

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
CENTRAL HIGH SCHOOL ROOM #1136, 8135 S. WESTNEDGE, PORTAGE, MICHIGAN 49002
MARCH 11, 2024, 6:30 PM
AGENDA**

VISION STATEMENT

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

MISSION STATEMENT

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

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**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – REGULAR BUSINESS MEETING
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
MARCH 11, 2024, 6:30 P.M.**

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II. Revisions/Approval of Agenda

Recommended Motion:

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

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – REGULAR BUSINESS MEETING
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
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III. Reports

1. Superintendent's Report
 - a. Bond Project Update

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – REGULAR BUSINESS MEETING
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
MARCH 11, 2024, 6:30 P.M.**

Note Page

VI. Consent Agenda

1. Approval of Minutes
 - a. February 26, 2024 Regular Business Meeting
 - b. March 6, 2024 Special Meeting & Closed Session

2. CHS-NHS 2025 Student Trip to Iceland
Approve the Central High and Northern High student trip to Iceland scheduled for July 13-31, 2025, as presented.

3. NMS Outdoor Basketball Court
Approve the contract for the North Middle School outdoor basketball court remodel from Hall Builders of Paw Paw, MI for a total of \$55,000, which includes a ten percent contingency; funding to come from the 2019 Bond Contingency funds.

4. TWL Shingle Roof Replacement
Approve the contract for the 12th Street Elementary shingle roof replacement from Lyster Contracting, Inc. of Kalamazoo, MI for a total of \$243,900, which includes a ten percent contingency; funding to come from the Building Site Sinking Fund.

5. WMS Servery Remodel
Pending approval from the Michigan Department of Education, the Board of Education approve the contract for the West Middle School server remodel from Hall Builders of Paw Paw, MI for a total of \$272,800, which includes a ten percent contingency; funding to come from the Lunch Fund Excess Fund Balance Spend Down Plan.

6. District-Wide Access Control
Approve the contract for district-wide access control upgrades to Buist Electric of Byron Center, MI in the amount of \$104,572, which includes a ten percent contingency; funding to come from carry over Section 97-Safety & Security funding.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION**

**REGULAR BUSINESS MEETING
FEBRUARY 26, 2024**

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, February 26, 2024, was called to order at 6:30 p.m. by Vice President Bo Snyder. The meeting was held in Room #1136 of Portage Central High School. The Pledge of Allegiance was recited.

Board Trustees Present: Keith Crowell, Ean Hamilton, Kimberly Larson, Terri Novaria, Bo Snyder

Board Trustees Absent: Emily Crawford, Randy Van Antwerp

REVISIONS/APPROVAL OF AGENDA

Motion offered by Mrs. Novaria, seconded by Ms. Hamilton, that the Board of Education approve the agenda as printed.

The motion carried unanimously.

REPORTS

Superintendent's Report

Presentation of CHS-NHS 2025 Student Trip to Iceland

Science teachers Ms. Daniell Poulson from Northern High and Mr. Christopher Lane from Central High reviewed the proposed student trip to Iceland. The trip would take place in July 2025 and provide an opportunity for students to experience the culture, environment and ecosystems of Iceland.

Trustees thanked the presenters for providing this opportunity for students.

Bond Project Update

Mr. Johnny Edwards, Assistant Superintendent of Operations, provided an update on elementary bond work and showed photos of the construction progress.

At the new Central Elementary site, the second floor is being laid. Other work happening on site includes electrical, concrete floor pouring, floor grading, masonry and setting structural steel.

At the new Haverhill Elementary site, this week bearing on the first floor will be complete and steel work will begin. Precast concrete is expected to arrive on site in the next couple of weeks.

For the new Woodland Elementary, another schematic design meeting was held last week. The meeting covered updates to floor plans, concepts for exterior design (massing and materials), various interior spaces, physical material palette information, and site design and logistics. This week many of those concepts will be reviewed with the staff for feedback. We will have one more schematic

design meeting, then pricing will be updated, which will be followed by a presentation to the Board as we move into the design development phase of the project.

Financial Report

Ms. Paula Johnson, Director of Finance, went over the General Fund Budget Progress Report by Function and by Object for the seven-month period ending January 31, 2024 compared to the same period in 2023.

Ms. Johnson also shared that the Governor presented her 2024-25 proposed budget earlier this month, which included additional per-pupil funding plus some additional funding in other areas. Subcommittee meetings regarding the budget have started and are expected to continue in the coming weeks.

COMMENTS OR COMMUNICATIONS

Vice President Snyder opened the floor to public comment, and hearing none, he opened the floor to Trustee comments.

Mr. Crowell read the book *Salt to the Sea* by Ruta Sepetys, which is the focus of this year's CommuniTeen Read and supported the book as "a good choice" for the CommuniTeen Read.

Mrs. Novaria recognized Portage Central Middle School physical education teacher John Dunlop who was awarded the Michigan Middle School PE Teacher of the Year award by SHAPE Michigan. Congratulations Mr. Dunlop!

Ms. Larson was appreciative of the Central High students who read to students at KRESA's WoodsEdge Learning Center.

Mr. Snyder reminded Trustees the CommuniTeen Read is coming up on March 19.

CONSENT AGENDA

Vice President Snyder presented the following Consent Agenda item for approval by the Board of Education: the February 12, 2024 Policy Governance Retreat, Committee of the Whole Work Session and Closed Session minutes.

There being no objections, the motion carried unanimously.

ACTIONS

2023-24 Budget Amendments

Motion offered by Mr. Crowell, seconded by Ms. Hamilton, that the Board of Education approve the General Fund Budget Appropriations Resolution 2023/24 Amended Budget #1, as presented.

The motion carried unanimously.

MASB Board of Directors Election

Vice President Snyder asked for a motion (below) and discussion followed regarding candidates Pamela Dickinson and Robert Becker. A vote on the motion followed discussion.

Motion offered by Mrs. Novaria, seconded by Mr. Crowell, that the Board of Education cast its vote for candidate Pamela Dickinson to represent MASB Region 6 in the 2024 MASB Board of Directors Election.

The motion carried 4-ayes (Crowell, Novaria, Snyder, Hamilton) to 1-nay (Larson)

National School Breakfast Week Proclamation

Motion offered by Ms. Hamilton, seconded by Mrs. Novaria, that the Board of Education approve the National School Breakfast Week Proclamation, as presented.

Ms. Hamilton read the proclamation aloud. Trustees thanked Susan Livingston and the food service workers for their impactful work.

The motion carried unanimously.

DISCUSSION ITEMS

NMS Outdoor Basketball Court

Per Mr. Johnny Edwards, the recommendation calls for renovations to the outside basketball court at North Middle School. The court is regularly used. The renovations would take place this summer. This is part of an ongoing project to update different areas of the Northern campus.

Mr. Edwards addressed questions from Trustees.

TWL Shingle Roof Replacement

Per Mr. Johnny Edwards, the current roof on 12th Street Elementary is the original roof, constructed in 2009. It is approximately 15 years old and repaired continuously over time. The recommendation calls for the replacement of the existing roof with a new shingle roof.

WMS Servery Remodel

Ms. Samantha Stevens, Business Manager, reviewed the server remodel at West Middle School. The food serving area can be improved by making it a more an open concept area to be in alignment with the other middle school serveries. The work would be completed this summer.

District-Wide Access Control

Per Ms. Samantha Stevens, access control upgrades and repairs are needed at several of our schools. The recommendation includes upgrades to video doorbell intercoms, lockdown capabilities, repairs to access control doors, and more. The work would be completed this summer.

Per Superintendent Bielang, two things govern the discussion items. They exceed the \$100,000 threshold, and therefore, must come to the Board for approval, and as a means of keeping the Board apprised of how contingency funds are being spent.

With no further business to come before the Board, the regular meeting was adjourned at 7:19 p.m.

Respectfully submitted,

Barb Atkinson, Recording Secretary



**PROCLAMATION
NATIONAL SCHOOL BREAKFAST WEEK
March 4-8, 2024**

WHEREAS, it is with great respect for the accomplishments of Portage’s school food service managers, servers, cashiers, driver personnel and substitutes that we commemorate March 4-8, 2024 as National School Breakfast Week. This special observance presents an excellent opportunity to emphasize research outcomes that students who eat breakfast are more alert, have improved memory and problem solving skills, and perform better on standardized tests. We encourage all citizens to recognize the dedication and skill of our school food service employees; and

WHEREAS, each day, a total of 27 food service employees prepare and serve over 1,800 breakfasts on average a day. This is in addition to ordering, storing, and expediting each menu item to each location, adhering to food safety, sanitation, and nutritional guidelines as well as giving each customer the time and consideration to listen, hear and deliver what they are looking for each day. Fortunately we have exemplary professionals who have devoted their careers to providing high quality service to our children and staff; and

WHEREAS, on behalf of our young people, it is a pleasure to commend the women and men who accept and meet the challenges of school food service. The observance of School Breakfast Week is a welcome opportunity to thank these patient, caring, skilled public servants. Those involved in this pursuit should be very proud of their contribution to education. Now, therefore, be it

RESOLVED BY THE BOARD OF EDUCATION that we proudly commemorate March 4-8, 2024 as the National School Breakfast Week, and we commend everyone who has contributed to the successful operation of our breakfast program. By working together, we can make a difference in every student’s life.

Proclaimed this 26th day of February, 2024
Portage Public Schools Board Of Education

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION**

**SPECIAL MEETING
MARCH 6, 2024**

The special meeting of the Board of Education of Portage Public Schools held on Wednesday, March 6, 2024, was called to order at 6:00 p.m. by President Van Antwerp. The meeting was held in Conference Room #1 of the Administration Building.

Board Trustees Present: Emily Crawford, Keith Crowell, Ean Hamilton, Kimberly Larson, Bo Snyder, Randy Van Antwerp

Board Trustees Absent: Terri Novaria

REVISIONS/APPROVAL OF AGENDA

Motion offered by Mrs. Crawford, seconded by Ms. Larson, that the Board of Education approve the agenda as printed.

The motion carried unanimously.

CLOSED SESSION

Motion offered by Mr. Snyder, seconded by Mr. Crowell, that the Board of Education move into closed session for the purpose of consulting with the District's attorney on specific pending litigation - Minaleah A. Koffron, Et Al vs. Portage Public Schools, Et Al - as allowed under the Open Meetings Act 15.268, Section 8(e).

Upon a roll call vote, the motion carried unanimously.

The Board entered into closed session at 6:01 p.m. and returned to open session at 6:32 p.m.

Upon returning to open session, the Board took action, as captured below.

POST-CLOSED ACTION

Motion offered by Mrs. Crawford, seconded by Ms. Larson, that the Board of Education approve entry of the negotiated Consent Judgment as presented, with the Kalamazoo County Circuit Court.

Upon a roll call vote, the motion carried unanimously.

COMMENTS OR COMMUNICATIONS

There was no public comment.

With no further business to come before the Board, the special meeting was adjourned at 6:34 p.m.

Respectfully Submitted,

Barb Atkinson
Recording Secretary

STATE OF MICHIGAN
9th Circuit Court for the County of Kalamazoo
Civil Trial Division
150 E. Crosstown Parkway, Kalamazoo, Michigan 49001
(269) 383-8837

Minaleah A. Koffron, Mike Koffron, and
LW (a minor).

Plaintiffs,

Case No. 2023-0168-CD

vs.

HON. Curtis J. Bell

Portage Public Schools,
Mark Bielang, Nathan Ledlow, and
Heather Yankovich (in their individual
and governmental capacities),
Defendants.

Saraphoena B. Koffron (P67571)
AUSTIN+KOFFRON
Attorneys for Plaintiffs
1516 Trimble Avenue
Kalamazoo, MI 49048
(269) 459-9500
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Mark T. Ostrowski (P49761)
Kyle J. Zielinski (P83962)
KLUCZYNSKI, GIRTZ & VOGELANG
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CONSENT JUDGMENT

At a session of said Court held in the Courthouse in the
City of Kalamazoo, County of Kalamazoo, State of
Michigan, on the _____ day of March, 2024.

PRESENT: HONORABLE Curtis J. Bell

THIS MATTER comes before the Court on a Complaint filed on March 27, 2023, as amended on May 15, 2023. In lieu of moving forward with contested proceedings, the parties have reached a full resolution of this action as detailed below. This Court, having determined that it properly possesses jurisdiction to hear this matter, having read the May 15, 2023 First Amended Complaint, and having reviewed the provisions herein, accepts the agreed-upon provisions below and issues this Judgment.

NOW, THEREFORE, IT IS HEREBY ORDERED AND ADJUDGED:

1. DECLARATORY RELIEF

Portage Public Schools has a secular interest in ensuring that all students, regardless of their religious affiliation, have an equal opportunity to participate in and benefit from the privileges, benefits, services, activities, events, and programs provided by Portage Public Schools and its agents.

Portage Public Schools has a secular interest in promoting inclusivity and diversity within the school community, and it recognizes that recognizing the holidays of minority religions and cultures promotes respect and inclusion of all students.

2. EQUITABLE RELIEF

Portage Public Schools, by and through the named Defendants and the Portage Public Schools' Board of Education must adhere to the provisions/rules/policies stated below. The aim of the provisions below are so that (1) students of minority religious/cultural backgrounds will have the same opportunity that students of the current majority religion have in the utilization and benefit from Portage Public Schools' services, events, activities, and programs, and (2) students of minority religious/cultural backgrounds will experience less coercive pressure to participate in school events, activities, and programs that interfere with their and their parents' free exercise of their religious beliefs.

2.1 "Major School Event"

For purposes of interpreting and implementing the prohibitions and requirements in this Judgment, "major school events" is defined as any district-wide, school-wide, once-annual, or major events and programs that include:

- A. All school dances including proms, homecoming, winterfest, and major all-school or all-grade celebrations such as Fall Fest and Grad Bash;
- B. Graduation ceremonies, awards ceremonies, National Honor Society induction ceremonies, and banquets;
- C. Tryouts for athletic teams, competitive teams, plays, and musicals;
- D. Parent-teacher conferences and open houses;
- E. Elections for student council and elementary field trips;

- F. Examinations, standardized testing that is controlled by the school district, and testing which significantly affects a student's grades; and

2.2 Prohibitions & Centralized Calendar

Commencing no later than the start of the 2024-2025 school year¹ and continuing until the later of: the end of the 2032-2033 school year or when a written agreement to modify the provisions herein is reached between Portage Public Schools and the President of the Jewish Federation of Southwest Michigan, the President of the Congregation of Moses, the President of Temple B'Nai Israel, and Chabad of Western Michigan.

- A. Portage Public Schools must prohibit the scheduling of major school events (as defined above) in any of its schools or for its student body on the Jewish holidays² of: (1) Rosh Hashanah, (2) Yom Kippur, (3) Hanukkah (First Night); (4) Purim; (5) Passover (first two days); (6) Sukkot (first day), (7) Shemini Atzeret; and (8) Shavuot.
- B. Portage Public Schools must prohibit the scheduling of major school events (as defined above) in any of its schools or for its student body every week from a half-hour before sunset on Friday until: a half-hour after sunset on Saturday or 8:30 p.m. on Saturday, whichever comes first.
- C. Portage Public Schools must create and maintain a religious holiday calendar that includes religious minority holidays for the entire school district, to be published on Portage Public Schools' website no later than the first day classes commence at the beginning of each school year, that includes the specific dates on the regular school calendar that the holidays listed in §2.2(A) occur.

¹ As an exception to this effective date, §2.2(A) and (B) are effective immediately upon the signing of this Judgment for Angling Road Elementary School.

² For purposes of this Judgment, each Jewish holiday is defined as beginning one hour before the time of sunset in Portage the evening prior to the holiday date listed on the Gregorian/American calendar, and ending one hour after the time of sunset in Portage on the holiday date listed in the Gregorian/American calendar.

2.3 Scheduling Violations:

If there is a violation of §2.2 then—regardless of whether the violation was inadvertent or intentional—the major school event must be moved to another date if written notice of the violation is given (via email or otherwise) to a principal or superintendent.

2.4 Training and Awareness:

Portage Public Schools shall provide training to all professional staff regarding religious sensitivity and promoting awareness of minority religious holy days and festivals no less than once every three years.

2.5 Religious Holy Days of Other Minority Religions:

Portage Public Schools must provide notice and contact information for community member comment and for requests for additional religious holidays of other minority religions to be included in the centralized calendar noted above.

Portage Public Schools must evaluate and consider modification of the centralized calendar and an extension of the prohibitions herein to include additional minority religious holidays and festivals based on community comment.

2.6 Absences:

Subject to the requirements of the Revised School Code, Portage Public School District shall implement the following rules pertaining to all minority religious holidays:

- A. Students who do not attend class on minority religious holidays due to religious observance shall be given excused absences provided that notice is given prior to, or within one week of, the absence;
- B. Teachers will be instructed to be sensitive regarding scheduling quizzes longer than 10 minutes on minority religious holidays. It is understood that students will probably be with their families, travelling, or at a place or worship in observance of these holidays;
- C. Make-up privileges for absences, assignments, tests, projects, etc. should be provided in the same manner as would be provided for an excused absence; and

- D. Absences resulting from religious observance of minority religious holidays may not be counted as a missed class in any course in which attendance is a measure of academic performance.

2.7 Delegation Limitations

- A. Portage Public Schools' current and future superintendents are prohibited from delegating their responsibilities under the non-discrimination policy 2260 or successor policy that pertains to the protected classes in the Elliott-Larsen Civil Rights Act;
- B. Portage Public Schools must improve communication to PPS staff regarding their responsibilities under the non-discrimination policy 2260 or successor policy that pertains to the protected classes in the Elliott-Larsen Civil Rights Act; and
- C. Except as limited by existing State or Federal law: Portage Public Schools' current and future superintendents are required to notify the PPS Board of Education in writing of any formal complaints of discrimination under the non-discrimination policy 2260 or successor policy that pertains to the protected classes in the Elliott-Larsen Civil Rights Act, as soon as possible after they are received by the Compliance Officer.

3. DEFINITIONS

3.1 Implementation

The Superintendent of Portage Public Schools and the Board of Education for Portage Public Schools shall ensure that a formal policy consistent with the provisions of this Judgment is adopted and implemented no later than August 31, 2024.

3.2 Applicability

Portage Public Schools and any agent thereof are subject to the prohibitions and requirements in this Judgment. This includes but is not limited to the following persons and entities:

- A. All employees of Portage Public Schools including teachers, counselors, principals, Compliance Officers, Superintendents, and other administrators;
- B. All members of the Board of Education for Portage Public Schools;
- C. All school-related organizations, affiliated parent-organizations, affiliated student-organizations, and District support organizations—specifically

including the Portage Northern Parent Compass and the Angling Road Elementary Parent-Teacher Organizations—and all other parent-teacher associations that use the name, logo, or any assets of the District including but not limited to facilities, technology, or communications networks;

- D. All district-sponsored clubs and activities as defined in the Portage Public School policy 2430 adopted September 14, 2015; and
- E. All nondistrict-sponsored student clubs and activities that use the name, logo, or any assets of the Portage Public Schools District including but not limited to facilities, technology, or communications networks.

4. ATTORNEY'S FEES

- A. Defendant Portage Public Schools, through its insurance provider, must reimburse Plaintiffs for the attorney fees, expenses, and costs Plaintiffs expended in this action, as detailed in the signed Stipulation Re: Costs.
- B. The sum above satisfies any and all claims by Plaintiffs against Defendants that pre-date this Judgment, inclusive of all attorney fees, expenses;
- C. The sum awarded to Plaintiffs shall be paid by Defendant Portage Public Schools within 28 days of entry of this Judgment;
- D. The sum above must be paid directly to Plaintiffs' attorneys, AUSTIN+KOFFRON, 1516 Trimble Avenue, Kalamazoo, Michigan 49048;
- E. The sum above is subject to statutory Judgment interest; and
- F. This court retains jurisdiction to award attorney fees if Defendants (individually or collectively) fail to comply with the requirements of this Judgment.

5. PROTECTIVE ORDER

The June 12, 2023, Protective Order is incorporated herein by reference. Sections 1 through 11 therein remain in full force and effect.

6. RETENTION OF JURISDICTION & ENFORCEMENT

This Court retains jurisdiction to enforce any and all provisions of this Judgment, and to grant further relief to Plaintiffs if the Portage Public Schools' District or Board of Education does not effectuate the policies detailed herein before the start of the 2024-2025 school year. The provisions herein are enforceable by Plaintiffs and other affected persons.

7. DISCHARGE OF ATTORNEYS

Pursuant to MCR 2.117(C)(1) and MCR 7.204(A)(1), the obligation of any attorney of record toward their client continues for twenty-one (21) days after entry of this Judgment. Thereafter, all attorneys of record are hereby released as attorneys of record in post-judgment enforcement proceedings, unless specifically hereinafter retained by the client for such post-judgment proceedings.

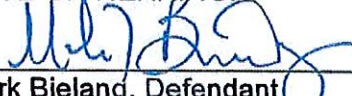
8. WHEN JUDGMENT BECOMES FINAL

This document represents the full agreement of the parties as to all issues relating to this action. The financial and other obligations detailed herein are final and binding as of the date both parties have signed, below. This Judgment resolves all pending claims and closes this matter.

HON. Curtis J. Bell

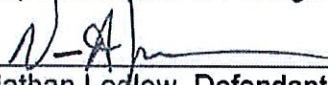
APPROVED AS TO FORM AND CONTENT, AND AGREED THAT SAME MAY BE ENTERED WITHOUT FURTHER NOTICE OR HEARING:

Date: 3.1.2024



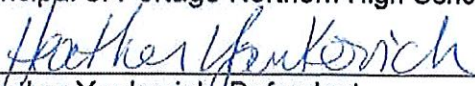
Mark Bielang, Defendant
Superintendent of Portage Public Schools

Date: 3/1/24




Nathan Ledlow, Defendant
Principal of Portage Northern High School

Date: 3/1/24



Heather Yankovich, Defendant
Principal of Angling Road Elementary School

Date: 3/6/24



Randy M. Antwerp, President of the
Portage Public Schools Board of Education

Date: 3-1-2024



Minaleah A. Koffron, Plaintiff

Date: 3-01-2024



Mike Koffron, Plaintiff & Next Friend for LW (minor)

Minaleah A. Koffron, et al. v Portage Public Schools, et al. Case No. 2023-0168-CD
Consent Judgment

KLUCZYNSKI, GIRTZ & VOGELANG

By: 

Mark T. Ostrowski (P49761)
Attorneys for Defendants

AUSTIN+KOFFRON

By: 

Saraphoena B Koffron (P67571)
Attorneys for Plaintiffs

Prepared by:
Saraphoena B Koffron, P67571
AUSTIN+KOFFRON

Janet Johnstone
Coordinator of Instructional Services
Phone: 269.323.5140
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jjohnstone@portageps.org

TO: Mark Bielang

DATE: February 19, 2024

FROM: Janet Johnstone/Dr. Michael Pascoe 

SUBJECT: Portage High Schools 2025 field trip to Iceland

RECOMMENDATION:

I recommend the approval for Portage Central and Northern High School students to travel to Iceland as described in the attached material. The trip dates are set for July 13-31, 2025. There are no travel advisories at this time.

BACKGROUND:

Daniall Poulsen is proposing a student trip to Iceland, in partnership with Chris Lane, for July 13-31, 2025. They will spend 8 days out-of-state. The purpose is for students to experience and better understand the culture and environment/ecosystems of another country at a higher latitude compared to our own. The families involved will be responsible for the cost. The students will not miss any instructional time. Chaperones will be a ratio of approximately 1 adult to every 6 students (number attending: Approx. 12 Portage students, 2 adults).

I have reviewed this proposal and support it.

JJ/MP
Attachments

Portage Public School District
Advanced Activity Trips Custom Report

Trip Type Name	Trip ID	Account Name	Description	Start Date	End Date	Requested Adults	Requested Students	Purpose of Trip Event Description Educational Goals	No PPS Transportation Alternate Method	Overnight Trip must include attachments and costperson
StartDate: 7/23/2025, EndDate: 7/30/2025										
Field Trip Only (No PPS Transportation)	AT-00820	NHS Field Trips - GF	CHS/NHS Students - Iceland (Summer 2025)	7/23/2025	7/30/2025	2	12	Experience and better understand the culture and environment/e cosystems of another country at a higher latitude compared to our own. Students will have the opportunity to swim in a natural hot spring that one has only seen in textbooks, experiencing the geological wonder of being so close to the Arctic Circle and the astronomical phenomena of 24/7 sunlight. Students will also learn from a small business owner about global trades	Airplane	Yes

Portage Public School District
Advanced Activity Trips Custom Report

and meet with a local Oceanographer and learn more about Iceland's ocean, biodiversity, and climate changes.

Students will also gain all the benefits of traveling abroad.

This is a student trip (not associated with the school) through EF Tours. I have taken these trips (to Costa Rica) twice before and have been very happy with my experience. This is an incredible opportunity for our students. I will be partnering with Chris Lane at Portage Central and student travelers from

Earth's Systems

- HS-ESS2-2 Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
- HS-ESS2-3 Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
- HS-ESS2-5 Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. **
- HS-ESS2-6 Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

Weather and Climate

- HS-ESS2-4 Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- HS-ESS3-5 Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. **

Human Sustainability

- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- HS-ESS3-2 Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. * **
- HS-ESS3-3 Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. **
- HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. *
- HS-ESS3-6 Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Engineering Design

- HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
- HS-ETS1-4 Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Explore Iceland: North

Book your tour with confidence knowing we offer the lowest prices possible.

Tour Number: 2684072NB
Group Leader: Daniall Poulsen

Requested Departure Date: 7/23/2025
Requested Return Date: 7/30/2025

Requested Departure Gateway: Detroit
(MI)

WHAT'S COVERED

- Itinerary
- For parents
- Safety
- Reviews
- Video
- What's included
- Price

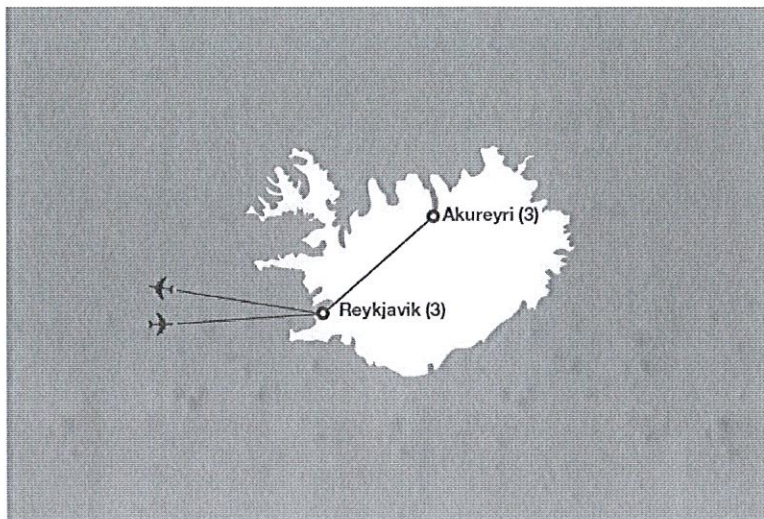
ABOUT EF

For over 55 years, we've dedicated ourselves to one global mission: *Opening the World Through Education*. Our programs help students expand their knowledge of the world around them, discover more about themselves, grow more confident and independent, and understand new people, places, and cultures.

8 days

Reykjavik, Akureyri

Welcome to a country that's so singular and environmentally diverse, you might as well be on a different planet. Experience stunning fjords and breathtaking waterfalls, then travel to a red mountain where mud boils and steam flows out of the earth. Journey through the Dimmuborgir lava formations, which some believe are trolls exposed to the sun, then walk along the gap separating two tectonic plates. This adventurous trip is not for the faint-of-heart or weak-of-limb; it will keep you moving, climbing, and hiking—and constantly questioning how your surroundings can possibly be real.



Day 1: Fly overnight to Iceland

Day 2: Reykjavik

Meet your Tour Director at the airport
Visit the Whales of Iceland Museum
Take a walking tour of Reykjavik with your Tour Director

Day 3: Reykjavik • Akureyri

Travel to via Grábrók Crater to Akureyri, a quaint seaside town in northern Iceland
Enjoy a hike to the top of Grábrók Crater
Take a walking tour of Akureyri with your Tour Director

Day 4: Akureyri

Take a full day excursion to the Lake Mývatn region

- Visit Goðafoss, one of Iceland's most spectacular waterfalls

[View full itinerary](#)

Feel confident helping your child see the world

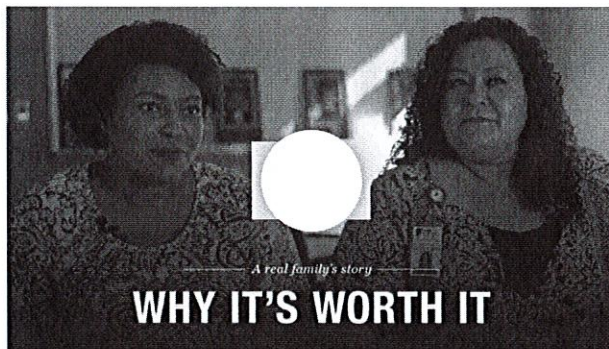
Visit our parents' page for everything from payment plans, scholarship opportunities, safety protocols, and more.

Are you the "print it, scribble notes on it, stick it to the fridge" type? You can download a printable version of our Parent Guide, too.

¿Quiere leer la Guía para Padres en español?

[Visit our parents' page](#)

[Pagina de padres en español](#)



[Visit our video gallery to hear more from fellow parents](#)

What's important to you is important to us



Safety

We've been a leader on safety in the student travel industry for over 55 years.

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Flexibility & coverage

Policies like Peace of Mind help make sure you feel covered and supported.

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Health standards

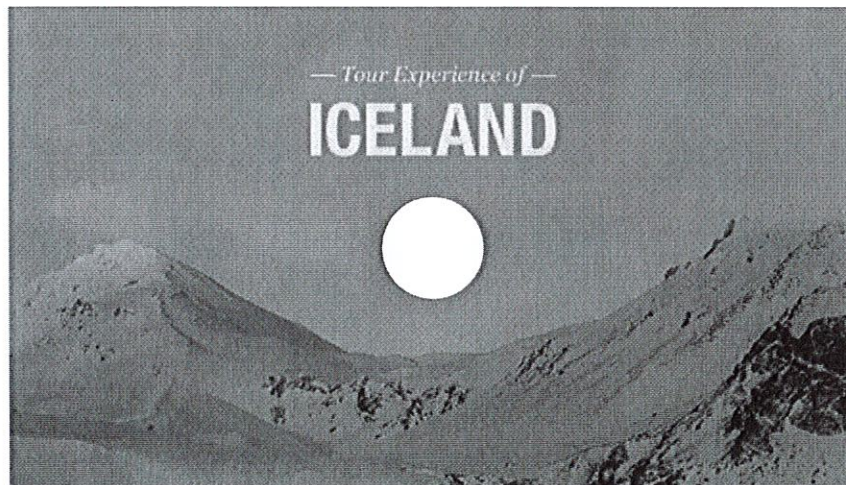
We're actively helping to innovate on new global standards for cleanliness & safety.

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Reviews

We're proud to work with Trustpilot to provide reviews that are live, unedited, and independent—real stories from travelers like you.

See your tour come to life



Your experience includes

Airfare & transportation

Hotels

Regional-style meals

Guided sightseeing

Entrances

Full-time Tour Director

Expert Local Guides

Personalized Learning
Support

Continuous Support

Worldwide Presence

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Total price

\$5,189 $\frac{\$300^*}{\text{month}}$

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**Restrictions apply.*



Educational Tours

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eftours.com/








This is also your tour number

EXPLORE ICELAND: NORTH AND SOUTH

8 days | Iceland

Welcome to a country that's so singular and environmentally diverse, you might as well be on a different planet. Experience stunning fjords and breathtaking waterfalls, then travel to a red mountain where mud boils and steam flows out of the earth. Journey through the Dimmuborgir lava formations, which some believe are trolls exposed to the sun, then walk along the gap separating two tectonic plates. This adventurous trip is not for the faint-of-heart or weak-of-limb; it will keep you moving, climbing, and hiking—and constantly questioning how your surroundings can possibly be real.

EVERYTHING YOU GET:

-  Full-time Tour Director
-  **Sightseeing:** 7 sightseeing tours led by your Tour Director; 2 full days with local guides
-  **Entrances:** Viking World; Whales of Iceland; Whale watching excursion, Herring Museum; Ektafiskur Ehf; Blue Lagoon
-  **Experiential learning:** Ektafiskur Ehf local experience; university lecture; Pingvellir National Park geology walk; greenhouse visit; Fridheimar Farm; Gauksmyri Horse Stables
-  **weShare:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   **All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; 6 overnight stays in hotels with private bathrooms; European breakfast and dinner daily; 2 included lunches
-  



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, **weShare**, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views of history, art, architecture or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@Eftours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

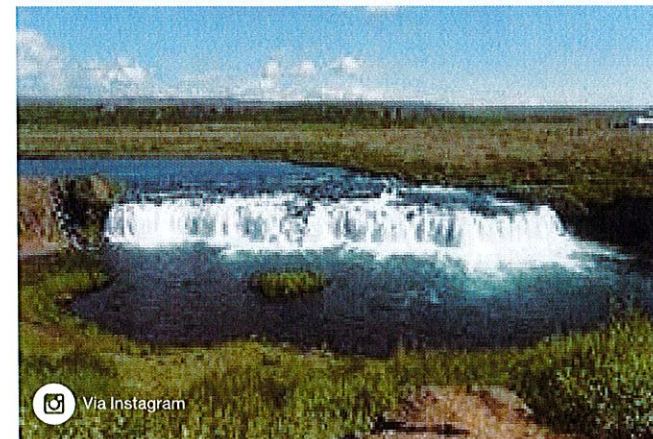
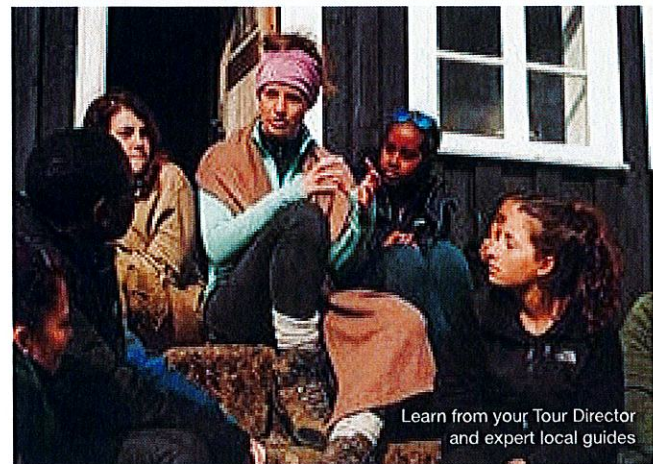
— MELISSA, TRAVELER



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at eftours.com/

Your teacher's Tour Website



What you'll experience on your tour

Day 1: Overnight flight to Reykjavík

- Board your overnight flight to Iceland.

Day 2: Reykjavík

- Meet your tour director at Keflavík International Airport.
- Enjoy breakfast, then explore a replica viking ship at Viking World.
- Discover a blend of culture, history, and natural beauty during your walking tour of Reykjavík.
- Learn about various species of whales and see life-sized models during your visit to Whales of Iceland.

Day 3: Akureyri

- Journey away from Reykjavík towards Akureyri, a quaint seaside town in northern Iceland.
- Along the way, enjoy a hike to the top of Grábrók Crater for a bird's-eye view of mossy lava fields.
- Tour the charming yet surprisingly cosmopolitan Akureyri during a short sightseeing walk.

Day 4: Akureyri

- Stand in awe below Goðafoss, one of Iceland's most spectacular waterfalls.
- Walk along the shore of Lake Mývatn where you can spot volcanic rock formations or native Icelandic waterbirds.
- During lunch, enjoy a short hike. Or, choose to take a dip in the milky blue, mineral-rich Mývatn Nature Baths.
- Be transported to another planet as you walk among the boiling mud pots and steamy natural hot springs of Nammalfjall.
- Explore millennia-old lava formations that some believe to be ancient trolls exposed to the sun at Dimmuborgir.

Day 5: Akureyri

- Spend half a day searching for the tell-tale plume of mist from breaching whales during your whale watching excursion.
- At the mouth of Iceland's largest fjord, meet the fishermen of Ektafiskur Ehf and learn how this small business trades globally.
- Be transported to a 1930s Icelandic fishery and relive the Herring Era at the Herring Museum.

Day 6: Reykjavík

- Meet with a University of Akureyri Oceanographer for a personal take on Iceland's ocean, biodiversity, and climate changes.
- On your way back to Reykjavík, stop for lunch at the Gauksmyri Horse Stables. Then, enjoy a close up look at Iceland's unique horses.
- Stop for a short hike to Barnafoss, a waterfall that flows through the mossy riverbank into the Hvítá river.

Day 7: Reykjavík

- Stand where two tectonic plates meet at Þingvellir, a national park that played a pivotal role in Iceland's history.
- In a land of waterfalls, Gullfoss stands alone: walk to its edge and try to spy a rainbow in the mist.
- Visit Geysir, the namesake of every geyser in the world. Watch as Strokkur, another geyser, erupts every few minutes.
- Learn how one greenhouse produces 20% of Iceland's tomatoes so close to the Arctic Circle during your visit to the Fridheimar Farm.

Day 8: Reykjavík | Depart for home

- See Bessastadir, the official home of Iceland's President.
- Wander among steam vents, boiling mud pots, and flowing hot springs at Krýsuvík.
- After a few days of hiking, you deserve some spa time. Relax in the warm, geothermal waters of the Blue Lagoon.
- Board your flight home.

Experiencing Iceland has definitely been the greatest time of my life! Looking at the beauty, the nature was something that my eyes have never encountered before. Climbing up mountains, walking up glaciers, getting wet by waterfalls, and sinking my feet in the black sand beaches were moments that I cannot relive anywhere else but Iceland. EF Tours did an amazing job preparing this trip and anybody...everybody should be given the chance to travel the world!

– GENESIS, STUDENT

“ Tour review

I loved my tour of Iceland. The scenery is like nothing I have ever seen. I learned so much about geothermal energy, volcanoes, geysers, earthquakes, and more. Our tour guide was so informative about traditional Icelandic ways of life, so we learned so much more than we expected. We fell in love with this country, its people, its customs, and its way of life. Truly a trip of a lifetime!

– EMILY, STUDENT

“ Tour review

TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. _____
2. _____
3. _____

— The easiest ways to —
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Cambridge, MA 02141

Our child came home a citizen of a global community with a greater understanding of her part in the world. Now, she understands that there is so much more out there than our everyday

—CHARLOTTE, DAUGHTER TRAVELED JUNE 2015

“ Tour review

THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 50 years EF has been working toward one global mission: Opening the World Through Education. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

- We always offer the lowest prices, guaranteed so more students can travel.
- We're fully accredited, just like your school, so you can earn credit while on tour.
- All of our educational tours feature experiential learning activities and visits to the best sites.
- We're completely committed to your safety. We have more than 500 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- Your full-time Tour Director is with your group every step of the way on tour, providing insight about your destinations as well as great local tips.





To: Mark Bielang, Superintendent

From: Johnny Edwards, Assistant Superintendent of Operations

CC: Paula Johnson, Director of Finance

Date: February 21, 2024

Re: North Middle School Outdoor Basketball Court Remodel

RECOMMENDATION

I recommend that the Board of Education approve the contract for the North Middle School outdoor basketball court remodel from Hall Builders of Paw Paw, MI for a total of \$55,000 which includes a 10% contingency. These funds will come from 2019 Bond Contingency funds.

BACKGROUND INFORMATION

This contract will remodel the outdoor basketball court located on North Middle School's campus. This basketball court is used by students on a daily basis. It is also part of the continuous project to remodel and update different areas on the Northern campus.

This project also has additional associated fees from TowerPinkster in the amount of \$6,500 for architectural and construction facilities management costs. This contract was not brought to the Board of Education for approval because it fell under the required contract bid threshold of \$100,000.

This project is expected to be completed over the summer of 2024.

BIDDING PROCESS

This service was competitively bid through the formal bidding process with assistance from TowerPinkster. In total, four responses were received. For your reference, a copy of the bid tab has been included. Hall Builders, LLC. was the lowest qualified bidder.

I would be happy to answer any questions that the Board may have on this contract.



Portage Public Schools
 Portage North Middle School Outdoor Basketball Court Replacement
 Motion Recommendation Architect: TowerPinkster

RECOMMENDED MOTION

I move that Portage Public Schools be authorized to issue Notice of Pending Awards, in the amount indicated, to contractors and suppliers listed below, pending confirmation that all requirements of the Contract Documents have been met. Furthermore, that upon receipt by TowerPinkster of the appropriate documentation, contracts be awarded to these contractors and suppliers by Portage Public Schools.

Bid Category	Contractor	Award Amount
General- Outdoor Basketball Court Replacement	Hall Builders, LLC.	\$49,833.00
Contingency (-10%)		\$5,167
		<hr/> \$55,000



To: Mark Bielang, Superintendent

From: Johnny Edwards, Assistant Superintendent of Operations

CC: Paula Johnson, Director of Finance

Date: February 21, 2024

Re: 12th Street Elementary Shingle Roof Replacement

RECOMMENDATION

I recommend that the Board of Education approve the contract for the 12th Street Elementary shingle roof replacement from Lyster Contracting, Inc. of Kalamazoo, MI for a total of \$243,900 which includes a 10% contingency. These funds will come from the Building Site Sinking fund.

BACKGROUND INFORMATION

This contract will replace the original roof at 12th Street Elementary. The building was built in 2009 and part of a bond project passed by Portage voters in November 2007. The roof is approximately 15 years old and has been repaired continuously over time.

This project also has additional associated fees from TowerPinkster in the amount of \$12,500 for architectural and construction facilities management costs. This contract was not brought to the Board of Education for approval because it fell under the required contract bid threshold of \$100,000.

This project is expected to be completed over the summer of 2024.

BIDDING PROCESS

This service was competitively bid through the formal bidding process with assistance from Tower Pinkster. In total, seven responses were received. For your reference a copy of the bid tab has been included. Lyster Contracting, Inc. was the lowest qualified bidder after the lowest bid was deemed incomplete.

I would be happy to answer any questions that the Board may have on this contract.



Portage Public Schools
12th Street Elementary School Roof Replacement
Motion Recommendation Architect: TowerPinkster

RECOMMENDED MOTION

I move that Portage Public Schools be authorized to issue Notice of Pending Awards, in the amount indicated, to contractors and suppliers listed below, pending confirmation that all requirements of the Contract Documents have been met. Furthermore, that upon receipt by TowerPinkster of the appropriate documentation, contracts be awarded to these contractors and suppliers by Portage Public Schools.

Bid Category	Contractor	Award Amount
General- Complete Roof Replacement	Lyster Contracting, Inc.	\$221,775.00
Contingency (-10%)		\$22,125.00
		<hr/>
		\$243,900.00

To: Mark Bielang, Superintendent

From: Sammi Stevens, Business Manager

CC: Paula Johnson, Director of Finance; Johnny Edwards, Superintendent of Operations

Date: February 21, 2024

Re: West Middle School Servery Remodel

RECOMMENDATION

Pending the approval from Michigan Department of Education (MDE), I recommend that the Board of Education approve the contract for the West Middle School servery remodel from Hall Builders of Paw Paw, MI for a total of \$272,800 which includes a 10% contingency. These funds will come from the Lunch Fund Excess Fund Balance Spend Down Plan.

Due to the regulations with the usage of MDE funds, contingency dollars have to be pre-approved by the MDE through a change order. In the event that we are unable to use MDE funds for contingency, the project will use 2019 Bond Contingency funds.

BACKGROUND INFORMATION

This contract will remodel the West Middle School servery area to create more of an open concept. The new design will align with that of Central Middle School and North Middle School servery areas. Students will be able to spread out to select food options instead of standing in one single-file line.

This is the second bid package of the West Middle School servery remodel. The first package was for the purchase of equipment from Stafford-Smith, LLC, approved by the Board of Education at the February 12, 2024 meeting. Also part of this remodel package is architectural services rendered from TowerPinkster for \$105,000, which was approved at the September 11, 2023 Board of Education meeting.

This project is expected to be completed over the summer of 2024.

BIDDING PROCESS

This service was competitively bid through the formal bidding process with assistance from Tower Pinkster. In total, three responses were received. For your reference a copy of the bid tab has been included. Hall Builders, LLC. was the lowest bidder.

I would be happy to answer any questions that the Board may have on this contract.



Portage Public Schools
 West Middle School Servery Remodel
 Motion Recommendation Architect: TowerPinkster

RECOMMENDED MOTION

I move that Portage Public Schools be authorized to issue Notice of Pending Awards, in the amount indicated, to contractors and suppliers listed below, pending confirmation that all requirements of the Contract Documents have been met. Furthermore, upon receipt by TowerPinkster of the appropriate documentation, contracts be awarded to these contractors and suppliers by Portage Public Schools.

Bid Category	Contractor	Award Amount
General- Servery Remodel	Hall Builders	\$248,000.00
Contingency (-10%)		\$24,800.00
		<hr/>
		\$272,800.00

To: Mark Bielang, Superintendent

From: Sammi Stevens, Business Manager

CC: Paula Johnson, Director of Finance; Johnny Edwards, Assistant Superintendent of Operations;

Michael Pascoe, Assistant Superintendent of Instruction

Date: February 21, 2024

Re: District Wide Access Control Upgrades

RECOMMENDATION

I recommend the Board of Education approve the contract for district wide access control upgrades to Buist Electric of Byron Center, MI in the amount of \$104,572 which includes a 10% contingency. These funds will come from carry over Section 97 - Safety & Security funding.

BACKGROUND INFORMATION

This contract will allow necessary access control upgrades and repairs at 12th Street Elementary, Lake Center Elementary, Moorsbridge Elementary, Central Middle, North Middle, West Middle, Central High, and Northern High Schools. Upgrades will include adding video doorbell intercoms, adding lockdown capabilities, and repairs to access control doors. Slight modifications to Central Middle and North Middle will also be made to help with door automation for before school and after school student foot traffic, per requests from the principals at both buildings. We are also accepting two alternates as part of this recommendation for work at Northern High to help with door automation for events in the Igloo and the auditorium.

This is the first of two recommendations that will be brought to the Board of Education for approval on this project. The second recommendation will be for remodeling spaces at Northern High School, Central High School, and West Middle School. Tower Pinkster fees will be included in this project at a later date.

This project is expected to be completed over the summer of 2024.

BIDDING PROCESS

This service was competitively bid through the formal bidding process, with assistance from TowerPinkster. In total, two responses were received. For your reference, a copy of the bid tab has been included. Buist Electric was the lowest bidder.

I would be happy to answer any questions that the Board may have on this contract.



**Portage Public Schools
 District Wide Access Control Upgrades – BP1
 Motion Recommendation Architect: TowerPinkster**

RECOMMENDED MOTION

I move that Portage Public Schools be authorized to issue Notice of Pending Awards, in the amount indicated, to contractors and suppliers listed below, pending confirmation that all requirements of the Contract Documents have been met. Furthermore, that upon receipt by TowerPinkster of the appropriate documentation, contracts be awarded to these contractors and suppliers by Portage Public Schools.

Bid Category	Contractor	Award Amount
Access Control	Buist	\$89,465.00
Alternate 1		\$3,000.00
Alternate 2		\$2,600.00
10% Contingency		\$9,507.00
Total		\$104,572.00

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – REGULAR BUSINESS MEETING
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
MARCH 11, 2024, 6:30 P.M.**

Note Page

VII Assurance of District Performance

1. Monitoring Report 1.2, Ends (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept Monitoring Report 1.2 - Ends, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

Policy Type: Ends
Policy Title: Ends Policy 1.2

Certification

I hereby present my monitoring report on Ends Policy 1.2 in accordance with the monitoring schedule established by the Board. This report covers the 2022-23 school year. I certify that the information provided in this report is true as of March 4, 2024.



Signature

March 4, 2024
Date

Note:

Please note that during the 2020-21 school year our students were not able to engage in many of the programs and activities that lead to the development of these skills. Many of the co-curricular and extra-curricular activities were not available to students in their traditional formats. Also, the District did not administer the Student Engagement Survey to K-12 students in the fall of 2021. Instead, students were given two pulse-check surveys in order to get feedback on our Return to Learn Plan. Student Engagement Survey administration resumed in Spring 2022.

1.2 POLICY LANGUAGE

Students have 21st Century Learning Skills including critical thinking, creativity, communication, and collaboration skills to equip them to learn and to lead with confidence.

Interpretation

I interpret the four “C’s” to be the foundational skills needed by students in order to be successful in college and careers.

Critical thinking is a skill that every student must possess in order to think clearly and rationally. Being able to think critically is a matter of survival in the new economy. It is also the foundation of science and democracy. Science requires rationality in designing experiments and testing theories. Democracy requires citizens who can think objectively about social and political issues and are able to avoid biases and prejudices.

Communication skills are critical to future success. Students must have effective written and oral communication skills as well as the ability to use technology to communicate effectively.

Collaboration, even more so than individual performance, is the expectation of most employers. More and more work today is done in global teams; it is rare for any work to be completed by a single person working alone.

Creativity has long been associated with the arts; however, it is important for students to come up with new and useful ideas and generate alternative possibilities.

I interpret being able to **learn and lead with confidence** to mean that students are engaged in their learning activities during the school day, and in co-curricular and extra-curricular activities outside of the school day, that help build and develop the four “C’s”.

Report

These foundational skills, sometimes referred to as “21st Century” skills, are difficult to measure in traditional ways. While individual and group behaviors can be identified for each of the four skills, and certain behaviors can be observed and a tally of their frequency can be made, this is a time consuming task, which we currently do not perform. A concern about creating operational definitions for concepts such as these is that when a concept is defined as the way in which it is measured, a definition that is trite is generated and doesn’t account for the richness of the concept, and therefore, not a reliable assessment of the skill.

Rather than create operational definitions and time-consuming measures for each of the four skills, this report will continue to focus on student enrollment in classes, programs and activities that are known to develop these four skills. While most District course offerings, programs, and activities incorporate instructional practices that help students develop these four critical skills, there are some, in particular, that I will focus on for this report. Beginning with our youngest students, these four skills are introduced and taught at a developmentally appropriate level. At the high school level our graduation requirements demand that students enroll in a wide variety of classes that assure the development of these skills over time.

Advanced Placement (AP) and International Baccalaureate (IB) classes - and the end of course exams - rely heavily upon a strong foundation in critical thinking, creativity, communication and collaboration. AP and IB exams have a cost/benefit relationship; students who devote time and energy in preparing themselves for the end-of-course exams and score well will benefit from reduced costs at the post-secondary level. The number and percentage of students enrolled in AP and IB courses – and taking the related exams – are reasonable indicators that students will graduate high school with a greater ability to learn and lead with confidence.

AP/IB Courses and Exams

The following charts indicate the number of AP and IB courses taken by students at various grade levels as well as performance data on end of year AP/IB exams. IB data includes IB Diploma attainment.

AP Courses (CHS, NHS only)		2020-21		2021-22		2022-23	
Students in at least one (1) AP Course		501	18%	516	20%	532	20%
Students in at least one (1) AP Course by grade	9	17	2%	14	2%	12	2%
	10	218	30%	204	29%	210	31%
	11	58	9%	78	12%	64	9%
	12	208	34%	220	37%	246	38%
AP Courses in which a "C" or better was earned (# of AP Courses taken)*	9	30 (30)	100%	25 (26)	96%	26 (26)	100%
	10	227 (234)	97%	218 (234)	93%	261 (268)	97%
	11	69 (72)	96%	177 (178)	99%	139 (147)	95%
	12	245 (262)	94%	487 (520)	94%	617 (666)	93%
AP Exams in which a "3" or better was earned (# of AP Exams taken)		214 (372)	57.5%	216 (353)	61.2%	340 (567)	60.0%

Monitoring Report

Page -4-

Policy Type: Ends

Policy Title: Ends Policy 1.2

IB Courses (CHS, NHS only)		2020-21		2021-22		2022-23	
Students that took at least one (1) IB Course by grade	9	0	na	0	na	0	na
	10	0	na	0	na	4	1%
	11	370	58%	321	50%	354	52%
	12	329	54%	320	54%	344	53%
IB Courses in which a "C" or better was earned (# of IB Courses taken)*	9	0 (0)	na	0 (0)	na	0 (0)	na
	10	0 (0)	na	0 (0)	na	7 (8)	88%
	11	1026 (1065)	96%	1643 (1681)	98%	1829 (1930)	95%
	12	823 (850)	97%	1516 (1543)	98%	1482 (1522)	97%
Students who earned an IB diploma (# attempted)		53 (56)	9%	51 (59)	9%	39 (46)	6%
IB Exams in which a "3" or better was earned** (# of IB Exams taken)		696 (716)	97.2%	700 (704)	99.4%	678 (688)	98.5%

* In 2021-22, all year-long classes became two separate semester classes.

**Some IB Exams that were scored as less than a "3" were exams that were registered for, but not taken due to students dropping the class mid year.

Other Course/Program Offerings

-Art, Music, Physical Education and Technology-related classes all promote the four “C’s”.

-At the elementary level – and through grade 6 – 100% of our students take Art, Music, and Physical Education courses every week.

-At the secondary level (grades 7-12), Art, Music, and Physical Education are primarily elective courses. Enrollment varies by grade due to scheduling restrictions and individual student needs.

-The chart below shows student enrollment numbers during the past three years in selected art, music, physical education, and STEM-related classes.

Course Selection	2020-21		2021-22		2022-23	
	# students	% students	# students	% students	# students	% students
Art 7-8	525	38%	543	42%	580	45%
Art 9-12	628	23%	679	26%	881	31%
Music 7-8	592	43%	490	38%	559	43%
Music 9-12	594	22%	532	20%	527	19%
Physical Education 9-12	985	36%	1009	38%	1185	42%
Technology, Engineering, & Creativity* 9-12	231	8%	184	7%	164	6%
CTE**/EFA 11-12	432	35%	447	36%	253	30%
KAMSC	109	4%	123	5%	128	5%

*Technology, Engineering, & Creativity (TEC) replaced Technology and Applied Science in 2021-22.

** CTE (Career and Technical Education) replaced EFE in 2021-22.

Monitoring Report

Page -5-

Policy Type: Ends

Policy Title: Ends Policy 1.2

Co-Curricular/Extra-Curricular Activities

Co-curricular and extra-curricular activities allow students during and beyond the school day to participate in opportunities for extending their learning and encourage the development of the four “C’s”.

At the **elementary level**, activities include but are not limited to:

- Student Council
- Building-based Student Leadership Teams
- Peer to Peer
- After-School Enrichment Clubs
 - Baking
 - Disc Golf
 - STEAM
 - Music
 - Dance
- AirZoo Opportunity
- Book Clubs/Battle of the Books
- Student Safeties
- Girls On The Run/Let Them Run
- Tutoring Services for qualifying student
- Education for the Arts Programs
- STEP Classes (offered during the summer)
- Our District Library Partnerships
- Author Visits
- March is Reading Month

Student participation varies by grade and by building. All buildings have a Student Council or similar leadership team with approximately 175 students taking part district-wide. Aesthetic Education through the Education for the Arts impacts an additional 1400 students annually. We use grant money to support STEAM programming, AirZoo for our 4th graders at several of our elementary schools, and social-emotional learning at each of our schools for consumable materials.

Additional opportunities exist during the summer months through various camps and classes.

Opportunities are expanded at the **secondary level**. These activities include athletic teams, groups that compete, perform or travel for events, and groups that meet before or after school. At the middle school level, there will typically be 20 or more activities available to students with approximately 60% of the students participating.

At the high school level, the number of activities approaches 100 with approximately 90% of the students participating in at least one activity.

Other Indicators

Being equipped to learn and lead with confidence means that students are thinking about the future, understand what internal and external resources are available and know how to navigate around obstacles.

Several questions on the Student Engagement Survey, administered annually to all students K-12, provide us with information useful in determining student ability to learn and lead with confidence as well as their satisfaction with Art, Music, and Physical Education classes. District-wide data is presented in the chart below. Each building receives results specific to its student body. Building-level teams review survey results and base some of their school improvement strategies on the data collected. We will continue to collect this valuable data from students in future school years.

Student Engagement Survey	2018-19	2019-20	2020-21	2021-22	2022-23
Number of K-12 students surveyed	6685	5636	N/A	3479	4893
I enjoy Art, Music, and Physical Education.	4.16	4.16		4.05	4.21
When I have a problem, I know how to get help.	4.18	4.17		3.83	4.02
I set learning goals and track my progress.	3.88	3.84		3.46	3.51
My teachers challenge me to think.	4.15	4.14		3.90	3.94
I have opportunities to be successful.	4.21	4.17		4.03	4.16

Curriculum and Professional Learning

To support 21st Century Skills in the teaching staff, we have been equipping middle school teaching staff with Project-Based Learning (PDL) strategies. The middle school buildings’ large extended learning spaces offer a transformational resource for modifying and adapting instruction to support this end statement.

At our elementary schools, our librarians participate in PLTW STEM professional learning, which equips them with the skills to integrate innovative STEM practices into their programs. Our STEM Projects offer students immersive, hands-on experiences that encourage them to explore and refine their scientific and problem-solving abilities. Additionally, our team of devoted librarians organizes a diverse range of events and activities throughout the year to foster a passion for reading and learning among our students. Pop-up libraries are a particularly exciting highlight, as they bring the joy of discovering new books and authors to unexpected locations.

As we chart the course for 21st Century elementary schools, we are committed to embracing adaptive change as the driving force behind all discussions and decisions. Collaborative building teams are working together to determine the next steps, with professional learning and instructional coaching serving as essential components in moving this work forward. Our unwavering focus is on student-centered learning, ensuring that it remains at the forefront of our efforts.

Monitoring Report

Page -7-

Policy Type: Ends

Policy Title: Ends Policy 1.2

Conclusion Statement

The organization met expectations.

Monitoring Report Evaluation Form

Policy: _____

Is the Superintendent's interpretation reasonable? Yes No

Comments:

Is evidence of compliance reasonable? Yes No

Comments:

For Ends Policies: Comments about long-term achievement of Ends Policy

Comments Regarding Further Policy Development

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

2. What policy language would address your concern?

Evaluation submitted to Board President By: _____

Adopted: 9/22/08

Revised: 5/25/09, 3/22/10, 2/26/18, 11/20/23

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – REGULAR BUSINESS MEETING
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
MARCH 11, 2024, 6:30 P.M.**

Note Page

X. Discussion Items

1. Policy Revisions (BL 0131.1)



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

TO: Board of Education
FROM: Mark Bielang, Superintendent
DATE: March 6, 2024
SUBJECT: Proposed Policy Revisions

A handwritten signature in blue ink, appearing to be "MB", is written over the "FROM" line of the header.

Recommendation

That the Board of Education approve, as presented, the revisions to Policies 0144.2-Board Member Ethics, 0167.3-Public Participation at Board Meetings, document Public Comment at Board Meetings, Policies 9130-Public Complaints, and 2521-Selection of Instructional Materials and Equipment.

Background Information

At the Board's February 12, 2024 Policy Governance Retreat, the Board reviewed each of the policies and the document noted in the above recommendation. Additional revisions were made based on that discussion. The enclosures reflect the latest proposed changes.

Enclosures

Book	Policy Manual
Section	0000 Bylaws
Title	draft 3.11.24 BOARD MEMBER ETHICS
Code	po0144.2
Status	
Adopted	September 14, 2015
Last Revised	October 22, 2018

0144.2 - BOARD MEMBER ETHICS

As members of the Board of Education, Board members will strive individually and collectively to follow best behaviors and practices to advocate for Portage Public Schools and to improve public education, and to that end, we will:

- A. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the Board and consider resignation from the Board for any extended absence from the District (six [6] months or more);
- B. attend all regularly scheduled board meetings and become informed concerning the issues to be considered at those meetings;
- C. inform themselves about current educational issues by individual study and through participation in programs providing needed information, such as sponsored by local, state, and national school board associations;
- D. recognize that they should endeavor to make policy decisions only after full discussion at publically held board meetings;
- E. encourage the free expression of opinions by all board members, and seek systematic communications between the board and students, staff, and all elements of the community;
- F. work with other board members in a spirit of harmony and cooperation to build trusting relationships, in spite of differences of opinion, which may arise during the discussion and resolution of issues at board meetings;
- G. communicate in a professional manner with and about fellow board members;
- H. honor all opinions with respect and understanding, even when there are disagreements or differing views;
- I. render all decisions based on the available facts, and independent judgment, and alignment with Board governance policies and bylaws, and refuse to surrender that judgment to individuals or special interest groups; ~~(Board members represent the owners, not a constituency or a vocal minority);~~
- J. Make decisions that are best for all students: all means all;
- K. express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board;
- L. work with the other board members to establish effective board policies and to delegate authority for the administration of the district to the superintendent;
- M. communicate to other board members and the superintendent expressions of public reaction to board policies and programs;
- N. support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;

- O. take no private actions, ~~act on behalf~~ without the authority of the board, or make promises as individuals that will compromise the board or administration, and respect the confidentiality of information that is privileged;
- P. avoid being placed in a position of conflict of interest, and refrain from using their board positions for personal partisan gain.
- Q. ~~recognize the only link that board members have to labor negotiations is through the Superintendent or with the board's bargaining team~~ contact and communication board members may have regarding labor negotiations is through the Superintendent and bargaining team ~~during a closed session to discuss collective bargaining strategy.~~
- R. ~~during public comment, always listen actively with respect, refrain from making judgments~~ separate owner issues from customer issues, and don't rush to judgment ~~until all the facts are in,~~ and distinguish between policy matters and ~~customer operational issues that~~ Customer issues belong to administration.
- S. ~~to make an informed decision, always~~ ask the Superintendent or the board president for additional information if you are unsure about supporting a matter before the Board, to avoid surprises, ~~and always inform the board president in advance if you cannot support a matter before the Board; make an informed decision; no surprises.~~

Revised 3/27/17

Book	Policy Manual
Section	0000 Bylaws
Title	draft 3.11.24 PUBLIC PARTICIPATION AT BOARD MEETINGS
Code	po0167.3
Status	
Adopted	September 14, 2015
Last Revised	January 10, 2022

0167.3 - PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board of Education meetings are held for the purpose of conducting the business of the school district, however, the Board recognizes the importance of letting the public express themselves on district matters and welcomes community input at our board meetings. ~~recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on District matters.~~

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

The presiding officer shall be guided by the following rules:

- A. Public participation shall be permitted as indicated on the order of business.
- B. Anyone with concerns related to the operation of the schools or to matters within the authority of the Board may participate during the designated public participation portion(s) of a meeting.
- C. Attendees must register their intention to speak during the public participation portion of the meeting by completing the Speaker Registration Form at the beginning of the meeting.
- D. Individuals may not register others to speak during public participation.
- E. Participants must first be recognized by the presiding officer and may not be called in the order in which they have signed the Speaker Registration Form.
- F. Each statement made by a participant shall be limited to three (3) minutes duration.
- G. Speakers may not yield any of their speaking time to others.
- H. No participant may speak more than once.
- I. Participants shall direct all comments to the Board and not to staff or other participants.
- J. The presiding officer may:
 1. interrupt, warn, or terminate a participant's session when they make comments that are repetitive, obscene, and/or comments that constitute a true threat (i.e., statements meant to frighten or intimidate one (1) or more specified persons into believing that they will be seriously harmed by the speaker or someone acting at the speaker's behest);
 2. request any individual to stop speaking and/or leave the meeting when that person behaves in a manner that is disruptive of the orderly conduct and/or orderly progress of the meeting;

3. request that speakers provide a written copy of their comments and supporting documents to the Board Secretary if available;
4. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
5. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the conduct and/or orderly conduct of the meeting as to warrant such action;
6. request that signs be removed if they create an obstruction between the Board and the audience or if they are disruptive in the meeting;
7. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
8. **acknowledge and thank each speaker.**

J. **K.** The portion of the meeting during which the participation of the public is invited shall be limited to thirty (30) minutes, but the timeframe will be extended, if necessary, so that no one's right to address the Board will be denied.

K. **L.** Speakers should present comments in a respectful and **courteous** ~~professional~~ manner. Names of individuals should not be mentioned when bringing matters to the attention of the Board. Speakers should refrain from mentioning any student by name and should contact the Superintendent directly regarding personnel matters. **The District has a legal obligation to provide due process for both students and employees.**

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

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

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

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

Revised 11/26/18

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

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION**

PUBLIC COMMENT AT BOARD MEETINGS

Board of Education meetings are held for the purpose of conducting the business of the school district.; ~~however,~~ The Board recognizes the importance of letting the public express themselves on District matters and welcomes community input at our board meetings. ~~And recognize the importance of allowing members of the public to express themselves on District matters.~~

To permit fair and orderly public expression, please conform to these guidelines when addressing the Board.

- Attendees must register their intention to speak during the public participation portion of the meeting by completing the Speaker Registration Form at the beginning of the meeting.
- Individuals may not register others to speak.
- Speakers will be recognized by the presiding officer and may not be called in the order in which they have signed up to speak.
- Speakers are requested to state their name, address, and group affiliation (if applicable).
- Limit comments to 3 minutes.
- Direct all comments to the Board and not to staff or to other participants.
- Speakers may not yield any of their speaking time to others.
- Provide a written copy of your comments and supporting documentation to the Board Secretary (if available).
- Present your comments in a respectful and courteous manner to model the behavior expected of Portage students.
- Refrain from mentioning any student or individual by name.
- Contact the Superintendent directly regard personnel matters
- The Board has a legal obligation to protect the due process rights of students and employees.

~~Board of Education meetings are held for the purpose of conducting the business of the school district and are not considered to be community meetings. Board members are not obligated to respond to issues raised during public comment. Normally, such issues are referred to or followed up on by our Administrators.~~

Typically, concerns raised by speakers during public comment are best addressed through the established chain of command. Board policy delegates resolution of operational concerns to the Superintendent for further action.

January 2022
Board Approved February __, 2024

Book	Policy Manual
Section	2000 Program
Title	draft 3.11.24 SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT
Code	po2521
Status	
Adopted	September 14, 2015

2521 - SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

The Board of Education shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school District.

The Superintendent shall develop administrative guidelines for the selection, and maintenance, and consideration of formal objections of all educational and instructional and library/media center materials and equipment. In addition s/he shall periodically, provide for a systematic review, by the Board, of the District's educational resources in order to ensure that they are appropriate for the current educational program. Any revisions that occur should be a result of the school continuous-improvement process.

Students shall be held responsible for the cost of replacing any materials or properties which are lost or damaged through their negligence.

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in shop activities where the product becomes the property of the student.

Legal	M.C.L. 380.1274, 380.1277
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Book	Policy Manual
Section	9000 Relations
Title	draft 3.11.24 PUBLIC COMPLAINTS
Code	po9130
Status	
Adopted	September 14, 2015

9130 - PUBLIC COMPLAINTS

Any ~~person or group~~ **member of the public**, having a legitimate interest in the operations of this District shall have the right to present a request, suggestion, or complaint concerning District personnel, the program, or the operations of the District. At the same time, the Board of Education has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide the means for judging each public complaint in a fair and impartial manner and to seek a remedy where appropriate.

It is the desire of the Board to rectify any misunderstandings between the public and the District by direct discussions of an informal type among the interested parties. It is only when such informal meetings fail to resolve the differences, shall more formal procedures be employed. **The District has an obligation to provide due process for both students and staff. If the school board is prejudiced against a staff member or student, has prior knowledge, or has made a judgment, then the staff member or student may not get a fair process and concerns could be dismissed. The Board will only review concerns (at the Fifth Level) that are unresolved after completing the complaint process through the chain of command as listed below.**

Any requests, suggestions, or complaints reaching the Board, **or individual** Board members, ~~and the administration~~ shall **refer the member of the public to the procedures described in this policy,** ~~be referred to the Superintendent for consideration according to the following procedure.~~

Matters Regarding a Professional Staff Member

A. First Level **(Informal)**

If it is a matter specifically directed toward a professional staff member, the matter must be addressed, initially, to the concerned staff member who shall discuss it **promptly in a timely manner** with the complainant and make every effort to provide a reasoned explanation or take appropriate action within his/her authority and District administrative guidelines.

This level does not apply if the matter involves suspected child abuse, substance abuse, or any other serious allegation, which may require investigation or inquiry by school officials prior to approaching the professional staff member.

As appropriate, the staff member shall report the matter and whatever action may have been taken to their supervisor.

B. Second Level **(Informal)**

If the matter cannot be satisfactorily resolved at the First Level, it shall be discussed by the complainant with the staff member's supervisor and in compliance with provisions of a collective bargaining agreement, if applicable.

C. Third Level **(Formal)**

If a satisfactory solution is not achieved by discussion **at the Second Level**, ~~with the principal or appropriate central office administrator~~, a written **(Formal)** request for a resolution shall be submitted to the **appropriate next-level supervisor**. ~~Superintendent~~. This request should include:

1. the specific nature of the complaint and a brief statement of the facts giving rise to it;

2. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
3. the action which the complainant wishes taken and the reasons why it is felt that such action be taken.

D. Fourth Level (Formal)

If a satisfactory solution is not achieved ~~at the Third level, by discussion with the Superintendent,~~ a written request for a resolution shall be submitted to the Superintendent ~~(unless the Superintendent was the supervisor who responded at the Third Level. In that case, the matter shall move to the Fifth Level.)~~. This request should include ~~only the information submitted at the previous level:~~

1. the specific nature of the complaint and a brief statement of the facts giving rise to it;
2. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
3. the action which the complainant wishes taken and the reasons why it is felt that such action be taken.

E. Fifth Level (Formal)

~~Should the matter still not be resolved, or if it is one beyond the Superintendent's authority and requires a Board decision or action, the complainant shall request, in writing, a hearing by the Board.~~

~~The Board, after reviewing all material relating to the case, may, at the Board President's discretion, provide the complainant with its written decision or grant a hearing before the Board or before a committee of the Board.~~

~~The complainant shall be advised, in writing, of the Board's decision no more than ten (10) business days following the next regular meeting. The Board's decision will be final on the matter, and it will not provide a meeting to other complainants on the same issue.~~

~~If the complainant contacts an individual Board member to discuss the matter, the Board member shall inform the complainant that s/he has no authority to act in his/her individual capacity and that the complainant must follow the procedure described in this policy.~~

~~If the complainant believes the policies and/or processes used for making the decision were incorrect, the complainant may request a review by the Board of Education, within ten (10) business days after receiving a response from the Superintendent.~~

~~Review by the Board, will be limited to whether the appropriate policies and procedures were followed during the process of reaching a decision on the matter.~~

~~After review of all material relating to the matter, the Board will provide its written decision to the complainant, within ten (10) business days following the next regular board meeting, to either:~~

1. ~~Uphold the decision of the Superintendent, or~~
2. ~~Return the matter to the Superintendent for further review if, and only if, the proper policies and procedures were not followed in reaching the decision.~~

~~The Board's decision will be final on the matter, unless the matter was referred to the Superintendent for further review, and it will not provide an additional review to other complainants on the same issue.~~

~~Individual Board members have no authority to act in their individual capacity to public complaints in matters regarding a professional staff member.~~

Matters Regarding the Superintendent

Should the matter be a concern regarding the Superintendent which cannot be resolved through discussion with the Superintendent, the complainant may submit a written complaint to the Board. This complaint should include:

- A. the specific nature of the complaint and a brief statement of the facts giving rise to it;
- B. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
- C. the reason that matter was not able to be resolved with the Superintendent;

D. the action which the complainant wishes taken and the reasons why it is felt that such action should be taken.

The Board, after reviewing the complaint, may grant a hearing before the Board or a committee of the Board.

The complainant shall be advised, in writing, of the Board's decision within thirty (30) business days. The Board's decision will be final and not subject to appeal.

Matters Regarding an Administrative Staff Member

Since administrators are considered members of the District's professional staff, the general procedure specified in "Matters Regarding a Professional Staff Member" shall be followed.

Matters Regarding a Support Staff Member

In the case of a support staff member, the same procedure is to be followed as for "Matters Regarding a Professional Staff Member."

Matters Regarding District Services or Operations

If the request, suggestion, complaint, or grievance relates to a matter of District procedure or operation, it should be addressed, initially, to the appropriate Supervisor/Director and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

Matters Regarding the Educational Program, Instructional Materials, Library/Media Center Materials, or Equipment

If the request, suggestion, or complaint, or grievance relates to a matter of District program, instructional materials, library/media center materials, or equipment, it should be addressed, initially, to the appropriate central office administrator and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member." Operational Policy 2521.

Matters Regarding Instructional Materials

~~The Superintendent shall prepare administrative guidelines to ensure that students and parents are adequately informed each year regarding their right to inspect instructional materials and the procedure for completing such an inspection. (see AG 9130A)~~

~~If the request, suggestion, complaint, or grievance relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the District, the following procedure shall be followed:~~

- ~~A. The criticism is to be addressed to the building administrator in writing, and shall include:
 1. author;
 2. title;
 3. publisher;
 4. the complainant's familiarity with the material objected to;
 5. sections objected to by page and item;
 6. reasons for objection.~~
- ~~B. Upon receipt of the information, the building administrator may, after advising the appropriate central office administrator of the complaint, appoint a review committee.~~
- ~~C. The Superintendent shall be an ex officio member of the committee.~~
- ~~D. Evaluation of the questioned material shall be guided by the following criteria:
 1. the appropriateness of the material for the age and maturity level of the students with whom it is being used
 2. the accuracy of the material
 3. the objectivity of the material~~

4. ~~the use being made of the material~~

- E. ~~The recommendation shall be reported to the Superintendent in writing. The Superintendent will advise the complainant, in writing, of the action taken or recommended.~~
- F. ~~The complainant may appeal this decision, within thirty (30) business days, to the Board through a written request to the Superintendent, who shall forward the request and all written material relating to the matter to the Board.~~
- G. ~~The Board shall review the case and advise the complainant, in writing, of its decision.~~

~~No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.~~

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20 U.S.C. 1232h

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – REGULAR BUSINESS MEETING
ADMINISTRATION BUILDING, CONFERENCE RM #1
MARCH 11, 2024, 4:30 P.M.**

Note Page

XI. Closed Session

1. Discuss Collective Bargaining Strategy (OMA)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education move into closed session to discuss collective bargaining strategy, as allowed under the Open Meetings Act 15.268, Section 8(c).

ROLL CALL VOTE.