Hudsonville, Zeeland, Huron Valley, Traverse City, and Midland school districts were too small for those scores to be available.

2021 SAT Math

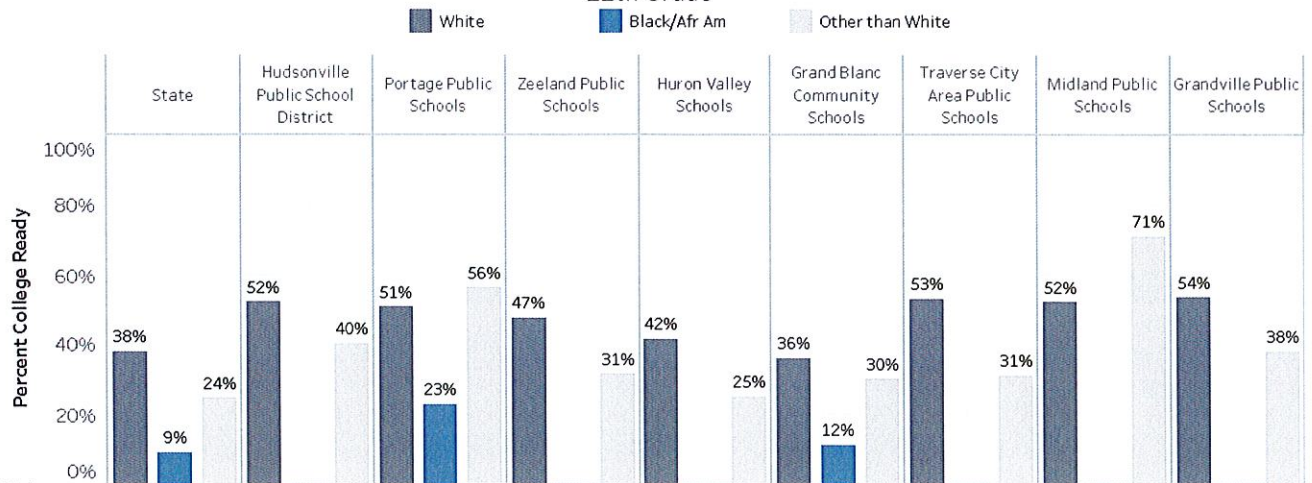
All Students
 11th Grade



Economically Disadvantaged
 11th Grade



Race/Ethnicity
 11th Grade

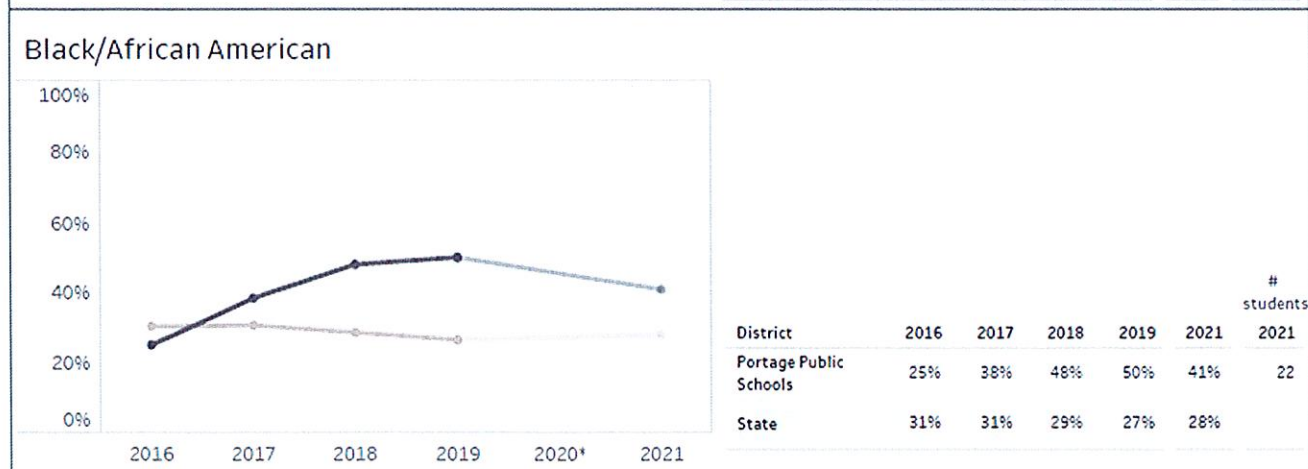
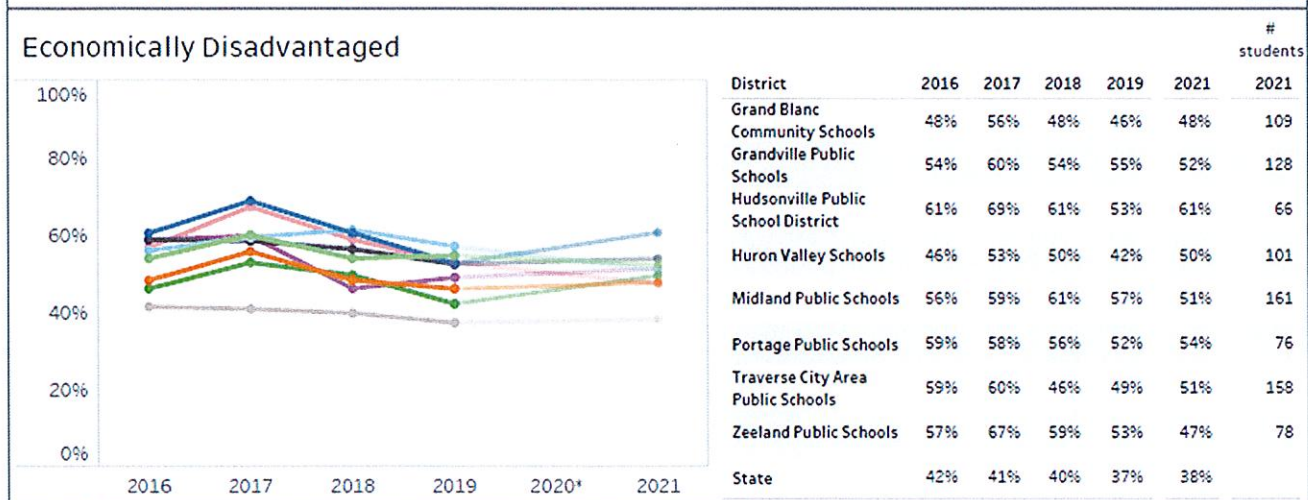
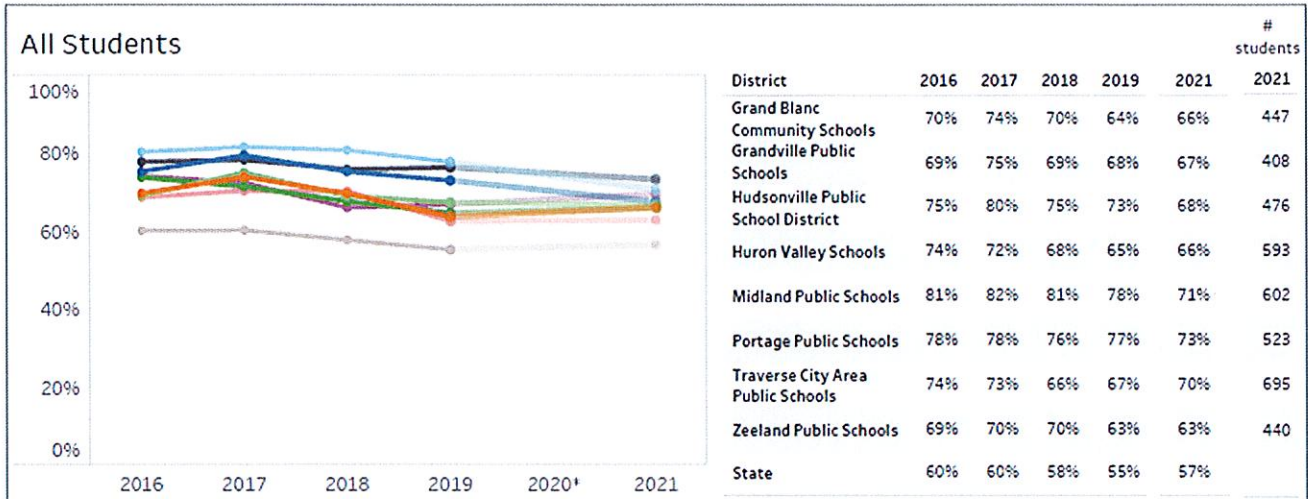


Notes:

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

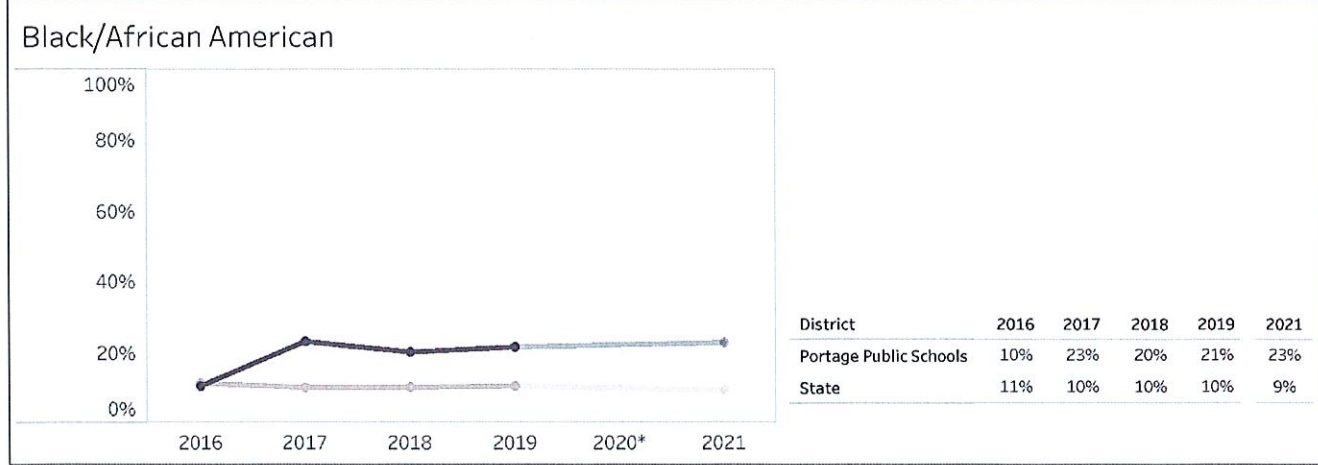
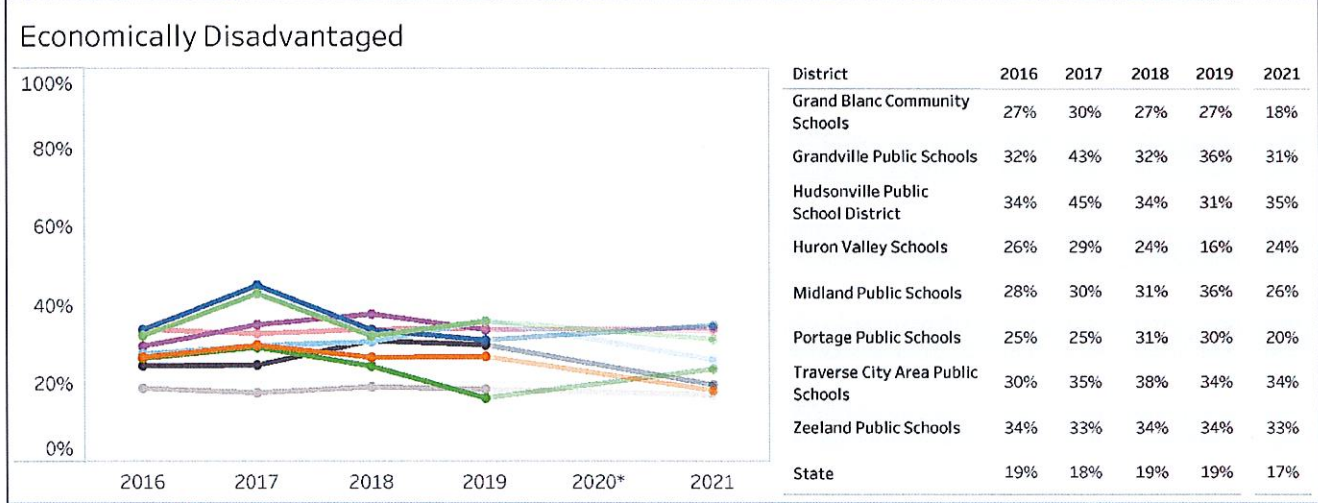
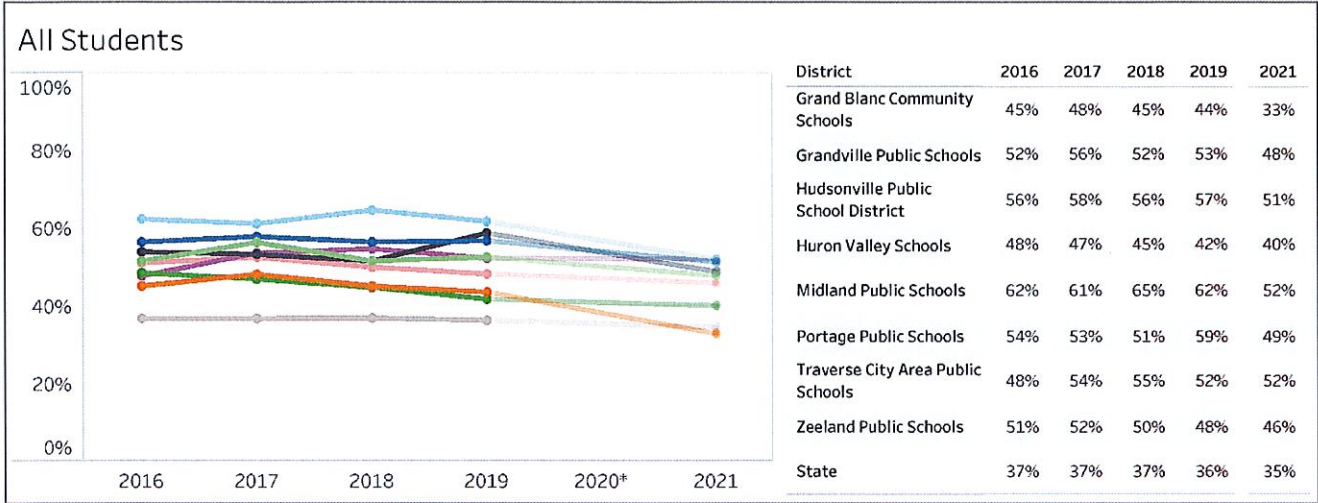
*State Assessments were not given in 2020, resulting in no available data for that year.



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

Math Trends: Percent College Ready

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



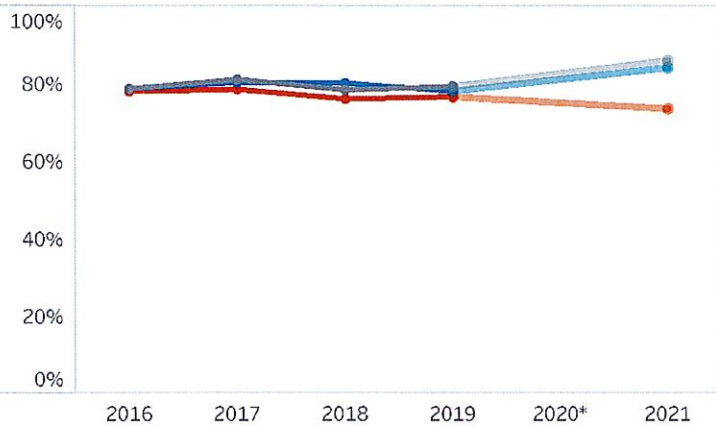
- Grand Blanc Community Schools
- Huron Valley Schools
- Traverse City Area Public Schools
- Grandville Public Schools
- Midland Public Schools
- Zeeland Public Schools
- Hudsonville Public School District
- Portage Public Schools
- State

Evidence Based Reading and Writing Trends: Percent College Ready

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

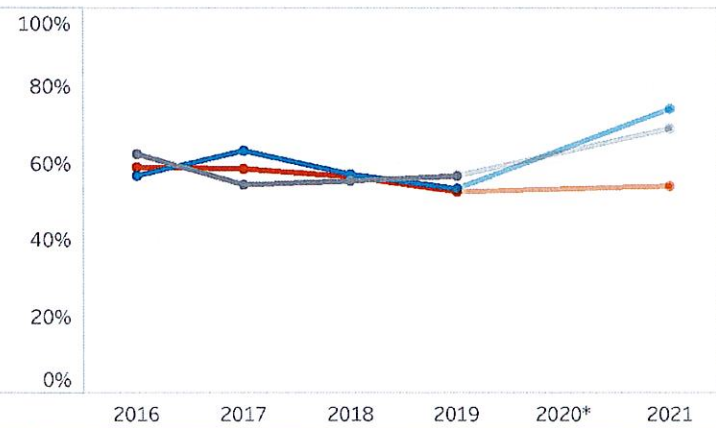
■ PSAT9 ■ PSAT10 ■ SAT

All Students



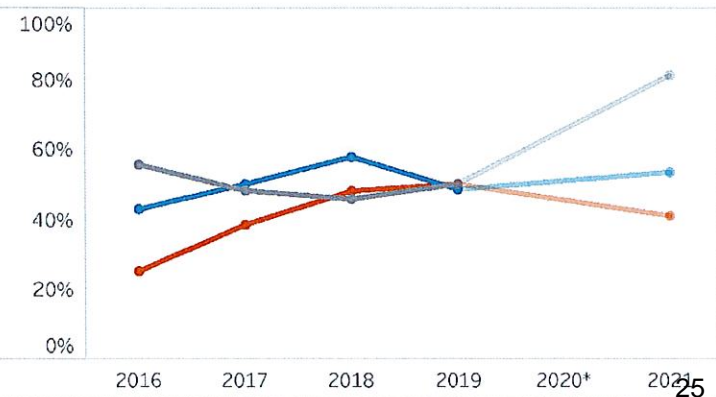
	2016	2017	2018	2019	2021	# students 2021
PSAT9	79%	81%	78%	79%	86%	452
PSAT10	79%	80%	80%	78%	84%	406
SAT	78%	78%	76%	77%	73%	523

Economically Disadvantaged



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

Black/African American



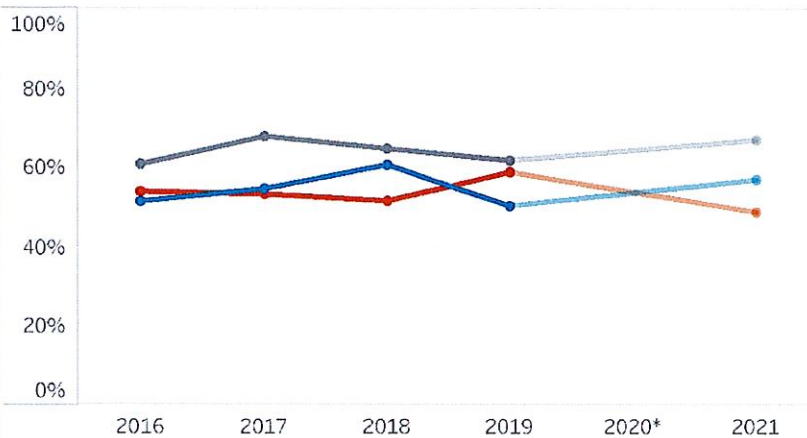
	2016	2017	2018	2019	2021	# students 2021
PSAT9	56%	48%	46%	50%	81%	21
PSAT10	43%	50%	58%	48%	53%	15
SAT	25%	38%	48%	50%	41%	22

Math Trends: Percent College Ready

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

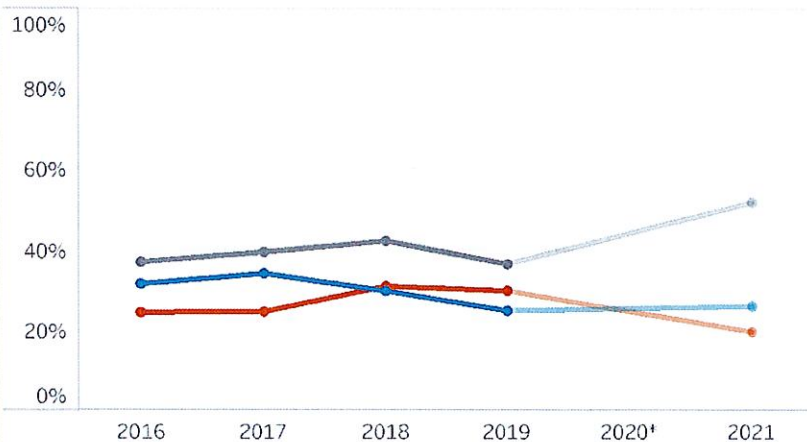
■ PSAT9 ■ PSAT10 ■ SAT

All Students



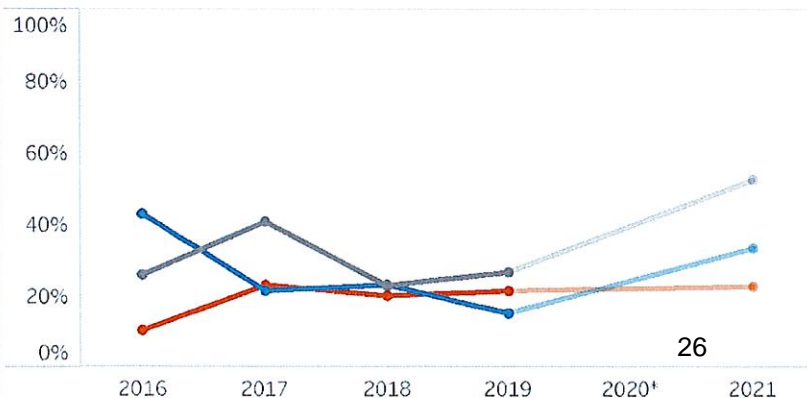
	2016	2017	2018	2019	2021
PSAT9	61%	68%	65%	62%	67%
PSAT10	51%	55%	61%	50%	57%
SAT	54%	53%	51%	59%	49%

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.

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

For our students on our PSAT9 and PSAT 10 measures:

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

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.

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

We include M-STEP growth scores in MR 1.1 to show improvement over previous years.

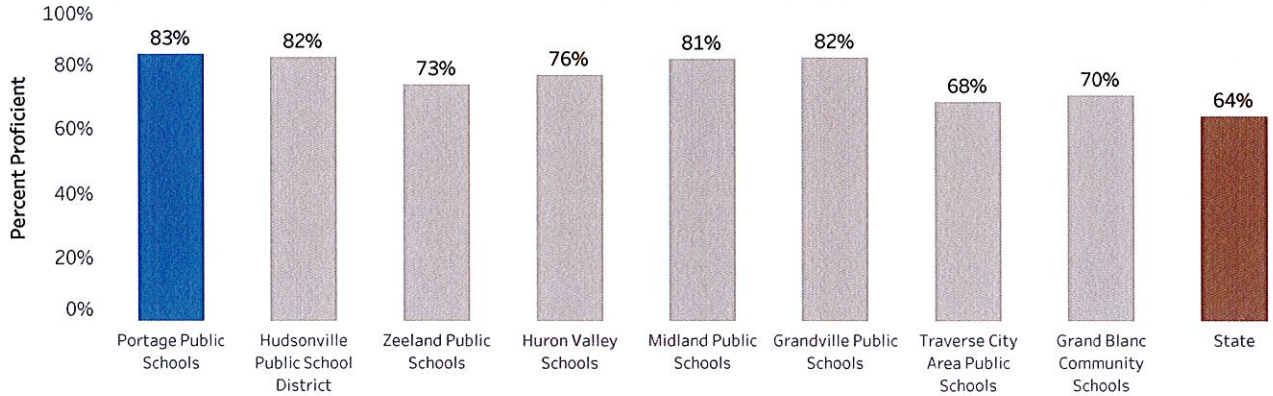
To identify our growth on the M-STEP assessment, we continue using the Student Growth Percentile (SGP) for our student groups and subgroups. Student Growth Percentiles look at the change in student achievement over two different assessments. Student Growth Percentiles are defined by the growth that comparable 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

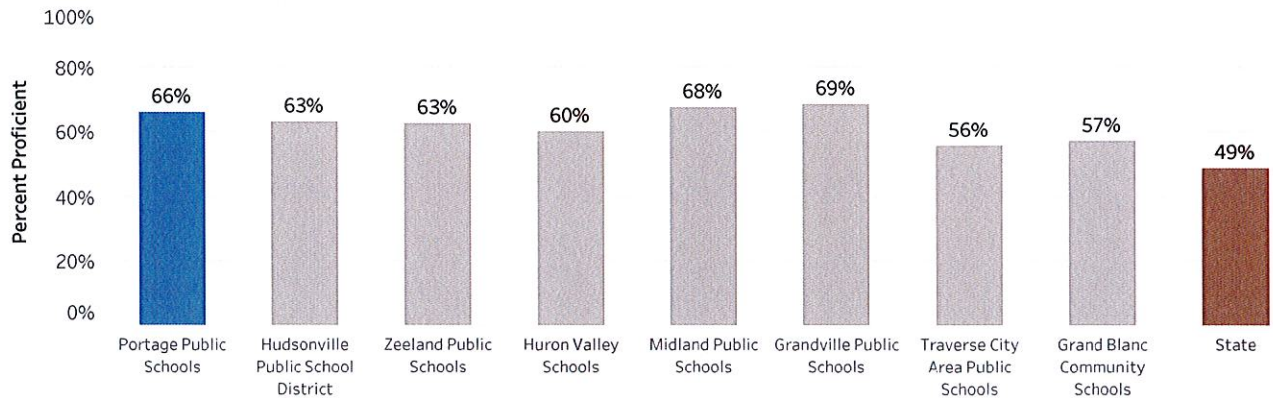
⁴ http://www.michigan.gov/documents/mde/2016_Michigan_School_Scorecard_Guide_538413_7.pdf

2021 PSAT 8/9 Evidence Based Reading & Writing

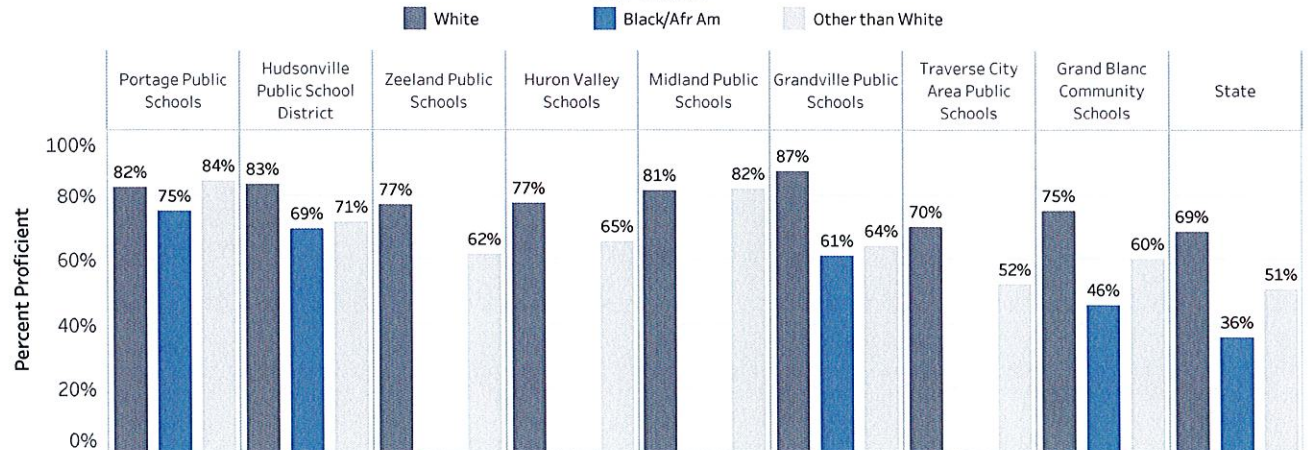
All Students
8th Grade



Economically Disadvantaged
8th Grade



Race/Ethnicity
8th Grade

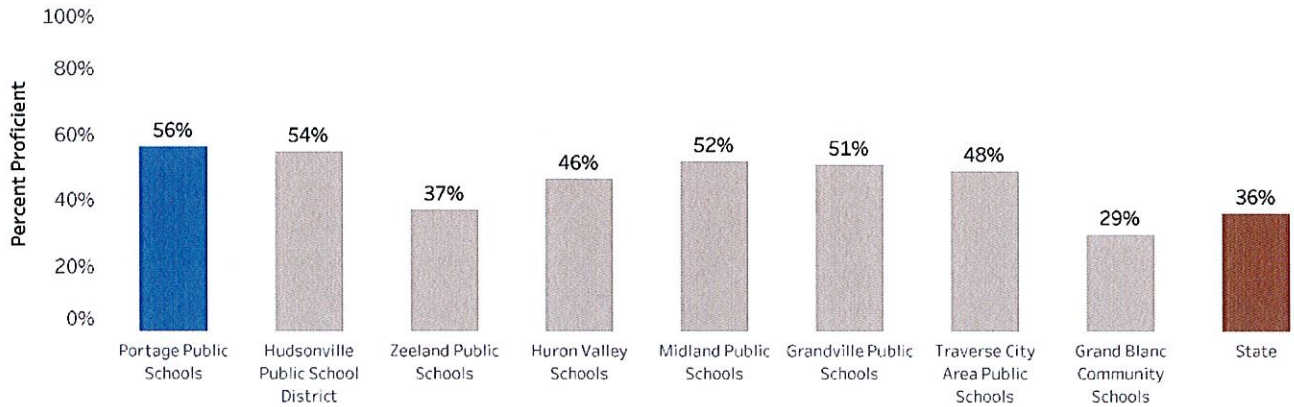


Notes:

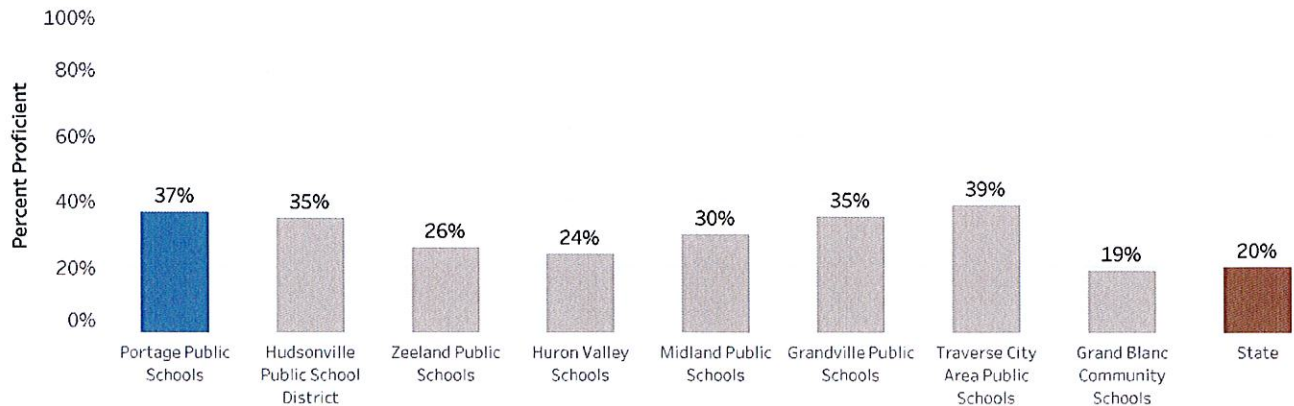
Schools are listed in order of lowest to highest Percent Economically Disadvantaged.
 The Black/African American subgroups for Zeeland, Huron Valley, Midland, and Traverse City school districts were too small for those scores to be available.

2021 PSAT 8/9 Math

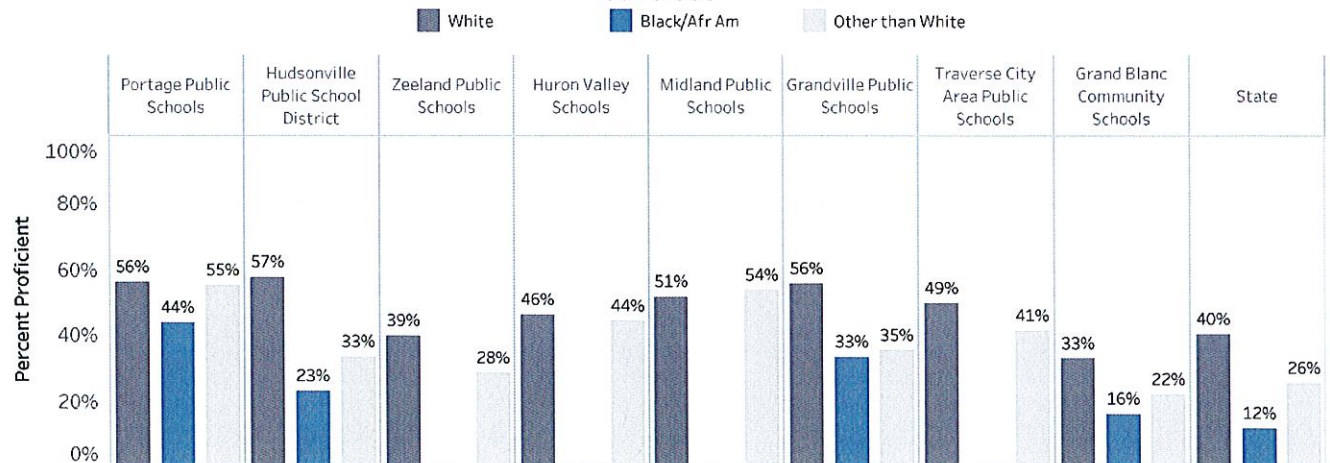
All Students 8th Grade



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.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL AUDITORIUM
NOVEMBER 8, 2021, 6:30 P.M.**

Note Page

VII. Assurance of District Performance

1. Monitoring Report 2.2, Treatment of Staff (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept as presented, the Monitoring Report on 2.2, Treatment of Staff, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

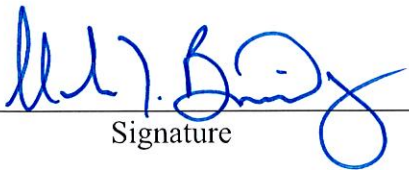
Policy Type: Executive Limitation
Policy Title: (2.2) Treatment of Staff

Global Board Policy

With respect to the treatment of paid and volunteer staff, the Superintendent may not cause or allow a work environment which is inequitable, unsafe, undignified, disorganized, unclear, or results in a conflict of interest.

Certification

I hereby present my monitoring report on Executive Limitation, 2.2, "Treatment of Staff" in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of November 5, 2021.



Signature

11.5.2021

Date

Interpretation

I submit that the Board's Policy is comprehensively interpreted in the succeeding seven sections. My interpretations of those sections, the report, and conclusion statements are presented below. This Executive Limitation was last revised in May 2018.

2.2.1 POLICY LANGUAGE

The Superintendent shall not fail to provide a work environment conducive to high performance, engagement and growth.

Interpretation

I interpret this to mean that:

1. High performing staff members are role models for others, come to work with a positive attitude and on time, and are absent less frequently.
2. An engaged workforce is one that has the opportunity to provide input; has conversations to improve performance; and is equipped to do their job. The “Top 2 Boxes” of the Studer **Employee Engagement Survey** for the Principal/Supervisor items will be used to measure high levels of engagement. Additionally, the “Top 2 Boxes” of the “Net Promoter” item will be used to bring additional meaning to the survey results.
3. Staff members show growth by completing graduate coursework and participating in professional development activities.

Report

The following information is provided to demonstrate compliance with this Policy:

1. Each of our new/probationary teachers is assigned a mentor to serve as a role model. Approximately 50 teachers serve in this capacity each school year. This number varies from year to year depending on how many new/probationary teachers are in the system.

By the nature of the profession, education employees in general serve as role models for students. Students express their acknowledgement of and appreciation for this in a number of ways. Two examples are our International Baccalaureate (IB) students who identify their significant educator at the annual IB Ceremony. Over the years, teachers, custodians, bus drivers and others have been singled out as important role models who have influenced their success. Another example is the annual Kalamazoo County Excellence in Education Awards where our top graduates (academically) are recognized and in turn identify an educator who has had significant impact. Portage Public School staff members are regularly recognized with this honor.

While difficult to measure who comes to work with a positive attitude, we often get anecdotal feedback from students, parents, other employees and supervisors about the positive, “can-do” attitude demonstrated by our professional and support staff. As administrators throughout the District conduct Rounding Conversations and 30-day interviews of new staff, many individuals are identified as being helpful to them and always exhibiting a positive attitude toward the work they do. Many of these individuals are recognized through our weekly District Memo.

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

As a District, we track staff attendance data and share individual attendance/absence information with employees during their year-end evaluation. Concerns regarding excessive absences or tardiness would typically be addressed at this time and incorporated into a growth plan, if necessary.

2. Building and program administrators each have mechanisms to solicit input from staff in their buildings/departments. Our evaluation systems provide for multiple opportunities to discuss performance and make improvements where necessary.

As we implement “Rounding” and “30/90 day interviews” across the District, two of the questions asked are: “Is there anything that we could do better?” and, “Do you have any ideas for improvement?” The answers to these questions provide valuable information to help identify gaps in performance.

The Districts budgeting process and support provided by various departments are intended to equip employees with the necessary resources to perform their work. As we collect information from our District Support Services survey, we identify areas that need improvement and develop departmental action plans to better serve our customers.

The District continues to administer Studer Education’s **Employee Engagement Survey** in the fall and again in the spring. Over 600 employees typically participate during each survey administration. Over 60 pages of comments are provided to give us additional information and context to the survey questions. The survey results along with the comments for each school/department are provided to the respective leaders to review, rollout results and develop action plans to address performance gaps. The Employee Engagement Survey contains 17 questions and three open ended opportunities to respond. The first 10 questions specifically target principals/supervisors; three questions ask about the superintendent; three other questions ask about District communications; and one question serves to identify the “net promoters.”

The 2017-18 school year results provided baseline data for Portage Public Schools. The “Top 2 Percentage” is the percentage of respondents who strongly agree or agree to the first 10 questions of the **Employee Engagement Survey**. The “Net Promoter Percentage” is the percentage of respondents who strongly agree or agree with the question: “If given a choice, I would recommend that a parent select this district for his/her child.”

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

Notes

Because of the ongoing COVID-19 situation combined with the large number of other surveys being conducted by the District, the decision was made to hold off on administering the fall 2020 and the fall 2021 Employee Engagement Surveys. We expect to resume this survey in the spring of 2022.

Instead, the District is conducting 30-day and 90-day Pulse Surveys of employees, students, and parents/guardians during the fall of 2021. The 30-day Pulse Surveys were conducted in early October 2021. Survey results have been received and are being rolled out. Action steps are being developed as this report is being written. Follow-up survey (90-day Pulse Checks) will be conducted in December.

The Pulse Surveys are designed to monitor and measure improvement as students return to school for the 2021-2022 school year. It is intended to be a rapid response to stakeholder perceptions - employees in this case.

Employees were asked to self-identify with one of four learning environment categories: all in-person instruction, all virtual, both in-person and virtual, and does not apply to my job. Just over 400 employees took the ten-question survey. As with our traditional surveys, building and department leaders review and rollout the results of the survey, highlighting the top-rated and lowest rated responses. Action plans are developed to keep doing the things that are working well and identify actions to address the lowest rated areas.

During this survey cycle employees told us they know what is expected of them in their work, they feel a sense of belonging in their respective work environments, and they would recommend to a parent that they should select PPS as their school. Each of these three items was rated above 4.0 on a five point scale. Conversely, employee's lowest rated items were: 1. being consulted on the decisions that affected their work (3.10), and 2. involved in providing input on what's occurring in the district (3.13).

Monitoring Report

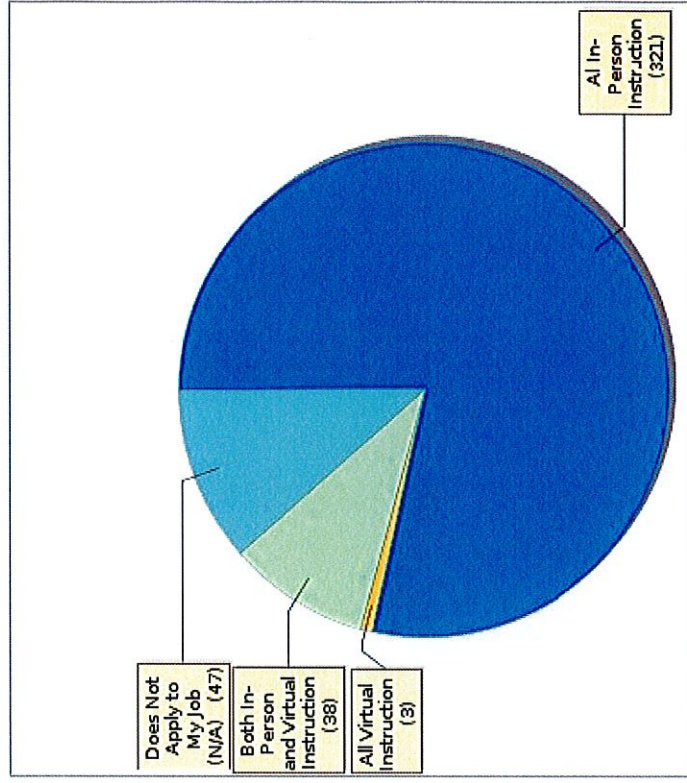
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Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

Select your working environment:

	Response percent	Response total
All In-Person Instruction	78.48%	321
All Virtual Instruction	0.73%	3
Both In-Person and Virtual Instruction	9.29%	38
Does Not Apply to My Job (N/A)	11.49%	47



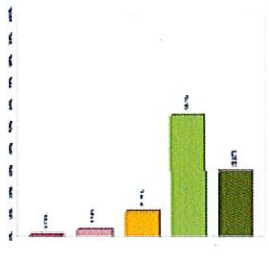
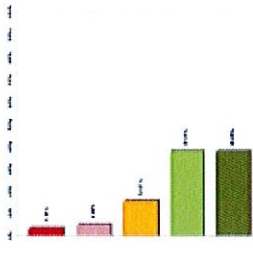
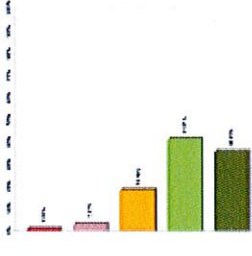
Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

Item Results - Top Three

<p>6. I know what is expected of me in my work.</p>	<p>0.73% (3)</p>	<p>3.16% (13)</p>	<p>11.41% (47)</p>	<p>55.1% (227)</p>	<p>29.61% (122)</p>		<p>412</p>	<p>4.10</p>
<p>8. I feel a sense of belonging in my work environment.</p>	<p>3.42% (14)</p>	<p>4.88% (20)</p>	<p>15.61% (64)</p>	<p>38.05% (156)</p>	<p>38.05% (156)</p>		<p>410</p>	<p>4.02</p>
<p>10. If given a choice, I would recommend that a parent select PPS for his or her child.</p>	<p>0.97% (4)</p>	<p>2.92% (12)</p>	<p>18.49% (76)</p>	<p>41.61% (171)</p>	<p>36.01% (148)</p>		<p>411</p>	<p>4.09</p>

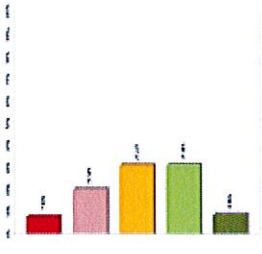
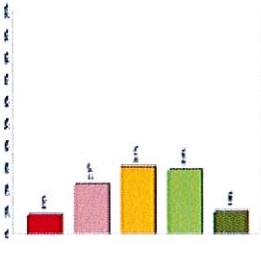
Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

Item Results - Bottom Two

<p>2. I am involved with providing input on what is occurring in our school system.</p>	<p>7.99% (33)</p>	<p>20.34% (84)</p>	<p>31.24% (129)</p>	<p>31.48% (130)</p>	<p>8.96% (37)</p>		<p>413</p>	<p>3.13</p>
<p>3. I am consulted on the decisions that affect my work.</p>	<p>8.52% (35)</p>	<p>22.38% (92)</p>	<p>30.17% (124)</p>	<p>28.95% (119)</p>	<p>9.98% (41)</p>		<p>411</p>	<p>3.10</p>

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

3. The District provides comprehensive professional development opportunities for staff. From computer-based tutorials to one-on-one instruction, Portage Public Schools staff have ample opportunities to learn and grow.

The District helps teachers track their professional development hours through KALPA Professional Development Management System. Teachers are provided this service to log and record their professional development hours.

This District tracks the number of professional staff who have completed degrees beyond their Bachelor's Degree. Of this years' staff - teachers and administrators – 77.7% have a Master's Degree or higher.

Conclusion Statement

This organization met expectations.

2.2.2 POLICY LANGUAGE

The Superintendent shall not operate without written personnel rules which: (a) clarify rules for staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions, such as nepotism and grossly preferential treatment for personal reasons.

Interpretation

I interpret this to mean that:

1. Written Operational Policies exist and are available for all staff.
2. Supervisory staff receive training related to new/revised Operational Policies when changes are made.
3. Master agreements with employees contain language addressing the grievance process.
4. Operational Policies and guidelines regarding nepotism and preferential treatment for personal reasons are in place and are shared with staff as appropriate.

Report

1. The District operates under Board-approved NEOLA Operational Policies. These Policies are available on-line and in print. Administration continues to develop and refine Administrative Guidelines to complement the Operational Policies.

Operational Policies are updated approximately twice each year (or as needed) as part of our affiliation with NEOLA. Changes (other than technical revisions) are brought to the Board for approval.

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

In addition to these Operational Policies and Administrative Guidelines, the Board maintains its Governance Policies which includes Board Ends, Executive Limitations, Governance Process and the Governance-Management Connection policies.

2. Training on District Operational Policies and Administrative Guidelines is conducted at Administrative Team meetings and other meetings of District, Department and Building Administrators.
3. Master Agreements contain grievance procedures with clearly defined processes.
4. Operational Policies (3120 and 4120) that relate to employment of professional and support staff address nepotism and preferential treatment concerns and are available on-line. Print copies are available at the Administration Building.

Conclusion Statement

The organization met expectations.

2.2.3 POLICY LANGUAGE

The Superintendent shall not discriminate against any staff member for non-disruptive expression of dissent.

Monitoring Report

Page -9-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

Interpretation

I interpret this to mean:

1. Fewer than five (5) employees (approximately .5% of the total employees at Portage Public Schools) find it necessary to utilize the formal grievance procedure in our Master Agreements to protest retaliation.
2. Fewer than five (5) employees (approximately .5% of the total employees at Portage Public Schools) or former employees find it necessary to seek resolution through the courts.

Monitoring Report

Page -10-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

Report

1. No grievances of this nature have been filed.
2. No such actions have been taken.

Conclusion Statement

The organization met expectations.

2.2.4 POLICY LANGUAGE

The Superintendent shall not prevent staff from addressing the board when (a) internal grievance procedures have been exhausted, and (b) the employee alleges that board policy has been violated to his or her detriment.

Interpretation

I interpret this to mean:

1. If complaints are not resolved through the grievance process, as outlined in the respective collective bargaining agreements, the staff member will be given guidance on how to address the Board of Education during Public Comment.
2. All written complaints by staff alleging that Board Policy has been violated will be forwarded to the Secretary of the Board within 48 hours of receipt in the Superintendent's Office.

Report

1. The grievance procedure is fully detailed in each of the Master Agreements. Grievances not resolved at the Superintendent level may be submitted for mediation to the American Arbitration Association or to the State Labor Mediation Board - depending on the employee group. The Board is not included in the grievance process. No request has been made by any employee to address the Board relative to this Policy.
2. No written complaints have been received in the past twelve months.

Conclusion Statement

The organization met expectations.

Monitoring Report

Page -11-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

2.2.5 POLICY LANGUAGE

The Superintendent shall not allow staff to be uninformed or unaware of their protections under this policy as interpreted by the Superintendent.

Interpretation

I interpret this to mean that all staff members have access to electronic copies of master contract agreements and Board Governance and Operational Policies.

Report

All current collective bargaining agreements and District Policies are posted on the District's website.

Conclusion Statement

The organization met expectations.

Monitoring Report

Page -9-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

2.2.6 POLICY LANGUAGE

With respect to the treatment of paid staff; no District employee shall have a direct supervisory role of a family member. "Family member" means a person's spouse or spouse's sibling or sibling's spouse or child; a person's child or child's spouse; or a person's spouse or parent's spouse, and includes relationships as created by adoption or marriage.

Interpretation

I interpret this to mean that the District may employ family members as long as there is no direct supervisory relationship between family members.

Report

The District, through its HR information system, maintains information on employees of the District who have family members working in the system. Administration has actively managed situations where this occurs to ensure that there is not a direct supervisory relationship in place. This includes the use of alternate Administrators to supervise in secondary buildings or the movement of affected staff when other supervisory arrangements cannot be made. New employees

Monitoring Report

Page -12-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

are asked if they have any relatives who serve as Board members, Administrators or other supervisors in the Portage Public Schools. This allows HR to ensure that any new conflicting placements are avoided should the individual be hired by the District. This limitation is also captured in Operational Policies 3120 and 4120.

The following situations currently exist where alternate supervisory arrangements have been made: 1) at Central High School the Principal's spouse is a teacher on staff and is being supervised by an Assistant Principal; 2) also at Central High School one of the Assistant Principals is married to a teacher in that building and that teacher is being supervised by the Principal; 3) at Northern High School an Assistant Principal has a brother who is teaching in that building and that teacher is supervised by another Administrator in that building; 4) at Transportation a bus driver has a spouse who is a Transportation Supervisor but that individual does not supervise the drivers.

Other familial relationships exist throughout the District; however, no alternate supervisory arrangements are necessary.

Conclusion Statement

The organization met expectations.

2.2.6 POLICY LANGUAGE

The Superintendent shall not fail to administer an evaluation process for teachers and administrators consistent with state law.

Interpretation

I interpret that the current state law governing evaluation of teachers and administrators (professional staff) is Section 380.1249 of the Revised School Code and that District administrators are expected to follow the law.

Report

The District has selected the 5D+ evaluation instrument for teachers and the School Advance evaluation instrument for administrators. The District is in its fifth year of implementation of these evaluation instruments. All teachers and administrators have been trained, and continue to receive additional training, in the use of the evaluation tools. District principals and assistant principals continue to participate in Interrater Reliability Clinical Rounds to improve their evaluation skills and provide for more consistency across the District.

Conclusion Statement

The organization met expectations.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL AUDITORIUM
NOVEMBER 8, 2021, 6:30 P.M.**

Note Page

VII. Assurance of District Performance

2. Monitoring Report 2.3 - Compensation and Benefits (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept as presented, the Monitoring Report on 2.3, Compensation and Benefits, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

Policy Type: Executive Limitation
Policy Title: (2.3) Compensation and Benefits

Global Board Policy

With respect to employment, compensation, and benefits to employees, consultants, contract workers and volunteers, the Superintendent shall not cause or allow jeopardy to fiscal integrity or to public image.

Certification

I hereby present my monitoring report on Executive Limitation, 2.3, "Compensation and Benefits" in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of November 3, 2021.



Signature

10.19.2021

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. There are no changes in interpretation. Reports have been updated. This Executive Limitation was last revised in February 2018.

Monitoring Report

Page -2-

Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

2.3.1 POLICY LANGUAGE

The Superintendent shall not change his or her own compensation and benefits, except as directed by the Board.

Interpretation

I interpret this to mean that only through Board action can there be a change to the Superintendent's Contract.

Report

The initial contract was entered into on July 2, 2013.

At its meeting on December 14, 2020, The Board approved a one year extension – through June 30, 2023 - with specified changes to benefits. These changes were incorporated into the signed contract with copies provided to Human Resources and Payroll offices.

Conclusion Statement

The organization met expectations.

2.3.2 POLICY LANGUAGE

The Superintendent shall not promise or imply permanent or guaranteed employment.

Interpretation

I interpret this to mean that our **Administrator Guidelines of Benefits and Working Conditions, Collective Bargaining Agreements, Employee Handbook** and **Operational Policies** do not contain language that implies permanent or guaranteed employment.

Report

Employees with Administrative contracts (Full-year, 11-month, or 41 weeks) receive contracts that are not longer than two years in duration - terms of which are outlined in the **Administrator Guidelines of Benefits and Working Conditions**. The individual contracts issued to administrators also contain language relative to termination; including termination due to a reduction in force. These contracts require Board approval and are signed by the Board's President and Secretary.

The **Collective Bargaining Agreements** entered into by the District contain management right language that allows the District to determine the size of the work force and to lay off employees. Relative to teachers; State statute outlines that all new teachers, regardless of their previous experience, are subject to non-renewal during their first five years of employment with the District.

Monitoring Report

Page -3-

Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

Upon completion of this five-year probationary period, teachers are subject to the Teacher Tenure Act and therefore, subject to dismissal only on statutory grounds. Individual contracts issued to teachers allow for termination attributable to job performance, misconduct, or reduction in personnel.

Our **Employee Handbook** specifies, “Unless expressly proscribed by statute or contract, employment with Portage Public Schools is “at-will” and may be terminated with or without cause or notice.”

Operational Policies provide the framework for the development of agreements, handbooks and contracts relative to employment of staff and are consistent with this Executive Limitation.

Conclusion Statement

The organization met expectations.

2.3.3 POLICY LANGUAGE

The Superintendent shall not establish current compensation and benefits which deviate materially from the geographic or professional market for the skills employed.

Interpretation

I interpret this to mean that hourly rates, salaries and other benefits are competitive within the greater Kalamazoo County area. When comparisons within this area cannot be made or data is unavailable, districts in southwest Michigan and within the State of Michigan which are of similar size and demographics will be used.

Report

Prior to the negotiations and the budget development process, the District’s Human Resources team reviews appropriate data to ensure that the compensation and benefit programs are in-line with both the geographic area and similarly situated school districts. This is done through local salary survey review (when applicable) and by inspecting contracts of like groups in other districts. When potential discrepancies are found, the District works to make modifications either through individual adjustments or through gradual increases and changes to salary scales. This ensures both fiscal responsibility and continued commitment by the District to achieve as much equity as possible for skilled groups. Adjustments were made to the hourly and daily rates of several employee groups during the past year in order to better attract and keep employees.

Conclusion Statement

The organization met expectations.

Monitoring Report

Page -4-

Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

2.3.4 POLICY LANGUAGE

The Superintendent shall not create obligations over a longer term than revenues can be safely projected, in no event longer than one year, and in all events subject to losses in revenue.

Interpretation

I interpret this to mean that total compensation costs, including accrued benefits paid out on an annual basis, are analyzed and integrated into budget planning without creating a violation of the fund balance limitation stated in Executive Limitations Policy 2.5.3. Collective Bargaining Agreements and individual contracts extending beyond one year will require Board approval.

Report

The salary schedules used in the District provide the framework for compensation increases on an annual basis. These are referred to as “step” increases. Allowing step increases or increases to salary schedules is dependent upon actual or anticipated revenues, market analysis and where applicable, subject to the collective bargaining process.

As stated above (2.3.2), in the event of loss of revenue the District has the ability to reduce its workforce and/or to request the reopening of collective bargaining agreements to reduce expenditures.

The organization was in compliance with Governance Policy 2.5 – Financial Condition and Activities as approved by the Board on October 11, 2021.

Conclusion Statement

The organization met expectations.

2.3.5 POLICY LANGUAGE

The Superintendent shall not establish or change pension benefits so as to cause unpredictable or inequitable situations, including those that:

- A. Incur unfunded liabilities.
- B. Provide less than some basic level of benefits to all full time employees, though differential benefits to encourage longevity are not prohibited.
- C. Allow any employee to lose benefits already accrued from any foregoing plan.

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

Interpretation

I interpret this to mean that procedures are in place within the Business Office and the Human Resources Department to ensure compliance with the State's regulations related to Michigan Public School Employees Retirement System (MPSERS).

- Any other pension liabilities are identified and sufficient assets allocated to fund those liabilities.
- All full time employees employed by Portage Public Schools, in addition to MPSERS benefits, may receive additional pension benefits.
- For any additional pension plans that are established for employees, the contributions made to those plans belong to the employee.

Report

The Michigan Public School Employee Retirement System (MPSERS) is regulated and directed at the State level. The State specifies the rates for each eligible employee. The Business Office and Human Resources Department have administrative procedures in place to ensure that funds are transmitted to the State to cover these liabilities.

The District maintains a Performance Pay Plan which meets the requirements of Section 457 of the Internal Revenue Code of 1986. This Plan applies to District Administrators, except the Superintendent, and was established to encourage administrative employees to achieve a high level of performance and to encourage longevity with Portage Public Schools. Contributions made by the District to this Plan are located in a trust account expressly for this purpose. There have been no contributions to this plan since 2010. In other words, Administrators hired since 2010 are essentially not part of the plan and all other Administrators have not had contributions made on their behalf to the plan since 2010.

On June 26, 2017, the Board approved a Resolution amending this plan. The amendment will automatically terminate the plan when all of the Administrators still vested (seven (7) as of this date), terminate their employment with the District. In the meantime, there will be no loss of benefits already accrued from this plan.

All employees of Portage Public Schools, full and part time, belong to MPSERS.

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

The District provides to all Administrators, both 403B and 457 tax sheltered annuity programs. The Board contributes two percent of each Administrator's (excluding the Superintendent who is under an individual contract) annual salary into a program selected by the Administrator. The District also provides an additional annuity payment of one percent for those Administrators who are at the top step of their salary range. These payments go directly to the selected program and are under the control of the Administrator.

Conclusion Statement

The organization met expectations.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL AUDITORIUM
NOVEMBER 8, 2021, 6:30 P.M.**

Note Page

VII. Assurance of District Performance

3. Monitoring Report 2.5, Financial Condition / Activities - External Audit (EL 2.5, OP 6830)

Recommended Motion:

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

To : Mark Bielang, Superintendent
From : Paula Johnson, Director of Finance
Date : November 1, 2021
Subj : Acceptance of 2020/21 Audit Reports

Recommendation

We are recommending that the Board of Education take action to accept the 2020/21 Financial Report, Single Audit Act Compliance Report, and Management Letter as presented.

Background Information

The Board of Education will find enclosed, under separate cover, information related to this action item. Financial Report, Single Audit Act Compliance Report, and Management letter are included for the 2020/21 school year.

The Board Audit Committee will meet prior to the board meeting with Kim Lindsay from Rehmann Robson on November 8th to discuss the results of the audit for the year ended June 30, 2021. He will also be presenting at the Board meeting that evening to answer any questions that Board members may have on these documents.

Transparency reporting requirements from the State require publication of our annual financial statement on our website. The Business Office will be adding our Financial Report to our web page (www.portageps.org). This report can be accessed continually by our community.

Some financial highlights of the 2020/21 school year are as follows:

Annual Financial Report

- The District received an unmodified opinion on its financial statements. An unmodified opinion is the desired outcome on all audited financial statements. The Independent Auditor's report can be found on page 10.
- To review a synopsis of the financial results and activities for the year, you can read the section entitled Management's Discussion and Analysis, which begins on page 14.

- The 2020/21 year ended with excess revenues over expenditures in the General Fund of \$3,509,166 compared to our projected excess revenues of \$637,305. This variance of \$2,871,861 is approximately 2.82% on a budget of \$101.9 million of expenditures for 2020/21 because a revenues came in higher than expected and expenditures came in below projection. See the Statement of Revenues, Expenditures, and Changes in Fund Balance – Budget and Actual on pages 38.
- The District’s total fund balance of \$13,984,450 stands at 14.25% of our 2020/21 actual expenditures. The unassigned fund balance is \$12,975,481 at June 30, 2021, or 13.22% of total general fund expenditures. This is within the Board’s Financial Condition and Activities Policy 2.5 of maintaining at least 7.0% unassigned fund balance. For the year ended June 30, 2021, the Administration continued its category of assigned fund balance of \$249,661 for anticipated future instructional and operational costs. This assignment is for a variety of items that the District faces implementing in the coming years, i.e. capital outlay not covered by the bond issue or Building and Site Sinking Fund, and in anticipation of additional operating costs of new/additional facilities. See the Balance Sheet on page 30.
- As in the prior year, the District continues to record in the government-wide financial statements the impact of the District’s proportionate share of the net pension liability related to the Michigan Public School Employee’s Retirement System. As you may recall from previous years, the implementation of this standard caused our Net Position to become negative, and this continues in the current year. This accounting standard has no impact on the fund level financial statements. See the Statements of Net Position and Activities on pages 28 and 29.
- The Executive Team is studying significant variations from actual to budget. Particular attention will be given to those variations that may result in revisions to projections for the current school year’s budget.

Single Audit Act Compliance Report-Federal Program Expenditures

- This report contains the Schedule of Expenditures of Federal Awards, which is on page 2-5 in the report. The auditors evaluated both the internal controls and the program requirements on two of our federal grants. The programs that was tested this year were the COVID-19 Coronavirus Relief Fund and the COVID-19 Education Stabilization Fund under the Coronavirus Aid, Relief, and Economic Security Act. There were no findings that required reporting. See a summary of the work performed beginning on page 9 in the report.

Management Letter

This document contains required communications to the Board of Education regarding the audit.

- **Auditor’s responsibility under Generally Accepted Auditing Standards:**
 - A. Management and the Board of Education are responsible for the fair presentation of the financial statements.
 - B. Consideration was given to the District’s internal control over both the financial reporting and compliance with requirements on the federal programs that were tested.
- **Significant Results of the Audit**
 - A. Qualitative Aspects of Accounting Practices:
 - 1. Management uses appropriate accounting policies. There were no transactions entered by the district during the year for which there is a lack of authoritative guidance or consensus.
 - 2. Management uses estimates when preparing its financial statements. The estimates were considered reasonable based on the facts that were used to compute them.
 - B. Difficulties Encountered in Performing the Audit-The auditors did not encounter any difficulties in dealing with management in performing the audit.
 - C. Disagreements with Management-No disagreements arose during the course of our audit.
 - D. Management Consultations with Other Independent Accountants-There were no consultations with other audit firms.
 - E. Other Audit Findings or Issues-A variety of matters are discussed with management each year before being retained as the District’s auditors. There were no responses that affected the retention of Rehmann Robson as our auditors.
- **Attachment A - Upcoming Changes in Accounting Standards/Regulations -** There are some new accounting pronouncements and regulations that will be implemented over the next couple of years. These are discussed along with any potential impact to the District’s financial statements.
- **Attachment B - Management Representations – The management letter contains the representations that District management has made to the auditors.**

We will be happy to answer any questions that you may have on these documents.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
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NOVEMBER 8, 2021, 6:30 P.M.**

Note Page

VIII. Required Action Items

1. Amend L4029 (380.1611, 380.1612, MCL 211.36(4))

Recommended Motion

Motion offered by _____, seconded by _____, that the Board of Education amend the L4029 as presented to reflect the debt millage change associated with the issuance of the School District’s 2021 School Building and Site Bonds.



TO: Mark Bielang, Superintendent
FROM: Paula Johnson, Director of Finance
DATE: November 1, 2021
SUBJECT: L4029 Amendment

Recommendation

That the Board of Education amend the L4029 as presented to reflect the debt millage change associated with the issuance of the School District's 2021 School Building and Site Bonds.

Background Information

As part of the normal budget hearing process in June the Board passes a resolution to levy property taxes. At the time we passed the resolution in June we could only levy tax revenue to meet our current bond debt service payments. Because we are issuing new debt associated with the 2021 bond issue the L4029 will need to be amended to reflect the additional 1.48 mills to be levied. This will bring the total debt levy to 6.85 mills for the debt funds.

The City of Portage released summer tax bills in July reflecting a lower millage rate of 5.37 mills. Amending the L4029 allows the District to collect property tax revenue of 1.48 mills associated with the new debt issuance from the City of Portage residents with their December tax billing.

Texas Township, the City of Kalamazoo and Pavilion Township will be releasing property tax bills in December reflecting the full 6.85 mills.

The L4029 is attached.

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

Attachment

2021 TAX RATE REQUEST (This form must be completed and submitted on or before September 30, 2021.)
MILLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS

This form is issued under MCL Sections 211.24e, 211.34 and 211.34d. Filing is mandatory; Penalty applies.

Carefully read the instructions on page 2.

County KALAMAZOO	2021 Taxable Value of All Properties as of 5-24-2021 Less 211.7d 2,532,198,140
Local Government Unit Portage Public Schools	For LOCAL School Districts: Current Year Taxable Value excluding Principal Residence, Qualified Agricultural, Qualified Forest, Industrial Personal and Commercial Personal Properties. 857,488,949

This form must be completed for each unit of government for which a property tax is levied. Penalty for non-filing is provided under MCL Sec. 211.119.

The following tax rates have been authorized for levy on the 2021 tax roll.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Source	Purpose of Millage	Date of Election	Original Millage Authorized by Election, Charter, etc.	2020 Millage Rate Reduced by MCL 211.34d	2021 Current Year Millage Reduction Fraction	2021 Millage Rate Permanently Reduced by MCL 211.34d	Sec. 211.34 Truth in Assessing or Equalization Rollback Fraction	Maximum Allowable Millage Rate*	Millage Requested to be Levied July 1	Millage Requested to be Levied Dec. 1	Expiration Date of Millage Authorized
VOTED	OPER NON-PRE	2012	18.0000	17.5695	1.0000	17.5695	1.0000	17.5695		17.5695	12/31/2033
EXTRA VOTED	DEBT	2009	UNLIMITED					UNLIMITED		2.3000	
EXTRA VOTED	DEBT	11/2015	UNLIMITED					UNLIMITED		3.0700	
EXTRA VOTED	DEBT	8/2021	UNLIMITED					UNLIMITED		1.4800	
MCL 380.1212	BUILDING & SITE SF	11/2019	0.5000	0.4988	1.0000	0.4988	1.0000	0.4988		0.4988	12/31/2024

Prepared by Mathew Hansen	Telephone Number (269) 383-8960	Title of Preparer Equalization Director	Date May 13, 2021
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CERTIFICATION: As the representatives for the local government unit named above, we certify that these requested tax levy rates have been reduced, if necessary, to comply with the state constitution (Article 9, Section 31), and that the requested levy rates have also been reduced, if necessary to comply with MCL Sections 211.24e, 211.34, and for LOCAL school districts which levy a Supplemental (Hold Harmless) Millage, MCL 380.1211(3).

Local School District Use Only. Complete if requesting millage to be levied. See STC Bulletin 2 of 2021 for instructions on completing this section.

<input type="checkbox"/>	Clerk	Signature	Print or Type Name	Date
<input type="checkbox"/>	Secretary			
<input type="checkbox"/>	Chairperson	Signature	Print or Type Name	Date
<input type="checkbox"/>	President			

Total School District Operating Rates to be levied (HH/Supp and NH Oper ONLY)	Rate
For Principal Residence, Qualified Ag, Qualified Forest and Industrial Personal.	
For Commercial Personal	
For All Other	

*Under Truth in Taxation, MCL Section 211.24e, the governing body may decide to levy a rate which will not exceed the maximum authorized rate allowed in column 9. The requirements of MCL 211.24e must be met prior to levying an operating levy which is larger than the base tax rate but not larger than the rate in column 9.

**** IMPORTANT: See instructions on page 2 regarding where to find the millage rate used in column (5).**

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
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NOVEMBER 8, 2021, 6:30 P.M.**

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IX. Action Items

1. Approve Special Education Parent Advisory Committee Member (KRESA)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education approve Ann Kossick as a member of the Kalamazoo RESA Special Education Parent Advisory Board.

November 8, 2021



Jeanine Mattson-Gearhart
Special Education Director
Phone: 269.323.5170
jmattsongearhart@portageps.org

TO: Board of Education

CC: Mark Bielang, Superintendent

FROM: Jeanine Mattson-Gearhart,
Director of Special Education

DATE: November 3, 2021

RE: KRESA Parent Advisory Board (PAC) Membership Recommendation

RECOMMENDATION

That the Board of Education approve Ann Kossick as a member of the Kalamazoo RESA Special Education Parent Advisory Board. Ann is a parent of young children in the district. This will be her first year as a representative of the Parent Advisory Committee.

BACKGROUND

The Parent Advisory Board (PAC) provides Kalamazoo County with parental input in providing the best service for students who have disabilities. Members to PAC serve a three-year term.

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

IX. Action Items

2. Approve Architectural/Engineering Services (OP 6320)

Recommended Motion:

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

November 8, 2021



To: Mark Bielang, Superintendent
From: Johnny Edwards, Assistant Superintendent of Operations
Date: November 8, 2021
Subj: Architectural/Engineering Services

RECOMMENDATION

I recommend the Board of Education award the Architectural/Engineering services to TowerPinkster, including the services of Fielding International, and authorize the administration to negotiate contract terms and conditions under the guidance of the district's legal counsel.

BACKGROUND INFORMATION

The citizens of Portage approved the Bond Issue on August 3, 2021. Plante Moran CRESA (PMC) provided services to assist the district with the architectural selection process. A request for proposals for architectural services was issued September 28, 2021. The district invited and received proposals from the following firms:

- c2ae/Stantec
- DLR/Wightman
- GMB Architecture & Engineering
- Kingscott
- TMP Architecture/Diekema Hamann
- TowerPinkster/Fielding

A mandatory pre-proposal meeting was held October 4, 2021 which included a tour of Central Middle School and Moorsbridge Elementary School. Two addendums were issued in response to questions of clarification. Additionally, each firm was asked to provide pricing as a percentage of construction costs and to include all architectural, engineering, and consultant fees except FFE (fixed furnishings and equipment) and technology. The proposal deadline was October 13, 2021 at 1:00 pm.

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

The committee utilized a Criteria Based Selection (CBS) process to evaluate the submissions of each of the six (6) A/E Design Teams. The CBS process used pre-established and weighted criteria, which were developed specifically for this project by PMC and the PPS committee, to

evaluate the proposals and to objectively shortlist teams to be invited for interviews. Criteria such as relevant K-12 project experience, proposed staff and their specific experience, firm workload, staff capacity and availability, firm approach to the project throughout its duration, proposed standard of care, insurance limits, agreement to contract terms, ability to meet the district's desired schedule, and proposed fees were evaluated. From this process c2ae/Stantec, DLR/Wightman, and TowerPinkster were invited to participate in presentations/interviews held October 20, 2021 and conducted by the PPS committee. After the interviews, follow-up questions were identified for the finalists and PMC and PPS committee members garnered additional clarifications as well as reference checks on key items.

Design fees, reimbursables and other contract terms such as hourly rates were solicited from all firms for both new construction and renovation projects. Fees proposed ranged from 5.40% to 6.30% for new construction (TowerPinkster's fee is 5.90% for new construction) and from 5.80% to 7.50% for renovation work (TowerPinkster's fee is 6.40% for renovations).

Several factors led to this recommendation including:

- TowerPinkster is headquartered in Kalamazoo, does half of their work in the education market and has significant resources to support this program.
- TowerPinkster has successfully performed dozens of design and engineering projects for Portage Public Schools over the past decade and more.
- Fielding International, a national leader in K-12 school environment research and design, has a significant role in the initial planning work.
- The TowerPinkster x Fielding International team has a history of successfully working together.
- The TowerPinkster x Fielding International team was well prepared and has a strong understanding of PPS's goals for the project.
- The TowerPinkster team members understand education philosophy and its application to learning environments.

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

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
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X. Discussion Items

1. Summer Tax Resolution (EL 2.4)



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

Recommendation

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

Background Information

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

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

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

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

Attachment

Annual Summer Tax Resolution

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

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

in the _____ of _____, _____, Portage, MI, within the boundaries of the District,

electronically through _____ with identification number _____,

on the 22nd day of November, 2021, at 6:30 o'clock in the p.m. (the "Meeting").

The Meeting was called to order by _____.

Present: Members

Absent: Members

The following preamble and resolution were offered by Member _____ and supported by Member _____:

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

NOW, THEREFORE, BE IT RESOLVED THAT:

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

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

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

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

Ayes: Members

Nays: Members

Resolution declared adopted.



Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Portage Public Schools, County of Kalamazoo, State of Michigan, certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at its regular meeting held on November 22, 2021, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the Meeting was given to the public pursuant to the "Open Meetings Act" (Act 267, Public Acts of Michigan, 1976, as amended).

Secretary, Board of Education

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL AUDITORIUM
NOVEMBER 8, 2021, 6:30 P.M.**

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X. Discussion Items

2. Approve Van Purchase (OP 6320)



To: Mark Bielang, Superintendent
From: Johnny Edwards, Assistant Superintendent of Operations
CC: Paula Johnson, Director of Finance
Date: November 8, 2021
Re: Transportation Van Purchase

RECOMMENDATION

I recommend the Board of Education approve the purchase of three (3) 2022 Ford Transit all-wheel drive 10-passenger vans from Seelye Ford in the amount of \$103,557.00. The funds will come from the 2021-2022 General Fund via ESSER. The purchase of three vans was included in the adopted 2021-2022 budget.

BACKGROUND INFORMATION

We recently had to retire four (4) of the vans that were in our fleet because they were in a state of disrepair and no longer met safety specifications from the State of Michigan. The district currently has eight (8) vans in rotation. Three of the eight vans are used throughout the day for shuttles between school and other programs not requiring buses, thus saving the district money in lieu of using school buses. However, this sometimes creates conflict with other programs such as having vans available for athletics.

In addition to the above uses, the vans are used in the summer for Curious Kids and Food Service's Meet Up, Eat Up, and Read Up.

BIDDING PROCESS

The vehicles were competitively bid with Seelye Ford being the lowest bidder for this specific configuration. We have previously purchased vehicles through Seelye Ford with good results and they have a dependable reputation throughout the community. The bids were reviewed by the purchasing manager, transportation manager, and district mechanics.

The bid tab is enclosed.

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

RRP #20462

Response Due: October 6, 2021 @ 11:00 am

Transportation Vans 21-22

Vendor Name:	Hoekstra Transportation	Seelye Auto Group	Seelye Auto Group	Jorgensen Ford	Jorgensen Ford
Description					
Legal forms?	Yes	Yes	Yes	Yes	Yes
Make/Model/Year	2022 AWD Ford Transit Low Roof T-150 K2Y, 8 passenger	2022 Ford Transit T-150, LR AWD, 10 passenger	2022 Ford Transit T-150, MR AWD, 10 passenger	2022 Ford Transit High Roof Extended HREDRW, 10 Passenger	2022 Ford Transit High Roof Long, 8 passenger, AWD
Unit Cost	\$ 38,807.00	\$ 34,519.00	\$ 37,999.00	\$ 43,135.00	\$ 39,748.00
Est. delivery time	June 17, 2022	May 2022	May 2022	30 weeks ARO	30 weeks ARO

Vendor Name:	Jorgensen Ford	Jorgensen Ford	Jorgensen Ford	Jorgensen Ford
Description				
Legal forms?	Yes	Yes	Yes	Yes
Make/Model/Year	2022 Ford Transit Low Roof, AWD, 10 passenger	2022 Ford Transit Medium Roof, AWD, 8 passenger	2022 Ford Transit Medium Roof, 8 passenger, AWD	2022 Ford Transit Low Roof, 8 passenger, AWD
Unit Cost	\$ 34,018.00	\$ 38,461.00	\$ 37,358.00	\$ 33,872.00
Est. delivery time	30 weeks ARO	30 weeks ARO	30 weeks ARO	30 weeks ARO

**PORTAGE PUBLIC SCHOOLS
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X. Discussion Items

3. Commemoration and Naming of School Facilities (OP 7250)

7250 - **COMMEMORATION AND NAMING OF SCHOOL FACILITIES**

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

Add language to incorporate the concept of monuments/other physical representation of a person(s) in this section and under the subheading Commemoration (below).

Customary Practice

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

Commemoration

The Board may commemorate a facility by means by naming it after a person who has made exceptional contributions to the District or to the community and meets the following criteria:

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

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

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

Selection Committee

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

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

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

Named for a Major Donor

The Board may consider naming a facility in honor of a major donor provided that donor is of good character and reputation and makes a significant contribution. A contract shall be developed for individual or corporate sponsorship of facilities and approved by the Board. Contract provisions shall include required levels of monetary or in-kind support, duration of naming rights, conditions for breach of contract and reversion of naming rights to the District, and any other relevant provisions.